

Para todos:

a free, college-level elementary Spanish text

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Preface

Para todos is a free, college-level introductory Spanish text that can be downloaded as a PDF file. It is available at no cost to students and teachers (and anyone else who wishes to use it). This text and its accompanying online FLASH exercises have not been designed for individuals who want to learn Spanish on their own—although they are certainly welcome to use it—but rather presupposes a class setting, with an instructor who can model pronunciation, answer questions, and create her or his own syllabus for the course. *Para todos* has been conceived and designed to address a lack in the realm of elementary Spanish texts. While there are free online Spanish *grammars*, and, of course, a plethora of elementary Spanish texts available through publishers often at a cost of one or two hundred dollars or more, I'm not aware of any free, online textbooks of introductory Spanish designed to be used in college courses. If they are out there, they are difficult to find.

The structure of the chapters of *Para todos*. Each of the twenty-seven chapters begins with a list of fifty vocabulary words, followed by a section of commentary on the words. Sometimes a little grammar is presented in these comments, but more often than not the discussion of the vocabulary focuses on differences between Spanish and English, on etymologies, on false cognates, on cases where multiple Spanish words translate a single English word (a few examples: *el, la, los, and las* for “the;” or *su, sus, ella*, for “her;” or *ese, esa, eso, aquel, aquella, aquello* and *que* for “that.”). The vocabulary has been taken from lists that give rank order for the most common words in Spanish and English.

After the presentation and discussion of the vocabulary there is a brief written conversation, in Spanish, among students who are learning Spanish in a course taught by *la profesora González*. These conversations model some of the new vocabulary and grammar, although they also incorporate a review of previously presented material. Following these conversations are exercises, the vast majority of which are designed for groups of two or three students; many of these exercises, however, also lend themselves to written responses and/or to full-class participation, as the instructor may choose.

Finally, in each chapter, comes the formal presentation of one to three grammar points. Each point is illustrated with examples and commentary, and each grammar point ends with a series of exercises that offer students very focused practice with the specific grammar they have just studied. Again, most of these exercises are primarily intended for groups of two or three students, though they can be used by individual students, as writing assignments, or as an activity for the entire class.

Exercises. Besides the exercises that follow the student conversation and each grammar point of a chapter, there are two other types of exercises in *Para todos*. The first kind of exercise gives the individual student practice *with feedback* of the grammar points that have been presented in the chapter. The student may find the answers to these exercises in the *Key to the Grammar Exercises*, which is located in a section of the text after the last chapter. These same exercises are also available to the student online, in a series of FLASH stacks of electronic cards, where students enter their answers and then click a button to compare what they have written to the correct answer. The FLASH exercises also offer, literally at the click of a button, an explanation

of the grammar under study. To use these FLASH exercises, a student must have an appropriate plug-in on his/her computer, one that is available for free on the Internet. In all the FLASH exercises there is a bank of special Spanish characters, which can be copied and pasted as needed (See page 517 for a fuller explanation, as well as for a note on alternative ways to insert special Spanish characters). Besides the exercises with answers, there is also a much shorter set of exercises *without feedback* for each chapter, usually only five or six sentences to be translated from English to Spanish. These are found in a section called *Additional Exercises*. There are no answers available to students for these additional exercises. This element of the program is designed for instructors who may wish to assign work for each student to hand in, or perhaps work for students to put on the board or to present orally in class.

There are also online FLASH cards available for the vocabulary words of each chapter, for students who wish to study them online. Students might be encouraged to experiment with the grammar materials and vocabulary that are available in two formats—as lists in the electronic text and online as FLASH cards—to find which format, or which combination of formats, is most helpful to each of them.

The *Para todos* program includes, too, eight practice tests, which students can use to check their mastery of the fifty-seven grammar points contained in the twenty-seven chapters of the book. Answers to these practice tests are also provided. Finally, there are verb tense/form sheets for student practice. These are available both in the electronic text and also in FLASH card stacks. Answers are available for each of these practice sheets.

Readings. *Para todos* contains twenty-one short cultural readings, in Spanish. The readings are glossed, and, if an instructor decides to use any or all of them, they may be read in any order, as no attempt has been made to graduate the level of difficulty. These twenty-one readings introduce a student to the nineteen countries where Spanish is an official language, and also to the commonwealth of Puerto Rico and to Brazil. Each reading includes maps and presents basic facts about the geography and history of the country/state, as well as a few points of interest about cuisine, sports, the arts, or other items unique to the place being discussed. Following each reading is a list of topics for further research, in case the student or the instructor wishes to expand upon the basic treatment presented here.

Scope. *Para todos* covers the basic Spanish grammar studied in most two-semester elementary college courses. Some information that might be considered grammatical is presented in the comments after the chapter vocabularies, rather than in formal grammar points. Examples of this include the concepts of gender, number, and adjective-noun agreement, as well as the fact that many adjectives in Spanish have four forms. A discussion format seemed to me more apt for introducing these ideas. Whenever this has been done, there are exercises later in the chapter that offer students practice with any elements presented in this less formal way.

While I have tried to be thorough in the presentation, explanation, and reinforcement of the grammar I have included, I have not tried to include all aspects of Spanish grammar. I felt some grammar could be left for the next level of study. For example, this text does not include a formal presentation of relative pronouns, although these are used in the readings, where they are glossed, so students do have some exposure to them. The *vosotros* forms of all verbs are included

in *Para todos*, although the commands for this form, and also for the *nosotros* form, are not. I refer to the two forms of the imperfect subjunctive, but I use the *-ra* forms in the exercises; the *-se* endings are presented as information rather than as an object of study. I also do not include the preterit perfect tense, one I do not feel beginning students need. There is a great deal of Spanish grammar, and if one wishes to emphasize speaking, which is what most of the chapter exercises of *Para todos* are designed to do, then not trying to include everything was, I felt, a necessary tradeoff. Of course, any instructors who wish to use this text may address such omissions with supplemental material, and may leave out other material covered if they choose.

Why *Para todos*? I have been teaching Spanish at the college level for nearly forty years. Over the decades I have seen the price of elementary Spanish textbooks increase drastically. When, some five or so years ago, I took an introductory Latin course, I was struck by the difference in the cost of the standard Latin text (*Wheelock's Latin*) compared to the texts that students had to buy for our Spanish courses. My original plan was to create an inexpensive Spanish text, but upon further reflection, I decided I would author a free text if Randolph College, where I currently teach, were willing to accept the project as part of a sabbatical year proposal.

Acknowledgements. I am grateful to Randolph College for granting me sabbatical leave during the 2014-15 academic year, when I created *Para todos*. I would also like to acknowledge Chris Cohen for his invaluable technical assistance. Finally, I owe a debt of gratitude to the following professors in the Lynchburg community, for their gracious and sometimes very lively responses to my questions about Spanish grammar: Amal Boujeena, Tulio Cedillo, Lorenz Chan, Celeste Delgado Librero, Debbie Huntington, Rhonda Miller, and María Vázquez Castro. Their willingness to entertain and answer my questions is sincerely appreciated. I hasten to add, however, that I alone am responsible for any shortcomings in this text.

I envision *Para todos* as a text that could certainly be used in a traditional college classroom, but also as one that might be used by any group of English-speakers who wish to study Spanish with an instructor, whether in an academic setting or more informally, for enrichment. The United States is now listed as the country with the second largest Spanish-speaking population in the world, after Mexico. I realize that statistics can be misleading, but the Hispanic presence in the United States is significant, and it seems likely that this presence and significance will continue to increase. I have noticed a growing interest in learning Spanish among not just the college-aged student, but also among trades people, retirees, and others in my community. With native speakers of Spanish readily available in many places in the United States, my hope is that *Para todos* might serve as an economically friendly instrument that fosters the learning of Spanish for any group of interested people.

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*****Note.** Aside from the internal links inserted directly into the text itself, there are about 200 "bookmarks" in *Para todos* to help you navigate through the material. Bookmarks help you to find what you want in *Para todos* quickly. In the PDF file the bookmarks should be located to the left of the text pane. If they are not visible, do one of the following: click on the "Bookmarks" icon in the upper, far-left part of the screen (it should be the second one down, under the "Thumbnails" icon); or, from the ribbon menu choose "View," then "Show/Hide," then "Navigation Pane," then "Bookmarks."

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Vocabulario 1.

To practice these words interactively, on a computer, click [here](#), and choose Chapter 1.

<u>en inglés</u>	<u>en español</u>
blackboard/whiteboard	la pizarra
(male) student	(el) estudiante
(female) student	(la) estudiante
(male or mixed group of) students	(los) estudiantes
(female) students	(las) estudiantes
(female) professor	la profesora
(male) professor	el profesor
the window(s)	la(s) ventana(s)
desk	el escritorio
table	la mesa
computer	la computadora (Latin America)
	el ordenador (Spain)
pencil	el lápiz
ballpoint pen	el boli [short for <i>el bolígrafo</i>]
chalk	la tiza
eraser	el borrador
clock	el reloj
paper	el papel
book	el libro
she (and sometimes also the pronoun <i>her</i>)	ella
he (and sometimes also the pronoun <i>him</i>)	él
What is this (that)?	¿Qué es esto (eso)?
Who is she/he?	¿Quién es ella/él?
She/He is . . .	Ella / Él es . . .; Ella / Él se llama . . .
Hello	Hola
Who are you?	¿Quién eres? ¿Quién eres tú?
What's your name?	¿Cómo te llamas?
I am . . .	Soy . . . / Yo soy . . .
My name is	Me llamo . . . Yo me llamo . . .
Pleased to meet you.	Mucho gusto.
Likewise (=Pleased to meet you, too.)	Igualmente.
and	y [changes to <i>e</i> before <i>i-</i> and <i>hi-</i>]
door	la puerta
you (informal, plural: "y'all")	vosotros/vosotras
you (formal, plural: "your graces")	ustedes [abbreviation = Uds.]
they (and also "them")	ellos / ellas
we	nosotros/nosotras
I am	(yo) soy
you are ("you-my-friend are)	tú
you are ("your grace is")	usted es

you are (“y’all are)	(vosotros/vosotras) sois [used in Spain]
you are (“your graces are”)	ustedes son
we are	(nosotros/nosotras) somos
they are	ellos/ellas son

El alfabeto español / The Spanish alphabet. There is no way to offer exact equivalents of Spanish sounds using English. Listen to your instructor and to native speakers of Spanish and try to model their pronunciation. Here is a site where you can [hear](#) each of the letters pronounced.

In general, Spanish vowels are pronounced differently from their English equivalents. One difference is that all Spanish vowels are “shorter.” They should not be drawn out the way English vowels are. A useful exercise to illustrate this difference is to pronounce the following two phrases with your instructor:

EXERCISE:

English phrase: sea oh no [or “See Oh Know”]

Spanish phrase: sí o no

You should hear how clipped the Spanish vowels are compared to English. In English, for example, in the negative word *no* the *o* tends to trail off, producing something like *noh*; this does not happen in Spanish, where the *o* is shorter. Practice this with your instructor.

Un diálogo estudiantil / A student dialogue. Sarah and Phil have arrived at their second Spanish class a few minutes early. They don’t know each other and they decide to try to introduce themselves *en español*.

Sarah: Hola.

Phil: Hola. ¿Quién eres?

Sarah: Me llamo Sarah, o *Sara* (she first pronounces this as in English, then as in Spanish). ¿Cómo te llamas?

Phil: Soy Phil en inglés. Soy *Felipe* en español.

Sarah: Mucho gusto, Felipe.

Felipe: Mucho gusto, Sara.

Interactive Exercises.

- 1 A. Working in pairs or groups of three, practice getting to know someone in Spanish.
- 1 B. Working with one or two partners, ask about people and objects in the classroom.
- 1 C. Up and Speaking! Everyone in the class gets out from behind their desks and into some common area. You should speak to at least two people you have not yet spoken to in Spanish. Find out who they are and who and what they know about

the class and classroom. Try to stay within the common vocabulary, even if you have studied some Spanish before. Strive for good pronunciation.

Inglés y español. This element of the book will discuss differences between English and Spanish grammar. As you know, Spanish and English share some vocabulary. Words like *cereal*, *piano*, and *patio*, to mention just three, look exactly the same in both languages. Of course, you now know that they are not *pronounced* the same in both languages, and this difference can be particularly difficult because when you see such words—words you have pronounced in English for so long—it takes a conscious effort, at least at first, to change the sounds of such words into Spanish. You might try practicing these three words with your instructor. You might also stay alert for other such words (they are called *cognates*, that is, words that look the same in both languages). Practicing with such words is a great way to reinforce proper pronunciation in Spanish. If you learn Spanish, you will want to be understood when you speak it!

One significant difference between Spanish and English, and between any two languages, is that information may be organized differently in each. While there is almost nothing that cannot be said in either language, sometimes the translation from English to Spanish (and vice versa) is not literal, that is, is not word for word. You should keep this in mind as you study Spanish this year. Already you have seen that the word *the* in English does not have a one-word equivalent in Spanish, but rather that there are *four* different words that translate English “the:” *el, la, las, los*. If someone were to ask you “How do you say *the* in Spanish?”, the best answer would be: “It depends on the context.” This idea, the importance of context in choosing how to express yourself in Spanish, is a very important one.

Another significant difference between Spanish and English is the use of subject pronouns: words, in English, such as *I, you, she, we, he, they*, and, in Spanish, words like *yo, tú, usted, ella, él, ellas, ellos, nosotros, vosotras*, and some others. In English you always use, for example, the word “I” when talking about what you’re doing, have done, will do, etc., even when it is obvious that you are referring to yourself. In Spanish, however, the word “yo” is used primarily for emphasis and clarification. So, “Soy Felipe” and “Yo soy Felipe” are both correct in Spanish, whereas “I am Phil” is proper English, but “~~Am Phil~~” is not. *Native speakers of English*, because of how subject pronouns are used in the language, *have a tendency to overuse the subject pronouns in Spanish*. We’ll say more about this when we begin learning about verbs in Spanish. For now, practice omitting the words “yo” and “tú” when they are not needed. It’s good Spanish!

Grammar Point 1: The verb *SER, to be*: Present tense forms

1 st person	[yo] (I)	soy	nosotros/nosotras] (we)	somos
2 nd person informal	[tú] ("you-my-friend")	eres	[vosotros/vosotras]* ("y'all")	sois
2 nd person formal	[usted]* ("your grace")	es	[ustedes]* ("your graces")	son
3 rd person	[ella/él] (she/he/it)	es	[ellos/ellas] (they)	son

*The subject pronouns *usted*, *ustedes*, *vosotros/vosotras*, and how they differ among themselves, will be explained below.

Illustrations.

- | | |
|--|---|
| 1. I'm Laura. I'm a student. | Soy Laura. Soy estudiante. |
| 2. She is Professor González. | Ella es la profesora González. |
| 3. We are not professors. We are students. | No somos profesores. Somos estudiantes. |
| 4. Who's he? | ¿Quién es él? |
| 5. Who're they? | ¿Quiénes son ellos/ellas? |

Comments.

- Notice that in sentence 1, Laura chooses not use the subject pronoun *yo*.
- In sentence two you see the word *la* in front of *profesora*. Professor is considered a title in Spanish, and the articles (*el, la, los, las*) are used before titles whenever you are speaking about someone. (If you speak to them directly, the articles aren't used: "Hola, profesora González.")
- Notice how verbs are made negative in Spanish (sentence 3). You simply place the word *no* directly in front of the verb form. In English we place the word *not* after the verb: "I'm not Fred; I'm George." **No soy Fred; soy George.** It would be incorrect to say "**Soy no Fred.**"
- Notice that the word *quién*, in sentence 4, has a plural form, *quiénes*, in sentence 5. Compare this to *profesores* in sentence 3. Nouns that end in a consonant form the plural by adding *-es* or, sometimes, *-as*. Nouns that end in a vowel form the plural by adding *-s*: *libros, estudiantes*.

Exercise.

- 1D. With one or more classmates, take turns asking and responding to "identity questions," that is, to questions like, "Who is between (=entre) Al and Maggie?" "Who is the professor?" "Are you Janie?" "I am not Janie, I'm Meghan."

Grammar Point 2: Subject pronouns in Spanish for English “you.”

In English, the word *you* can be singular or plural; it can refer to intimate friends and also to people we don't know. In Spanish this is not always the case. There are four words that translate English *you*, and each describes a different phenomenon. *Tú* and *usted* are singular, and *vosotras* (all females)/*vosotros* (all males or a mixed group of males and females) and *ustedes* are plural.

Tú is used when you are speaking to someone you know well. Some books translate it as “You-my-friend.” It is commonly used among students, even if they do not know each other. *Vosotros/Vosotras* is the plural form of *tú* in Spain. (*Vosotros/Vosotras* is not used in Latin American Spanish, where it has been replaced by *ustedes*.) *Usted* may be used to address someone you do not know well, or to show respect. It has evolved from the phrase “vuestra merced,” which means “your grace,” an honorific title akin to “m'lord / m'lady.” *Knowing* when to use *tú* versus *usted* depends on the context you find yourself in. Having a feel for which form to use will come with experience, and is not the point of this note. This note is to explain which word goes with which form of the verb SER.

Knowing which verb form to use with *tú* or with *vosotras/vosotros* is easy, because they do not share their verb forms with any other subject pronoun: *eres* always means “you-my-friend” (singular) are,” never “your grace is;” *vosotros/vosotras*, a form used in Spain, always means something like the Southern term *y'all*.

The word *usted*, “your grace,” shares the verb form of she/he. If you think of *usted* as meaning “your grace,” you will see that in English, too, “your grace” would use the same verb form as she/he, and not the verb form of “you”: I am, *you are*, she/he is, *your grace is*. The sentence, “~~Your Grace are~~,” would be incorrect in English.

Your instructor will tell you whether to address her/him as *tú* or *usted*. Again, for our purposes in this note, the important point is to not confuse *usted* with either *él* or *ella*, even though they use the exact same verb form; and to not confuse *ustedes*, “your graces”, plural, with *ellas* or *ellos*, even though they, too, use the same verb form. Just as *he* and *she* can never mean *you* in English, so *él* and *ella* are never interchangeable with *usted*. Similarly in the plural, *ustedes* can never mean *they*, only *you* plural. The only ways to say *they* in Spanish are *ellos* and *ellas*.

Another way to try to keep things straight here is to remember that *he*, *she* and *they* refer to **third person**, that is, to a person or persons spoken about; all forms of *you* [*tú*, *usted*, *vosotras/vosotros*, *ustedes*] refer to **second person**, that is, a person or persons spoken to.

These differences will be the focus of some of the exercises for this chapter, and practicing with them will help to clear up any confusion you may have. Practicing in class will also help you to match the correct verb form with the correct subject pronoun.

Exercises.

- 1 E. First person (*I* and *we*, in English, and *yo* and *nosotras/nosotros* in Spanish) refers to the person or persons who are speaking; second person (*you* in English, *tú*, *usted*, *vosotros/vosotras*, *ustedes* in Spanish) refers to the person or persons spoken to, and third person (*he*, *she*, *it*, and *they* in English and *él*, *ella*, and *ellas/ellos* in Spanish) refers to the person or persons spoken about. Focus on the second person pronouns in Spanish (*tú*, *usted*, *vosotros/vosotras*, *ustedes*), and discuss which one you would use, and why, with the following: a sibling; roommates in Spain; roommates in Latin America; another student; other students (Spain and Latin America); waiters and waitresses (Spain and Latin America).
- 1 F. Ask your instructor if s/he has any anecdotes about the use of *tú* vs. *usted*, and how s/he distinguishes between these two forms of second-person address in Spanish.

Chapter 2 / Capítulo 2: ¿Dónde están? y ¿Adónde van?

Vocabulario 2

To practice these words interactively, on a computer, click [here](#) and choose Chapter 2.

<u>en inglés</u>	<u>en español</u>
a, an (the indefinite article) a couple, a few	un (masculine), una (feminine) unos (masculine), unas (feminine)
today	hoy
tomorrow	mañana
the house; a house	la casa; una casa
the bedroom; a bedroom	el dormitorio; un dormitorio
the school; a school	la escuela; una escuela
student residence hall	la residencia estudiantil
bedroom	la habitación; una habitación
the dining hall; a dining hall	el comedor; un comedor; el/un refectorio (alternative word)
the stadium; a stadium	el estadio; un estadio
the museum; a museum	el museo; un museo
the gym; a gym	el gimnasio; un gimnasio
downtown	el centro
the ATM; an ATM	el cajero automático; un cajero automático
the apartment; an apartment	el apartamento; un apartamento
the office; an office	la oficina; una oficina
the library	la biblioteca; una biblioteca
the student center	el centro estudiantil; un centro . . .
there is, there are	hay
where?	¿dónde?
(to) where?	¿adónde?
in, on (sometimes even “at”)	en [at home = en casa]
to	a
What’s in the Spanish class?	¿Qué hay en la clase de español?
Good morning.	Buenos días.
Good afternoon.	Buenas tardes.
Good evening. / Good night.	Buenas noches.
history class	la clase de historia
math class	la clase de matemáticas
biology class	la clase de biología
English class	la clase de inglés
philosophy class	la clase de filosofía
a first-year student	un(a) estudiante de primer año
a second-year student	un(a) estudiante de segundo año
a third-year student	un(a) estudiante de tercer año
a fourth-year student	un(a) estudiante de cuarto año
between,	entre
among	también
too, also	

to talk, to speak	hablar
to eat	comer
to live	vivir
to study	estudiar
with	con
to be (to describe state or location)	estar
to go	ir <i>irreg.</i> (<i>voy, vas, va, vamos, vais, van</i>)
or	o [changes to <i>u</i> before <i>o-</i> or <i>ho-</i>]
How are you? (“you-my-friend”)	¿Cómo estás?
I am well; I am sick; I am so-so.	Estoy bien; Estoy mal; Estoy así así.

Notice the following differences between Spanish and English: the use of the accent mark (días, filosofía, matemáticas, habitación); the *n* with a tilde (español, mañana); the upside down question mark (¿dónde? ¿adónde?); and the upside down exclamation point: ¡Feliz cumpleaños! Each of these characters is an integral part of the language and should be used whenever necessary.

Notice also the similarity—at least from the perspective of an English speaker—between the words *hoy* and *hay*. Though they may look similar, they are very different. Practice pronouncing them with your instructor.

Finally, note the difference between, on the one hand, *Buenos días* and, on the other, *Buenas tardes* and *Buenas noches*. As you can probably guess, the word *día* is masculine (*el día*) and the words *tarde* and *noche* are feminine (*la tarde, la noche*). The adjective *bueno* becomes plural in all three cases. It is masculine plural before *días* and feminine plural before *tardes* and *noches*. By the way, in most parts of the Spanish-speaking world, *Buenas tardes* is used until what might seem like the evening to Americans. It is not unusual to hear *Buenas tardes* until seven, eight, nine or even ten o’clock in some Spanish-speaking countries, where the evening meal may not be eaten until quite late in the day.

Conversación. Felipe, Laura and Sarah are doing an exercise in Spanish class. The class has been asked by the instructor to get up and talk to one another in simple Spanish phrases. Each student is to speak with 2-3 others and then report back to their original group of 2 or 3, saying about three sentences, in Spanish of course, for each of the students they have just spoken to. The idea is to practice the vocabulary and grammar from lessons 1 and 2.

Sarah: Janie es la estudiante entre Charles y Pete. Es estudiante de primer año. Ella va hoy a la clase de matemáticas.

Felipe: Pete es estudiante de tercer año. Está entre Janie y DeMarcus. Va hoy a una clase de biología. También va a la clase de historia.

Laura: Mike y Paul son estudiantes de segundo año. No están hoy en la clase de español. Están en el centro estudiantil.

Sarah: Y tú, Laura, ¿adónde vas hoy?

Laura: Voy a la clase de biología. También voy a estudiar en la biblioteca.

Felipe, ¿vas a comer hoy con Pete y Charles?

Felipe: No, no voy a comer con ellos. Voy a comer con Janie. También, Janie y yo vamos a la biblioteca a estudiar.

Sarah: ¿Van a hablar inglés o español?

Felipe: Vamos a hablar inglés y español.

- 2 A. Do what Sarah, Felipe and Laura did with their class. Get up and talk to several of your classmates. Find out a few things about each one, and report back to your group of 2-3. The dialog can give you ideas for questions to ask, or you can come up with others. However, try to stay within the Spanish you have. Don't try to ask or say things the class has not learned.
- 2 B. Repaso (Review). With one or two other students, describe what is in the classroom. Use the questions ¿Qué es esto?, ¿Qué es eso? from lesson 1, as well as ¿Qué hay en la clase de español?" *Hay*, meaning either "there is" or "there are" is a very common and extremely useful expression in Spanish. You may also want to ask what there is on campus ("en el campo universitario"). For example, you might ask: "¿Hay un cajero automático en el campo universitario?" Is there a museum? A stadium? If so, you might ask where (use a form of the verb *estar*).
- 2 C. Either in groups of 2-3 or with the entire class as the group, use the verb *estar* to tell where you are right now (between _____ and _____; in Spanish class; in what city) and what you are going to do today, or what you and a friend or friends are going to do today or tomorrow. [This exercise assumes an acquaintance with Grammar Points 3 & 4.]

Grammar Point 3: The verb *estar*: present tense forms, and *estar* vs. *ser* and *hay*.

1 st person	[yo] (I)	estoy	nosotros/nosotras (we)	estamos
2 nd person informal	[tú] ("you-my-friend")	estás	[vosotros/vosotras] ("y'all")	estáis
2 nd person formal	[usted] ("your grace")	está	[ustedes] ("your graces")	están
3 rd person	[ella/él] (she/he/it)	está	[ellos/ellas] (they)	están

- Note the written accent mark on *estás*, *está*, *estáis* and *están*.
- Spanish has two verbs *to be*, unlike English, which has only one. *Ser* and *estar* have different meanings and uses in Spanish, and it is important not to mix them up. A couple of students told me their high school instructors taught them this: *To*

say how you feel, or to tell where you are, always use the verb *estar*. Though not perfect, this little rhyme goes a long way toward explaining when to use *estar*. In this chapter it is mostly the second use, location, that is the focus. However, the question ¿cómo estás? [=How are you/How are you doing?] and three possible responses [Estoy bien; Estoy mal; Estoy así así] are presented.

Illustrations.

- | | |
|---|--|
| 1. I'm in Spanish class. | <i>Estoy en la clase de español.</i> |
| 2. Where is Charles? | ¿Dónde <i>está</i> Charles? |
| 3. Sarah and Laura are not at home. | Sarah and Laura <i>no están</i> en casa. |
| 4. The museum is between the library and the stadium. | El museo <i>está</i> entre la biblioteca y el estadio. |
| 5. Where are y'all? | ¿Dónde <i>estáis</i> ? |
| 6. We're in the gym. | <i>Estamos</i> en el gimnasio. |

Comments.

- Verb negation in Spanish. Notice in sentence 3, the word *no* must precede the verb, unlike English, where it follows. Compare “They *are not* at home” with “Ellas *no están* en casa.” This point was mentioned in lesson 1, but bears repeating. “Ellas ~~están no~~ en casa,” which would preserve the English word order, is incorrect Spanish.
- ¿dónde? vs. ¿adónde? Both of these expressions translate English “where.” ¿Adónde? is used with verbs of motion, such as *ir* (see the next grammar point), while ¿dónde? is used with most other verbs, including *estar*. For this lesson, ¿dónde? is used with forms of *estar* and ¿adónde? is used with forms of *ir*. When we learn how to conjugate other verbs (next chapter), there will be more on when to use which form (¿dónde? ¿adónde?).
- Hay vs. ser and estar. Having said there are two verbs that translate “to be” in Spanish (*ser* and *estar*), we must already modify that statement. The expression *hay* is always used to express English “there is” and “there are.” What you want to look out for is the word “there” before either “is” or “are.” *Hay* is the only word that can express the idea of “there is” and “there are” in Spanish. A few examples will illustrate this.

- | | |
|--|---|
| 1. They are students in the class. | (Ellos / Ellas) <i>son</i> estudiantes de la clase. |
| 2. <u>There</u> are students in the class. | <i>Hay</i> estudiantes en la clase. |
| 3. The students are in the class. | Los estudiantes <i>están</i> en la clase. |
| 4. <u>There</u> is one professor. | <i>Hay</i> un(a) profesor(a). |

Comments.

- In all four sentences there are forms of the verb *to be*: *is* (#4) and *are* (#1-3). Note that in sentences 2 and 4 we have the word *there*. In both cases, the Spanish translation is given by the word *hay*. That’s what we mean by saying that *hay*

translates forms of the verb *to be* when the word “there” serves as a kind of subject.

- In sentence #1, the subject of the sentence is “they,” not “there,” and so *hay* cannot be used. Because the focus is not on how the students feel or where they are—which would require some form of *estar*— but rather is telling who they are, the correct verb to use is *ser*, and the form is *son*.
- In sentence #3, the subject of the verb *are* is “The students,” not “there,” so *hay* cannot be used. Here the focus is on where the students are, on their location, and so the correct verb is *estar*; the appropriate form is *están*.
- Sometimes the English word “there” is used with a form of the verb *to be* to refer to location (that is, *there* acts as an adverb and not a kind of impersonal subject), and in such cases *hay* will not be used. Compare the following two sentences:
 1. There is a house between the library and the student center.
 2. The house is there, between the library and the student center.

In the first sentence, the word *there* is part of the verb phrase “there is,” and *hay* is correct: “*Hay una casa entre la biblioteca y el centro estudiantil.*” In sentence 2, however, the subject of the verb *is* is clearly “The house” and not the word “there,” and so *hay* would be incorrect in this case: “*La casa está allí, entre la biblioteca y el centro estudiantil.*” (The word *allí* is one way to translate “there” when “there” is an adverb.)

The difference between Spanish and English—three ways to express *to be* in Spanish vs. just one in English—is important, because the verb *to be* is so common in any language. Some of the exercises for this chapter will give you practice with this essential grammar point.

Exercise 2 D. Practice with *estar* and *ser* and with subject pronouns. Choose 4 or 5 different subjects, such as *yo, Felipe, Laura y Felipe, DeMarcus y tú, Janie y yo, etc.*). Use a form of the verb *ser* to identify the person or persons and then a form of *estar* to tell where the person is, or where the persons are.

Examples: Felipe y Laura son estudiantes. Están en la clase de español.
(Phil and Laura are students. They are in Spanish class.)
De Marcus y yo somos estudiantes de historia. Estamos en la biblioteca.
(DeMarcus and I are history students. We’re in the library.)

Exercise 2 E. ¿Qué hay en . . . ? What is there in . . . ?
Although your vocabulary is limited, you should be able to ask and tell a

classmate what there is in the library, in math class, in a dormitory or in the student center (students!).

Grammar Point 4: The verb IR: Present tense forms

1 st person	[yo] (I)	voy	nosotros/nosotras] (we)	vamos
2 nd person informal	[tú] ("you-my-friend")	vas	[vosotros/vosotras] ("y'all")	vais
2 nd person formal	[usted] ("your grace")	va	[ustedes] ("your graces")	van
3 rd person	[ella/él] (she/he/it)	va	[ellos/ellas] (they)	van

The verb *ir* is the first verb we've seen that indicates motion, and in Spanish this fact makes a bit of a difference. Whenever forms of *ir* have an object—for example, telling where someone is going—the word *a* (to) must come between the form of *ir* and its object.

Examples:

1. Voy a la escuela. I am going to school.
2. Vamos al* museo. We are going to the museum.
[* the word "al" is one of two contractions in Spanish, and it is made up of "*a* + *el*" (the only other contraction in Spanish is *del*, which is made up of "*de* + *el*.")]
3. ¿Vas a comer con él? Are you going to eat with him?
4. Ella no va. She is not going.

Comments.

- In sentences 1 and 2, "escuela" and "museo" are the objects of *voy* and *vamos* respectively, and so an *a* must go between the form of *ir* and the object word, to indicate the motion. In sentence 3, "comer" is also an object of *ir* and so also requires an *a* between *vas* and the infinitive *comer*.
- In sentence #4, the verb, *va*, has no object (we are not told where it is she's not going to go), and so no *a* is used. It would be wrong to say "Ella no ~~va a~~. (In fact, as we will learn later, it is *never* correct to end a phrase or a sentence in Spanish with a preposition, unlike English, where this practice has become more and more common.)

- The verb *to go* has another use in Spanish. It is used to express the future tense. We do this in English, too. To express future action this way in Spanish, use a form of *ir* in the present tense, followed by *a* and then by an infinitive. (An infinitive is the verb form in English that uses the word “to:” “to eat,” “to speak,” “to live” and “to study” are infinitives; *I eat, you speak, we live, they study* are not infinitives, but conjugated verbs, which we’ll focus on beginning in lesson 3).

Examples.

- | | |
|--|--|
| 1. Felipe va a comer con Janie. | Phil <i>is going to eat</i> with Janie. |
| 2. Voy a estudiar hoy en la biblioteca. | <i>I am going to study</i> in the library today. |
| 3. ¿ Vas a comer con nosotros? | <i>Are you going to eat</i> with us? |
| 4. Mañana vamos a hablar español. | Tomorrow <i>we are going to speak</i> Spanish. |

Comments.

This structure (a form of *ir* + *a* + an infinitive) is the most common way to form the future tense in Spanish.

- In sentence #2, notice the placement of the adverb *hoy* in Spanish, as compared to the placement of its counterpart, *today*, in English. In English, adverbs are often placed at the end of a sentence, sometimes far from the verbs they modify. In Spanish, however, the tendency is to place adverbs as close to their verbs as possible. So, for sentence #2, either “Voy a estudiar hoy en la biblioteca,” or “Hoy voy a estudiar en la biblioteca” would be much more common than “Voy a estudiar en la biblioteca hoy.” It is not that this third alternative would not make sense in Spanish. It is rather a question of *usage*, the way native speakers speak their native language. The more you can emulate the speech patterns of native speakers, the more easily you will be understood when you speak Spanish among them.

Exercise 2F. With a classmate or two, tell what different people are going to do today and tomorrow.

Examples. Hoy Carla y yo vamos a la clase de biología. Mañana yo voy a una clase de español y Carla va a una clase de historia. (Today Carla and I are going to biology class. Tomorrow I’m going to a Spanish class and Carla is going to a history class.)

Chapter 3 / Capítulo 3: Estudiamos y hablamos

Vocabulario 3

To practice these words interactively, on a computer, click [here](#) and choose Chapter 3.

en inglés	en español
the number; the numbers	el número; los números
one	una (feminine), uno (masculine), un (before masculine, sing. nouns)
two	dos
three	tres
four	cuatro [cuatro libros; cuatro casas]
five	cinco
six	seis
seven	siete
eight	ocho
nine	nueve
ten	diez
eleven	once
twelve	doce
thirteen	trece
fourteen	catorce
fifteen	quince
sixteen	dieciséis
seventeen	diecisiete
eighteen	dieciocho
nineteen	diecinueve
twenty	veinte
my	mi (computadora); mis (computadoras)
your (related to “you-my-friend”)	tu, tus [tú = you; tu(s) = your (no accent)]
his, her, “your grace’s,” their, “your graces”	su, sus
our	nuestro, nuestra, nuestros, nuestras
your (referring to “y’all”)	vuestro, vuestra, vuestros, vuestras
How much?; How many?	¿Cuánto?; ¿Cuánto(s), cuánta(s)?
to study	estudiar
to call (on the phone)	llamar (por teléfono – no “ph” in Spanish)
to need	necesitar
to give	dar [irregular first person <i>doy</i>]
to practice	practicar
to work (but NOT “to function”)	trabajar
to visit	visitar
to take; to drink	tomar
to prepare	preparar
to desire, to want	desear
to come back, to return (but NOT objects)	regresar

to dance	bailar
to memorize	memorizar
to sing	cantar
to listen to (to is part of this verb's meaning)	escuchar
to rest	descansar
to look at (at is part of this verb's meaning)	mirar
to pass (time); to happen	pasar
to take notes	tomar apuntes
to kiss	besar
sport, sports	el deporte, los deportes (no s in deporte)
the lesson, the lessons	la lección (accent); las lecciones(no accent)
telephone	el teléfono (no "ph"; compare la filosofía)

- You may already know some of the numbers in Spanish. Be careful to note several things. One is that some words have an *ie* while others have an *ei*. While *ie* is more common in Spanish, there is no rule, as there is in English, about “*i* before *e* except after *c*,” in Spanish, the *ei* pairing is likely to appear after any number of letters (for example: *seis*, *veinte*). Notice that *siete* and *diez* have *ie*, while *seis* and *veinte* have *ei*.
- There is no “ph” in Spanish, ever. Words like *teléfono* and *filosofía* are entirely phonetic—what you hear (an *f*) is what you get.
- The word for the number *one* is also the word for *a* or *an* in Spanish, as we saw in lesson 1: *un* estudiante, *una* estudiante (these phrases can mean either “a student” or “one student.”) The word *uno* drops its *o* whenever it immediately precedes a singular, masculine noun: for example *un libro*. This even happens with higher numbers: *veintiún* estudiantes (=21 students). However, the plural form, as you know, is *unos libros*, which means “some books” or “a few books.” The feminine counterpart, *una*, is invariable: *una mesa*, *una computadora*, etc.
- Finally, for the numbers, *zero* is *cero* in Spanish. Note the *c* instead of a *z*. (*z* before *e* does not occur naturally in Spanish: the word for *zebra*, for example, is *cebra*, and the plural form of nouns ending in a *z* changes the *z* to *c* before adding *-es*: *luz*, *luces*; *lápiz*, *lápices*. You will see such spelling changes again later, when we discuss verbs ending in *-zar*.)
- Some verbs in Spanish include what in English is a preposition. For example, in English we “listen *to*” music and we “look *at*” the clock, but in Spanish the word *a* is not used to translate either *to* or *at* when these verbs have non-human objects such as “music” and “clock.” However, you will see and hear these verbs followed by an *a* whenever their object is a person, a phenomenon of Spanish (called “the personal *a*”) which will be explained later.

- The verb *dar*, to give, has an irregular first person form, *doy*. All of its forms are like those of IR, except that where forms of IR have a *v*, forms of dar have a *d*: *voy* vs. *doy*; *vas* vs. *das*, etc.
- Adjective agreement. One of the most notable differences between Spanish and English involves the use of adjectives, the words that modify nouns. There are several types of adjectives, both in Spanish and in English, but in Spanish the basic rule is that *adjectives agree with their nouns in number and gender*. You have already seen this in the phrases “Buenos días,” “Buenas tardes,” and “Buenas noches,” where the adjective *buenos* modifies the masculine plural noun *días* and the adjective *buenas* modifies the feminine plural nouns *tardes* and *noches*. In this lesson there is a grammar section dedicated to possessive adjectives, words like *my*, *his*, *her*, *your*, *our*, *their*.
- How to translate *her* into Spanish. In chapter 1 you read that the question “How do you say *the* in Spanish” did not have a one-word answer, but depended on the context. The same is true for the word *her*, although the reason is a different one. In English, *her* is sometimes an adjective and sometimes a pronoun, which is a word that stands in place of a noun (*she*, for example, is only a pronoun, never an adjective, but *her* can be either in English). In Spanish there are two different words, one for *her* when it is an adjective and another for *her* when it is a pronoun. You already know the pronoun for *her*, which is *ella*: “Trabajo con ella” = “I work with her.” In this sentence the word *her/ella* does not modify any noun. Now consider the English sentence “We look at her computer.” Here the word *her* modifies “computer;” it is an adjective. A correct translation of this sentence is “Miramos *su* computadora.” The sentence “Miramos ~~ella~~ computadora” is incorrect. Be careful not to use *ella* as an adjective in Spanish, nor *su* and *sus* as pronouns.
- A complementary example, one where English uses two words and Spanish only one, can be seen when we look at the verb *tomar*. In Spanish this verb has two very different meanings, “to take” and also “to drink.” It is the context of the sentence that lets us know which of these two meanings is intended in a given circumstance.

Conversación. Sarah, Felipe, and Laura have been asked by their instructor to practice the vocabulary by asking each other questions.

Sarah: ¿Cuántos estudiantes hay en la clase?

Laura: Hoy hay diecisiete estudiantes.

Felipe: Normalmente hay veinte estudiantes. Janie, Michael, y Marianne no están hoy.

Laura: ¿Cuántos pizarras hay en la clase? O es ¿cuántas pizarras?

Sarah: *Pizarras* es una palabra femenina y plural. ¿Cuántas pizarras? es correcta.

Laura y Felipe: Gracias, *profesora* Sarah.

Sarah: Y hay una pizarra.

Felipe: No, no hay una, hay dos.

Sarah: Ah, sí, ¡es verdad!

Laura: Sarah, ¿dónde están tus libros y tu computadora?

Sarah: ¿Cómo? [Here, this means “What?” and not “How?”] Mi computadora está en casa, y mis libros . . . ¡Ay, mis libros están en la biblioteca!

Exercises (Ejercicios).

- 3 A. Do what Sarah, Felipe and Laura began to do in the dialog. You can review some earlier vocabulary, too, but also try to include the words from this chapter.
- 3 B. With a partner or two, practice the numbers as follows: one student says a number from 1-19 and another student says the number that follows it. After several rounds, switch to saying the number *before* the number said by the initiating student.
- 3 C. More practice with the numbers 1-20. Using the verb *ser* and the word *y*, ask each other to do simple sums: ¿Cuántos son tres y cuatro? “Tres y cuatro son siete.”
- 3 D. Practice with possessive adjectives (Grammar Point 5). With a partner or two, ask each other questions about personal articles for which you have the Spanish vocabulary. Is this your book? Are these your pencils?
Do you think you will use *ser* or *estar* for these questions? Why?
- 3 E. Practice with regular –AR verbs (Grammar Point 6). Ask a partner or two where they study, where they speak Spanish (or English), if they practice a sport, if they study philosophy, mathematics, biology or history, if they study with other [=otros/otras] students, etc.

Grammar Point 5: Possessive Adjectives.

Possessive adjectives are words such as *my*, *your*, *his*, *her*, *our* and *their*. Because adjectives always modify words that tell *who* or *what* (that is, nouns or pronouns), adjectives, in Spanish, depend upon their nouns for their forms. As nouns/pronouns may be singular or plural—this is called *number*—and masculine or feminine—this is called *gender*— we say that in Spanish, adjectives always agree in number and gender with the words they modify. This can be a tricky concept for speakers of a language like English, in which adjectives are invariable, never changing their form according to the word they modify. (Consider the adjective *red* in the following phrases: the red book, these red books, the red carpet, many red carpets, etc. The word *red* never changes its form.)

All of the possessive adjectives in this chapter have *number* (singular and plural forms), but only two of them have *gender*: ***nuestro***, which may also be *nuestros*, *nuestra* and

nuestras, and *vuestro*, which also has the forms *vuestra*, *vuestros*, and *vuestras*, depending on the number and gender of the noun/pronoun they modify. Here are some examples of the possessives:

my book - mi libro (masculine singular noun)	my books – mis libros (masc. plural noun)
my table – mi mesa (feminine singular noun)	my tables – mis mesas (fem. plural noun)
our book – nuestro libro	our books – nuestros libros
our table – nuestra mesa	our tables – nuestras mesas

- It is important to remember that it is NOT the possessor—*I* or *we* in the above examples—that determines the form of the adjective. It is the thing possessed that governs the adjectival form.
- In Spanish, as you will see throughout this text, many adjectives are placed *after* the words they modify, rather than before them, as is the case in English. This is not true of the possessives adjectives presented above. In general, adjectives that describe a quality (for example, *red*, *tall*, *intelligent*, *fast*) will follow their nouns, while adjectives of *number*, *possession*, and *indication* (words like *this*, *that*, *these*, *those*) come before. There are some exceptions to this rule, and more will be said in later chapters about the position of adjectives.
- While the forms *mi*, *mis*, *tu*, *tus*, *nuestro/a*, *nuestros/as*, *vuestro/a*, and *vuestros/as* are never open to ambiguity of meaning, the forms *su* and *sus* are, because either of them can have any of the following meanings: *his*, *her*, *your* (referring to the “your grace” or the “your graces” forms), or *their*: *su libro* could mean “his book,” “her book,” “your grace’s” book,” “your graces” book, “their book.” Likewise, *sus libros* could mean “her books,” “his books,” “your grace’s” books,” “your graces” books, or “their books.” Such potential confusions require some method of clarification, and in Spanish this is accomplished through the use of prepositional phrases with the word *de*: *el libro de ella*, *el libro de él*, *el libro de usted*, *el libro de ustedes*, *el libro de ellos*, *el libro de ellas*. Related to this clarification—using phrases with *de*—is the Spanish phrase for “Whose?” as in the question: “Whose book is on the desk?” The word for “who?” in Spanish is *¿quién?* (plural *¿quiénes?*), but *quién* is not an adjective, so in Spanish one says: “*¿De quién es el libro en el escritorio?*,” literally “*Of whom [= Whose] is the book on the table?*”
- Finally, just as English has another set of possessive words, such as *mine*, *yours*, *theirs*, etc., so, too, does Spanish. They are not adjectives in either language, but rather pronouns. For example: “Whose book is that?” It is *my book* (*my* is an adjective modifying *book*), or “It is *mine*” (*mine* is a pronoun standing in for the phrase “*my book*.”) The so-called “long-form” possessives, in Spanish, are as follows:

<i>mine</i> : mío, mía, míos, mías	ours: nuestro, nuestra, nuestros, nuestras
<i>your</i> (tú): tuyo, tuya, tuyos, tuyas	your (vosotros): vuestro, vuestra, vuestros, vuestras
<i>your</i> (usted): suyo, suya, suyos, suyas	your (ustedes): suyo, suya, suyos, suyas
<i>his, hers</i> : suyo, suya, suyos, suyas	their: suyo, suya, suyos, suyas

These forms often include the corresponding definite article: For example:
 ¿Los libros? *El mío* está en casa y *el tuyo* está en el escritorio.” The books? *Mine*
 is at home and *yours* is on the desk.

Your instructor will let you know if you are to learn these long-form possessives or just be able to understand them when you see or hear them.

Exercises:

- 3 F. Working with two books and two backpacks (*libro* is a masculine noun and *mochila* is a feminine noun; two of any masculine noun objects and two of any feminine noun objects will work just as well), take turns with two or more classmates, alternatively asking and responding to simple questions, such as, ¿Es tu mochila?, ¿Son tus mochilas?, etc. Be sure to include *our*, *y'all's*, *their*, etc., and not just *my* and *your* in your questions.
- 3 G. Hers, his, or their? With one or more classmates, take turns asking and responding to questions that all use the clarifying phrases with *de*: *de ella*, *de él*, *de ellas/ellos*. Example: El libro, ¿es de DeMarcus o de Janie? ¿Son de ellas las mochilas o son de ellos?

Grammar Point 6: Present Tense: Regular –AR verbs in Spanish.

Spanish verbs may be classified by their endings, because all infinitives in Spanish end either in –AR, –ER, or –IR. Most verbs in Spanish are regular, but, just as in English, there are irregularities, and many of the irregular verbs are those that are most commonly used. So far you have learned the forms of *ser*, *estar* and *ir*, three irregular verbs. In this grammar point, you will learn about regular –AR verbs. Regular –ER and –IR verbs will be presented in the next chapter.

When a verb is listed in a dictionary, it is the infinitive that is given: *hablar*, *comer*, *vivir*. If you take the ending off of a verb, you are left with the stem, and for regular verbs the stem remains the same for all of the various forms. For example, the verb *hablar*, to speak, has the ending –*ar* and the stem *habl-*. This stem, ***habl-***, appears in all the conjugated forms of the verb, as you can see from this table:

1 st person	[yo] (I)	hablo	nosotros/nosotras] (we)	hablamos
2 nd person informal	[tú] ("you-my- friend")	hablas	[vosotros/vosotras] ("y'all")	habláis
2 nd person formal	[usted] ("your grace")	habla	[ustedes] ("your graces")	hablan
3 rd person	[ella/él] (she/he/it)	habla	[ellos/ellas] (they)	hablan

Note the written accent mark on the vosotros/vosotras form, *habláis*.

You must memorize the regular endings. Once you do, you will know not only the forms of *hablar*, but also those of all regular –AR verbs in Spanish. For example, the verb *estudiar* has the stem **estudi-** and the forms **estudio**, **estudias**, **estudia**, **estudiamos**, **estudiáis**, **estudian**.

Illustrations.

- | | |
|--|--|
| 1. We study Spanish. | Estudiamos español. |
| 2. They are memorizing the vocabulary. | Ellos/Ellas memorizan el vocabulario. |
| 3. Is Sarah visiting Felipe? | ¿ Visita a Felipe Sarah? |
| 4. Do you want to dance? | ¿ Deseas bailar? |
| 5. You ["Y'all"] play soccer. | Practicáis el fútbol. |
| 6. I'm not preparing the lesson. | No preparo la lección. |

Comments.

- Meanings of the Spanish present tense. The present tense in Spanish translates several different expressions from English. For instance, *hablo* can mean "I speak," "I am speaking," or "I do speak." This is a very important point to grasp, because it would be very wrong to try to translate verbs such as "they are memorizing" (#2), "Is Sarah visiting," and "I'm not preparing" with some form of *ser* or *estar* plus an infinitive. To take #2 above, "Ellos/Ellas ~~son memorizar~~" or "~~están memorizar~~" are incorrect. Just the simple present tense form in Spanish, *memorizan*, is the way to say "They are memorizing." So, whenever you have a form of English "to be" plus another verb ending in *-ing*, just ignore the *is* or the *are* and simply conjugate the other verb in the present tense: "They *are* memorizing" = "(ellos/ellas) memorizan," "she *is* visiting" = (ella) visita; and "I *am* preparing" = (yo) preparo.
- In #4, the "Do" of "Do you want" is included in the Spanish verb form deseas. As just stated above with the verb form *hablo*, *deseas* could have three translations in English: "you desire/want," "you are desiring/wanting;" and "you do desire/want." So, any English question that has *do* or *does* as part of the verb gets translated with the simple present tense in Spanish.

- In sentence #5, the sense of the word “play” in English is that the persons involved play soccer on a team, and not the idea that they just happen to be having a soccer game right now (that would be another verb, *jugar*, which has a stem change in some forms and will be presented a bit later when we come to stem-changing verbs). *Practicar un deporte* means to play a sport in the sense of to practice it or to participate in officially organized contests, such as in a league of soccer teams or clubs.
- Finally, in sentence #4, do you see how forms of the verb *desear* may be followed by an infinitive? “Do you want to dance?” has two verbs, *deseas* and *bailar*. Only the first of these is conjugated: *deseas bailas* would be incorrect; only *deseas bailar* is possible in Spanish. If you think about this, it is the same as English, where “do you want” contains the subject while “to dance” is in the infinitive form. It would be incorrect, in English, to say “Do you want ~~you~~ dance?” On the other hand, both English and Spanish may have several conjugated verbs in a row, if each of them has an explicit subject :

She works, she studies, she dances.

Ella trabaja, estudia, y baila.

Exercise:

- 3 H. With one or more classmates, take turns asking and responding to questions that use the regular *-ar* verbs in the vocabulary. Try to ask not only *tú* questions, but also *ustedes* and *vosotros/vosotras* questions, as well as some about third persons (singular and plural). Even this early in the course, you should be able to form many, many questions.

Chapter 4 / Capítulo 4: Asistimos y aprendemos

Vocabulario 4

To practice these words interactively, on a computer, click [here](#) and choose Chapter 4.

<u>en inglés</u>	<u>en español</u>
twenty one	veintiuno; veintiuna; veintiún (before masc. sing. nouns)
twenty two	veintidós (note accent)
twenty three	veintitrés (note accent)
twenty four	veinticuatro
twenty five	veinticinco
twenty six	veintiséis (note accent)
twenty seven	veintisiete
twenty eight	veintiocho
twenty nine	veintinueve
thirty	treinta
thirty one	treinta y uno; treinta y una; treinta y un
week	la semana
Monday; on Monday(s)	(el) lunes; el lunes / los lunes
Tuesday; on Tuesday(s)	(el) martes; el martes / los martes
Wednesday; on Wednesday	(el) miércoles; el miércoles / los miércoles
Thursday; on Thursday(s)	(el) jueves; el jueves / los jueves
Friday; on Friday(s)	(el) viernes; el viernes / los viernes
Saturday; on Saturday(s)	(el) sábado; el sábado / los sábados
Sunday; on Sunday(s)	(el) domingo; el domingo / los domingos
month	el mes (don't confuse with <i>la mesa</i> , table)
January	(el) enero
February	(el) febrero
March	(el) marzo
April	(el) abril
May	(el) mayo
June	(el) junio
July	(el) julio
August	(el) agosto
September	(el) septiembre
October	(el) octubre
November	(el) noviembre
December	(el) diciembre
What day is today?	¿Qué día es hoy?
When is your birthday?	¿Cuándo es tu cumpleaños?
to open	abrir
to learn	aprender
to attend (a class)	asistir (a una clase)
to drink	beber

to understand	comprender
to think, to believe (that)	creer (que)
to write	escribir
to read	leer
which is?; which are?	¿cuál es . . . ? / ¿cuáles son . . . ?
Where are you from?	¿De dónde eres? (compare: Where are you? = ¿Dónde estás?)
tall	alto, (alta, altos, altas)
short (for persons)	bajo, (baja, bajos, bajas)
smart, intelligent	inteligente(s)
mother	la madre
father	el padre
parents	los padres

- *Veinte* and *treinta* are both *ei* words.
- The numbers 21-29 contain numbers you have learned already, such as *dos*, *tres*, and *seis*, but note that these one-syllable words, when combined to form 22, 23 and 26, require a written accent on the final syllable.
- The number 31, and all numbers after it, are also spelled as three separate words in Spanish (*treinta y uno*), literally “thirty and one,” “thirty and two,” etc.
- Note that the days of the week and the months of the year are not capitalized in Spanish.
- All the days of the week are masculine. The phrase “el martes,” however, also has another common meaning, “on Tuesday.” If you want to say “on Tuesdays” you make *martes* plural by changing *el* to *los*: *los martes*. All days of the week that end in *-es* in the singular (that is, all five weekdays), have the same form in the plural: *el lunes*, *los lunes*. *El sábado y el domingo* form the plural by adding *-s*: *los sábados*, *los domingos*.
- Note the difference between *el padre* = father, y *los padres* = parents. “Los padres” could also mean “the fathers.” Context would clear up which meaning is intended.
- *Asistir* is the verb used for “to attend” in the sense of going to or being at a function like a concert or a class, or even to tell which school you attend: “*Asisto a la Universidad de Virginia*” would be the way to communicate that you are enrolled there. “*Voy a la Universidad de Virginia*,” a direct translation of the English “I go to the University of Virginia,” would mean, in Spanish, that you are traveling to that college’s campus.
- *¿Qué . . . ?* and *¿Cuál/Cuáles . . . ?* Both of these words translate “What . . . ?” or “Which . . . ?,” but their use in Spanish can be tricky for English speakers. *Que*

can function as either a pronoun or an adjective; *cuál/cuáles* is (at least officially) exclusively a pronoun. This means that only *qué* may be used in front of a noun: *¿Qué día es hoy?* = “What day/ Which day is today?” However, when there is no noun present, *¿cuál/cuáles?* is the way to say “which” in Spanish: *¿Cuáles son los días de la semana?* / “What/Which are the days of the week?”

The use of each of these words with forms of *ser* also bears mentioning here: *¿qué?* asks for a definition; *¿cuál/cuáles?* asks for a naming or an identification of a specific instance. Consider the following explanation:

¿Qué es tu número de teléfono?” is a possible (if somewhat unusual) sentence in Spanish, but it does not mean “What’s your telephone number?” in the sense of “Which one, out of all the phone numbers out there, is yours?,” as does the English sentence “What’s your phone number?” In Spanish, *¿Qué es tu número de teléfono?*” means “What exactly is a telephone number?,” that is, it asks for the definition of a telephone number, not for your specific number. To ask someone for their phone number in Spanish you would say: “*Cuál es tu número de teléfono,*” *which*, of all the phone numbers in the world, is yours?”

So, to ask what or which are the days of the week we ask: “*¿Cuáles son los días de la semana?*” If we want to ask “Which day is today?,” however, we can’t use *cuál* to modify *día*—because *cuál* is not an adjective—and so we must replace the word *cuál* with the word *qué* and ask: “*¿Qué día es hoy?*” This grammatical difference takes some getting used to for an English speaker, and this explanation is intended to, first, call attention to this point of Spanish grammar and, second, to explain why two questions, which both use “What?” in English, use two different words in Spanish: “*¿Qué día es hoy?*” [“What day is today?”] and “*¿Cuáles son los días de la semana?*” [“What are the days of the week?”] (in the sense of “what are they called?” and not in the sense of “what is a day of the week?”).

- *Beber* means “to drink.” Previously you learned the verb *tomar*, which also means “to drink” (as well as “to take.”) *Beber* does not mean “to take,” only “to drink.”
- Adjectives such as *interesante*, *inteligente*, *bajo* and *alto* are treated differently in Spanish from the possessive adjectives we learned in the last chapter or from the numbers, which are usually used as adjectives. Words such as *my*, *our*, *their*, *your*, as well as the numbers, do modify nouns or pronouns, but they don’t tell us anything about the *qualities* or *characteristics* of their nouns. To say “my books” or “seven books” does not tell anything about what the book itself is like, only to whom it belongs or how many there are. “Interesting,” however, is an example of an adjective that describes a quality or characteristic. “An interesting book” tells us something about what the book is like, whereas “my book” or “seven books” does not.

Why is this important in Spanish? Because the general rule (there are always a few exceptions) is that adjectives that describe qualities or characteristics *follow* their nouns, rather than precede them, as is the case in

English. Compare “mis libros” or “siete libros” to the phrase “unos libros interesantes” (=“some interesting books”). The adjectives “mis,” “siete,” and “unos” come in front of the noun they modify; “interesantes” follows its noun. As in English, there may be several adjectives modifying the same noun. Example: “our eight interesting courses,” which in Spanish would have this word order: “*nuestros ocho cursos interesantes.*”

The main exception to this rule—and it is a very significant one—involves the adjectives *good* and *bad*, *better* and *worse*, *best* and *worst*, which commonly precede their nouns. You have already learned “Buenos días,” “Buenas tardes,” and “Buenas noches.”

Conversación. Sarah, Felipe, and Laura have gotten to class a few minutes early, and they decide to attempt a simple conversation in Spanish.

- Felipe: Sarah, ¿De dónde eres?
 Sarah: Soy de Colorado, ¿y tú?
 Felipe: Soy de Oregon. Y tú, Laura, ¿de dónde eres?
 Laura: Soy de Illinois, de Chicago.
 Sarah: ¿Cuándo es tu cumpleaños, Laura?
 Laura: Mi cumpleaños es el dieciséis de julio.
 Felipe: Mi cumpleaños es el veintitrés de abril.
 Sarah: ¿Sí? ¿El veintitrés de abril es también el cumpleaños de William Shakespeare!
 Laura: Aquí está la profesora González.
 Todos: Buenos días, profesora.
 Prof González: Buenos días. ¿Cómo están hoy?

Exercises.

- 4 A. In groups of twos or threes, or as an all-class group walking around the room, ask classmates where they are from, where their mother/father is from, when their birthday/their parents’ birthday is, etc.
- 4 B. Mis clases, tus clases. With a partner or two, discuss a class or two that each of you is studying. Is it interesting? On what days of the week does it meet (you can use *ser* for this: ¿En qué días es tu clase de _____?)
- 4 C. In your opinion, are your classmates tall, short, or of medium height? In groups of two or three, practice with ¿Crees que _____ es alto/alta? [de estatura mediana = of medium height]. Alternative question: “¿Crees que _____ es una persona alta, baja o de estatura mediana?” Your answers could begin with “Creo que. . . “ or with the expression “Para mí . . . [=To me, . . .].
- 4 D. Practice with regular verbs in the present tense. Your list of regular verbs is growing. Be careful to use the appropriate endings for –AR or –ER/–IR verbs. You know several question words now: ¿dónde?, ¿adónde?, ¿cuánto(s)/cuánta(s)?, ¿qué?, ¿cuál(es)?, ¿cuándo? [If you have not learned the endings for

the regular *-er* and *-ir* verbs yet—they are presented in Grammar Point 7—use the *-ar* verbs you have learned.]

Grammar Point 7: Present Tense: Regular –ER and –IR verbs in Spanish.

Just as with the regular –AR verbs, regular –ER and –IR verbs have an infinitive form that may be divided into a stem and an ending: *habl-* *-ar*, *com-* *-er*, *viv-* *-ir*. So the process you followed in the last chapter for regular –AR verbs like *hablar*, is the same as the one you will use for regular –ER and –IR verbs as well. The endings for regular *-er* and *-ir* verbs, however, are different from those for the regular *-ar* verbs.

Regular –ER and –IR verbs have the same set of endings for most forms: *yo*, *tú*, *usted*, *él*, *ella*, *ustedes*, *ellos*, and *ellas*. They differ, however, in the forms for *nosotros/nosotras* and *vosotros/vosotras*.

The following table shows the full conjugation for the regular verbs *comer* and *vivir*.

1 st person	[yo] (I)	como vivo	nosotros/nosotras] (we)	comemos vivimos
2 nd person informal	[tú] ("you-my-friend")	comes vives	[vosotros/vosotras] ("y'all")	coméis vivís
2 nd person formal	[usted] ("your grace")	come vive	[ustedes] ("your graces")	comen viven
3 rd person	[ella/él] (she/he/it)	come vive	[ellos/ellas] (they)	comen viven

Note the written accent mark on the *vosotros/vosotras* forms, *coméis*, *vivís*.

You must memorize the regular endings. Some students find the following approach helpful for mastering the present tense endings in Spanish. Any regular verb in Spanish may be thought of in terms of three clusters. The first of these is simply *yo*, which forms a group by itself, and is associated with the ending *-o*. The second grouping includes *tú*, *usted*, *él*, *ella*, *ustedes*, *ellos*, *ella*, and is a cluster based on the *usted/él/ella* form. The *tú* form is always this *usted/él/ella* form plus an *-s*, and the *ustedes/ellos/ellas* form is always the *usted/él/ella* form plus *-n*. The third grouping involves three forms: *nosotros/nosotras*, *vosotros/vosotras*, and *the infinitive*. These three forms always share the final vowel of the infinitive. To summarize this approach to memorizing the present tense endings: the *yo* forms of all regular verbs will have the same ending, *-o*; the second grouping will have either the endings *-as*, *-a*, *-an* or the endings *-es*, *-e*, *-en*; and the third grouping will have *-mos* added to the final vowel of the infinitive for the

nosotros/nosotras forms [*hablamos, comemos, vivimos*] and, for the *vosotros/vosotras* forms, the final vowel of the infinitive will carry an accent and be followed by either *-s* or *-is* [*habláis, coméis, vivís*]. If this approach seems confusing, just ignore it and memorize the endings in any way that works for you.

Illustrations of regular –ER and –IR verbs.

- | | |
|---|----------------------------------|
| 1. We eat at the restaurant. | Comemos en el restaurante. |
| 2. We are living in Colorado. | Vivimos en Colorado. |
| 3. Is Sarah attending the concert? | ¿Asiste Sarah al concierto? |
| 4. Do you understand Spanish? | ¿Comprendes el español? |
| 5. You [“Y’all”] write the lesson. | Escribís la lección. |
| 6. I’m not reading twenty six chapters today. | No leo hoy veintiséis capítulos. |

Comments.

- Remember not to use *ser* or *estar* to try to translate *is* and *are* when these are with another verb ending in –ing or *do* when it is part of a question: for example, the one word *bebemos* translates “We drink,” “We *are* drinking” and also “We *do* drink.” *Bebemos* could also translate English “We will drink” sometimes. The present tense in Spanish can have the meaning of a near future event.
- As you already may have noticed, Spanish and English are significantly different in the way in which they organize verbal information. For instance, English always requires a noun or a subject pronoun (*we* eat, *they* eat, *you* eat, *I* eat, etc.), whereas in Spanish such pronouns are optional, used mainly for clarification and emphasis. In English, in other words, we distinguish between who is doing the action in the verb by using a noun or pronoun in front of the verb, whereas in Spanish a listener must focus on the *ending* of a verb to determine who is doing its action (*comemos, comen, comes, como*, etc.).

While this is not the only significant difference between the verbal systems of Spanish and English, it is a very important one, because on this point—*where* one must look (or listen) to find the subject of a verb—the two languages are very different in the way in which they organize information. Remember that the essential information in any Spanish verb is contained at the *back*, in the ending, and not at the front, as is the case with English. There are other significant differences between the verbal systems of English and Spanish, and these will be addressed as they arise. A point to note here is that while Spanish and English share considerable vocabulary, and also, though to a lesser extent, have other grammatical elements in common (such as similarities in syntax and word order), the area of greatest divergence between these two tongues occurs in their respective treatment of verbs.

Exercise:

- 4 E. ¿Dónde? With one or more classmates, take turns asking and answering simple questions that contain the regular verbs you have learned up to now. Each

question should begin with the question word ¿dónde?. You know how to say the class, my room, the library, and the student center. Another useful phrase is “en casa,” which means “at home.”

- 4 F. ¿Con quién? ¿Con quiénes? Again employing the regular verbs you have learned thus far in this course, take turns with one or more classmates asking and answering questions about with whom you perform certain activities. Besides the names of individual friends, you might find the phrase *solo*, for males, *sola* for females, useful for activities you perform *alone*.

Chapter 5 / Capítulo 5: Digo que entiendo

Vocabulario 5

To practice these words interactively, on a computer, click [here](#) and choose Chapter 5.

<u>en inglés</u>	<u>en español</u>
forty	cuarenta
fifty	cincuenta
sixty	sesenta
seventy	setenta
eighty	ochenta
ninety	noventa
one hundred	cien; ciento
this, these (near the speaker)	este, estos [masc.]; esta, estas [fem.]
that, those (usually near the person spoken to)	ese, esos; esa, esas
that (usually not near speaker nor listener) this	aquel, aquellos; aquella, aquellas esto
(when not referring to any specific noun) that	eso
(when not referring to any specific noun) that	aquello
(more remote and when not referring to any	
specific noun)	¿por qué? [<i>porque</i> means <i>because</i>]
why?	¿quién? [singular]; ¿quiénes? [plural]
who?	que (not to be confused with <i>ese, esa,</i>
that (conjunction)	<i>eso</i>)
to make; to do	hacer
to leave (a place), to go out	salir (de)
to hear	oír
to put	poner
to come	venir (ie)
to say, to tell	decir (i)
to be able, can	poder (ue)
to play (a sport or a game)	jugar (ue)
to prefer	preferir (ie)
to sleep	dormir (ue)
to begin	empezar (ie); comenzar (ie)
to think	pensar (ie)
to lose	perder (ie)
to cost	costar (ue)
to remember	recordar (ue)
to understand	entender (ie) la
spring	primavera
summer	el verano
fall	el otoño
winter	el invierno
What's the weather like today?	¿Qué tiempo hace hoy?
It's warm.	Hace calor.

It's hot.	Hace mucho calor
It is (very) cold.	Hace (mucho) frío
It is (very) windy.	Hace (mucho) viento.
to rain; It is raining	llover (ue); Llueve (or <i>está lloviendo</i>)
to snow; It is snowing	nevar (ie); Nieva (or <i>está nevando</i>)
Today it's (very) cloudy.	Hoy está (muy) nublado.
Today it's (very) clear.	Hoy está (muy) despejado.
It's cool today.	Hoy hace fresco.
It's (very) nice weather today.	Hoy hace (muy) buen tiempo.
It's (very) bad weather today.	Hoy hace (muy) mal tiempo.
It is (very) sunny.	Hace (mucho) sol.

- The numbers 40-99 work the same way as the numbers from 30-39. So, for example, forty five is *cuarenta y cinco*, sixty eight is *sesenta y ocho*, and seventy seven is *setenta y siete*. Be careful not to confuse *sesenta* and *setenta*. *Setenta*, like *siete*, has a *t*; *sesenta*, like *seis*, has a second *s*.

The number for 100 is sometimes *cien* and sometimes *ciento*. *Cien* is used before masculine and feminine nouns (*cien* escritorios; *cien* mesas); *ciento* is used for numbers between 101 and 199: *ciento* ochenta y seis; *ciento* cincuenta.

- Demonstrative adjectives are words like *this*, *that*, *these* and *those* when they modify nouns. Some students find the following mnemonic device helpful for remembering the difference between the Spanish words for “this” and “that,” and between “these” and “those.” This and these have the t’s (*este*, *esta*, *estos*, *estas*).

There is an “extra” demonstrative adjective in Spanish, as compared to English. In Spanish, at least traditionally, a distinction was made between something near the person spoken to, on the one hand, and, on the other hand, something remote from both the speaker and the person addressed. So, for instance, *this shirt* (near me), *that shirt* (near you) and *that shirt* (over there, not close to either of us) would be, respectively, *esta camisa*, *esa camisa*, and *aquella camisa*. This distinction between the word for *that* for something near the speaker and the word for *that* for something remote (in either space or time), is not always strictly observed in Spanish, but it is useful to be aware of this difference, as native speakers of the language certainly are.

- You have already used the word *qué* in the interrogative sense of what? or which? Without the accent *que* is the most common conjunction in Spanish. A conjunction, as its name implies [*con* = with and *junción* = a junction or joining], is a word that joins other groups of words. Other common conjunctions are *y* and *o*, *and* and *or*, respectively. Be careful not to confuse the conjunction *que* with the demonstrative adjectives that can also signify “that:” *ese*, *esa*, *aquel*, *aquella*, *eso* and *aquello*. Compare the difference between the following usages of the English word *that*: “*that* table;” “*that* book;” “I don’t understand *that*;” and “I say *that*

they are here.” In the first two the word *that* modifies a noun (table, book), and so is an adjective. In the third example, “I don’t understand that,” the word *that* is a pronoun; it serves as a noun, the direct object, the *thing* I don’t understand (remember that nouns and pronouns are persons, places and things). In the final example, “I say that they are here,” the word *that* joins two groups of words: “I say,” and “they are here.” This is the use of *that* as a conjunction. It does not modify any noun in the sentence, nor does it refer to any person, place, or thing. Once again, as with the word *the* or the verb *to be*, if someone were to ask you how you say *that* in Spanish, the best answer would be that it depends on what its role is in the sentence.

- There are a number of rather commonly used Spanish verbs that have the same irregularity, a –g, in the *yo* form. There is a grammar point later in the lesson that addresses forms such as *hago*, *salgo*, *oigo*, *digo*, *tengo*, *vengo* and *pongo*. The other forms of these verbs, in the present tense, are mostly regular, although, as you will see, with some exceptions.
- A significant subset of Spanish verbs are what is called “stem changing,” which means there is a transformation of the final vowel of the verb stem in several forms of the present tense. There is a grammar point dedicated to stem-changing verbs in this chapter. When you learn a verb, also memorize any parenthetical information that goes with it. For example: *entender* (ie); *volver* (ue); *decir* (i). For each of these you should learn not only the verb and what it means, but also what is in the parenthesis. The grammar point later in this chapter will explain how to use this parenthetical information.

The most common stem changes in the Spanish present tense are *o* to *ue*, *e* to *ie*, and, for some –IR verbs, *e* to *i*.

- Weather expressions. For a native speaker of English, there are two potentially tricky aspects to expressing weather conditions in Spanish. Several of the expressions do operate (linguistically) as do their counterparts in English: “It is cloudy,” for instance, describes a *state*, and the Spanish “Está nublado” is just what we would expect; “It is clear,” “It is raining” and “It is snowing” also show similar parallels to the English expressions.

However, quite a few weather expressions in Spanish do not use the verb *to be* at all, but rather the verb *hacer* (=to make): “It is hot,” in Spanish, is “Hace calor,” literally *It is making heat*. This difference gives rise to a second apparent dissimilarity between Spanish and English. Just as it would be incorrect in English to say: “It is making very heat,” because the word *heat*, a noun, requires an adjective like *much* to modify it and not an adverb like *very*, it is also incorrect to use the Spanish equivalent of *very*, *mu*y, in the Spanish expression for “It is very hot.” Because the English sentence “It is very hot” in Spanish is literally “It is making much heat,” we must use the adjective *mucho*” “Hace mucho calor” (=It is very hot.) There are several expressions that follow this pattern: “Hace

(mucho) frío” (=It is (very) cold”); “Hace (mucho) viento” (“It is (very) windy;” “Hace fresco” (=”It is cool weather”) and “Hace (mucho) sol” are some other examples. Because no one in English would ever make the statement: “It is making much heat today,” the translation for “Hoy hace mucho calor” is usually given as “It is very hot.” However, translating the words “It is very hot,” one by one, into Spanish, will yield an incorrect sentence, one that would be confusing to a native speaker who did not know English.

Another point to note with weather expressions in Spanish involves the basic weather question: ¿Qué tiempo hace?,” What’s the weather like?” The subject of *hace* is not tiempo. To say something like “~~El tiempo~~ hace frío” is incorrect. *Tiempo* is, rather, what *hace* is making, it is the direct object of *hace*, not the subject. You could think of the subject of *hace* as something like “the weather maker,” or “God,” or “Zeus,” or “the Great Cosmic It,” or something else, but not as *tiempo*. In Spanish, it is not the weather that is making the heat or cold; the weather is being made by something else.

Conversación. La profesora González is asking some questions at the beginning of class.

Profesora: ¿Qué tiempo hace hoy, Laura?

Laura: Hoy hace fresco.

Felipe: ¡Ay, no! No hace fresco. Pienso que hoy hace frío; hace *mucho* frío.

DeMarcus: Sí, yo también creo que hace frío. También hace sol.

Profesora (*holding up her book*): Sarah, ¿De quién es este libro?

Sarah: Ese libro es su libro, profesora.

Profesora (*pointing over at Pete’s book*): Y Janie, ¿De quién es aquel libro en el escritorio de Pete?

Janie: Aquel libro es mi libro.

Profesora: ¿Cómo? [here, “What?”]

Pete: Sí, profe. No tengo libro. Estudio con el libro de Janie.

Profesora: ¿Vas a comprar un libro, Pete?

Pete: Sí. Mi libro va a llegar en unos días.

Exercises:

5 A. With a partner or two, talk about what the weather is like in the different seasons of the year. Using the verb *tener* in the form *tienes* or *tienen* (or *tenéis*), find out if your classmates have a favorite season. [favorite = favorito; so favorite season = *estación favorita*, because *estación* is a feminine singular noun].

5 B. Using the phrases “Creo que . . .” or “Pienso que . . .” make statements about what you think. Examples: You might say you think that summer or winter is the best season [“la mejor estación”] because there is no school or because it snows *a lot* [=mucho]. You might say what you think of this class, that book, the backpack over there, etc. Although, technically, *creer* means “to believe” (think of the word “creed” in English) and *pensar* means “to think,” forms of these two verbs are often used interchangeably to mean either “think” or “believe.”

5. ¡**Aquello** es muy interesante! That's very interesting!

Comments.

- In #1 and #3 the demonstratives refer to specific nouns. In sentence #1, *este* (“this”) is used as an adjective while *ese* (“that one”) and *aquellos* (“those over there”) are used as pronouns, but all of them clearly refer to “book(s).” In sentence #3, *esa* refers to the specific noun “lección.” In sentences #2, #4, and #5, however, *esto* (“this”), *eso* (“that, nearby”), and *aquello* (“that, more remote”) do not refer to any specific nouns, but rather to something more general, perhaps to an entire situation or idea.
- A note on pronunciation. You know that Spanish has two letters involving –l, the single –l, pronounced much the same as the –l in English, and also the double –ll, which is pronounced differently, often more like English y. The masculine singular demonstrative *aquel* has only one –l, and so this letter is pronounced differently than the double –ll in the forms *aquellos*, *aquella*, and *aquellas*. Listen to your instructor pronounce these various words.

Exercise:

5 C. With a partner or two, practice the demonstrative adjectives. The phrase “¿De quién es . . . ?,” you may remember, is the way to ask “Whose . . . ?” in Spanish.

Grammar Point 9: Present Tense: Stem-changing verbs in Spanish.

- Let's begin with an example of a stem-changing verb. *Recordar* (*ue*), “to remember,” has the stem *recor*d-. The final vowel of the stem is –o. In the *yo*, *tú*, *él/ella/usted*, and *ellos/ellas/ustedes* forms this –o becomes a –ue: *recuerdo*, *recuerdas*, *recuerda*, *recuerdan*.

Note two things: first, *the endings* of these forms *are regular* (-o, -as, -a, -an); and, second, the two forms which do not have this stem change, *nosotros/nosotras* and *vosotros/vosotras* (*recordamos* and *recordáis*) do not have their stress on the syllable that contains the –o of the stem. In other words, the forms that have the stem change are the forms that have a stress on the vowel that changes.

- Stem-changing verbs may end in –AR, –ER, or –IR, and there is no straightforward way to predict which Spanish verbs will have a stem change. This is why we memorize the parenthetical information that comes with a stem-changing verb. Even though there is no way to predict which verbs will have a stem change, once we do know that a verb has a stem change in the present tense, the pattern of where the changes occur *is* predictable: all the forms except nosotros/nosotras and *vosotros/vosotras* will have the change, and the

change for any given verb will be from the final vowel of the root to the letter(s) in the parenthesis.

To take a second example, consider the verb *entender* (*ie*). The root of this verb, which means “to understand,” is *entend-*, and the final vowel of the root is an *-e*. This *-e* will change to what is in the parenthesis, to *-ie*, in all the forms of the present tense except *nosotros/nosotras* and *vosotros/vosotras*:

1 st person	[yo] (I)	entiendo	<i>nosotros/nosotras</i> (we)	entendemos
2 nd person informal	[tú] (“you-my- friend”)	entiendes	[<i>vosotros/vosotras</i>] (“y’all”)	entendéis
2 nd person formal	[usted] (“your grace”)	entiende	[ustedes] (“your graces”)	entienden
3 rd person	[ella/él] (she/he/it)	entiende	[ellos/ellas] (they)	entienden

Sometimes these stem-changing verbs are called “boot verbs,” or “shoe verbs,” because if a line is drawn around the boxes of the forms that have the stem change, the resulting shape can look like a shoe or boot. To illustrate this, let’s take a verb you have not yet had, the verb *soler* (*ue*), a useful verb that means “to be accustomed to” (“I usually eat with Pete and Janie” = *Suelo comer con Pete y Janie*). If you were asked to conjugate this verb in the present tense, you should be able to do it, based on three things: the knowledge that the change occurs in all forms except *nosotras/nosotros* and *vosotras/vosotros*; the parenthetical information, *ue*, which tells you what the stem change is for the verb *soler* (*ue*); and the knowledge that the endings are regular:

1 st person	[yo] (I)	suelo	<i>nosotros/nosotras</i> (we)	solemos
2 nd person informal	[tú] (“you-my- friend”)	sueles	[<i>vosotros/vosotras</i>]* (“y’all”)	soléis
2 nd person formal	[usted]* (“your grace”)	suele	[ustedes]* (“your graces”)	suelen
3 rd person	[ella/él] (she/he/it)	suele	[ellos/ellas] (they)	suelen

Illustrations.

- | | |
|--|---|
| 1. Puedo memorizar el vocabulario. | I can memorize the vocabulary. |
| 2. Pod e mos memorizar el vocabulario. | We can memorize the vocabulary. |
| 3. ¿Pref ie res estudiar o dormir? [tú] | Do you [<i>tú</i>] prefer to study or sleep? |
| 4. ¿Pref e rís estudiar o dormir? [<i>vosotras</i>] | Do you [<i>“y’all”</i>] prefer to study or sleep? |

5. Janie **j**uega al fútbol.

Janie plays soccer.

6. Janie y yo **j**ugamos al fútbol.

Janie and I play soccer.

Comments.

- Stem-changing verbs are considered *regular* verbs, because their endings are the regular –AR, –ER, and –IR endings you learned in previous chapters.

Some stem-changing verbs, however, do have an irregular *yo* form. Below, in the next grammar point, we'll see this with *tener*, *venir*, and *decir*.

- The verb *jugar* (*ue*) is the only verb in Spanish that has a –*u* to –*ue* change. Usually it is an –*o* that changes to –*ue* [verbs such as *volver* (*ue*) and *dormir* (*ue*)].

Stem-changing verbs are also called *radical-change* verbs. The word *radical* here means *root* (compare the square root sign, called a radical, in math, or the word *radish*, which is a root; a political *radical* is someone who wants to change things *radically*, that is, all the way down to the roots).

Exercise:

5 D. Practice with stem-changing verbs. Ask questions not only in the *tú*, *ella*, *él* and *usted* forms but also in the *ustedes* or *vosotros/vosotras* forms, so that you and your partner(s) get practice with verb forms that have the stem change and verb forms that do not. Remember that just as all *usted* questions are answered with *yo*, all *ustedes* questions will be answered with *nosotros/nosotras* forms.

Grammar Point 10: Present-tense verbs with a *yo* form ending in –*go*.

A few verbs in Spanish, including a couple that are very commonly used, are regular in all forms except for the *yo* form. Of these verbs, *tener* (*ie*) *venir* (*ie*) and *decir* (*i*) also have a stem change. The irregular *yo* forms of *tener* and *venir* (*tengo*, *vengo*) do not have the stem change, just the irregularity.

Verbs with –*go* endings in the *yo* form:

decir (*i*): **digo**, dices, dice, decimos, decís, dicen

tener (*ie*): **tengo**, tienes, tiene, tenemos, tenéis,

poner: **pongo**, pones, pone, ponemos, ponéis, ponen

oír: **oigo**, oyes, oye, oímos, oís, oyen

traer: **traigo**, traes, trae, traemos, traéis, traen

hacer: **hago**, haces, hace, hacemos, hacéis, hacen

salir: **salgo**, sales, sale, salimos, salís, salen

venir (*ie*): **vengo**, vienes, viene, venimos, venís, vienen

Illustrations.

- | | |
|-------------------------------------|---|
| 1. ¿Sales para la casa? | Are you leaving for home? |
| 2. No, salgo a la biblioteca. | No, I'm leaving (to go) to the library. |
| 3. ¿Qué haces? | What are you doing? |
| 4. Hago la lección. | I'm doing (preparing) the lesson. |
| 5. ¿Dices que ellas están en clase? | Sí, digo que están en clase. |

- The verb oír and the “intervocalic i.” In Spanish, the *i* and the *y* have exactly the same sound. (In fact the name of the letter *y* in Spanish is “*i griega*,” which means “Greek *i*.”) There is a rule in Spanish that whenever an “*i* sound” occurs between vowels, it is written as *y*, unless there is an accent, in which case it is written as *í*. You do not need to learn this rule—although it is a useful one to know—but it does explain why some forms of the verb *oír*, in the present tense, have *i* and why others have *y*. The *y* replaces the *i* when it occurs between vowels (=is “*intervocalic*”): *oyes* (and not *oies*), *oye*, and *oyen*. Note the accents on the three forms *oír*, *oímos* and *oís*.

Exercise:

- 5 E. Practice with the verbs that have irregular *-go* forms for *yo*: Ask individual classmates questions in the *tú* form to elicit answers in the first person singular. Find out where they do their lessons, if they bring their book to class, if they put their books or backpack on their desk, etc.

Chapter 6 / Capítulo 6: De colores

Vocabulario 6

To practice these words interactively, on a computer, click [here](#) and choose Chapter 6.

<u>en inglés</u>	<u>en español</u>
two hundred	doscientos; doscientas
three hundred	trescientos; trescientas
four hundred	cuatrocientos; cuatrocientas
five hundred	quinientos; quinientas
six hundred	seiscientos; seiscientas
seven hundred	setecientos; setecientas
eight hundred	ochocientos; ochocientas
nine hundred	novecientos; novecientas
quarter (noun used in time expressions)	(el) cuarto (compare <i>cuatro</i> = 4)
half (adjective used in time expressions)	medio; media
hour	la hora
What time is it?	¿Qué hora es?
less; (“to” or “until” with time expressions)	menos
At what time is . . . ?	A qué hora es . . . ?
clothing	la ropa
to have breakfast	desayunar
to have lunch	almorzar (ue)
to have dinner	cenar
purse; bag	la bolsa
tie	la corbata
socks	los calcetines
jeans	los vaqueros
suit; bathing suit	el traje; el traje de baño
pants; shorts	los pantalones; los pantalones cortos
boots	las botas
sweatshirt	la sudadera
sweater	el suéter (<i>el jersey</i> is common in Spain)
shoes ; sneakers	los zapatos; los zapatos de tenis
dress	el vestido
blouse	la blusa
T-shirt	la camiseta
shirt	la camisa
to wear	llevar (also means “to carry” and “to take someone somewhere”)
jacket	la chaqueta
cap (with a brim, e.g. a baseball cap)	la gorra
hat	el sombrero
scarf	la bufanda
color	el color (plural: los colores)
light (<i>adj.</i> , used with colors)	claro, clara, claros, claras

dark (<i>adj.</i>)	oscuro, oscura, oscuros, oscuras
purple	morado
pink	rosado
brown	marrón (plural <i>marrones</i> , no accent)
green	verde
white	blanco
red	rojo
blue	azul (plural <i>azules</i>)
black	negro
yellow	amarillo
orange	anaranjado

- In Spanish, the numbers 200-999 have both masculine and feminine forms, depending upon the gender of the noun they modify. These are the only numbers in Spanish (besides *uno* and *una*) that show gender. Examples: doscientos libros; doscientas mesas; ochocientas setenta y cuatro pizarras. But: cuatro pizarras [~~cuatras~~ pizarras and ~~cuatras~~ pizarras would be incorrect].
- There is some variation among the terms for colors in the Hispanic world. For example, while *marrón* is very common, “brown” is rendered *café* or *color café*, in some places, *carmelito* in others. “Brown” referring to skin color is *moreno*, which is also the word used to describe hair color (*castaño*, the word for “chestnut,” is also used to describe brown hair, but not brown skin). Other variations, involving other colors, are also seen in different countries. Your instructor may use or prefer alternatives to some of the color words given in the list.
- A minor difference between English and Spanish surfaces when we talk about eating meals. In English, we tend to favor using noun words such as *breakfast*, *lunch* and *dinner*, while in Spanish the tendency is to use a verb, instead: *desayunar* = “to eat breakfast;” *almorzar* = “to eat lunch;” and *cenar* = “to eat dinner/to dine.” So, for example, “We eat lunch at one in the afternoon” would be “*Almorzamos a la una de la tarde.*” The noun “lunch” does not appear in Spanish (this noun does exist, and it is *el almuerzo*). This particular difference between English and Spanish is what could be called a difference in *usage*, or a *convention*, a preference that most speakers of the language employ. In both languages either the noun or the verb construction is possible; it’s just that in English the noun construction is the norm, and in Spanish the verb construction is much more common. Try to use the verb construction when you speak Spanish.
- Telling Time in Spanish. To tell the time in Spanish, use two items you already know: the verb *ser* (either *es* or *son*) and the numbers 1-29. Additionally, use the phrases “y media” to express the half hour and the terms “y cuarto” and “menos cuarto,” to express, respectively, “fifteen minutes after” and “fifteen minutes of.”

One important difference between English and Spanish is the use of the definite article, *the*, when telling time in Spanish: “It is four o’clock,” in Spanish, translates literally to “They are the four” with the word “hours” understood: *Son las cuatro*. (In English, we have the word *o’clock*, a contraction for “of the clock,” which leaves out most of “of the”.) The word *la* or *las* should always appear when you tell someone the time in Spanish: “Es *la* una” (“It is the one [hour]”); “Son las tres” (“They are the three [hours]”).

Another important difference between Spanish and English occurs when we want to express a time like “8:40.” Although the digital age has had some impact on telling time in Spanish, the convention is still to say: “the nine minus twenty” rather than “the eight and forty.” So “It’s 8:40” would be translated as “Son *las nueve menos veinte*,” and not “~~Son las ocho y cuarenta~~,” or “~~Son nueve menos veinte~~.” Having said this, you may hear radio announcers say “Son las ocho con cuarenta minutos.” I suggest that you not use this construction, unless your instructor says otherwise.

- The colors are a good example of *qualitative* adjectives. “A red shirt” tells us something about the qualities or characteristics of the shirt, that it is red in color. Therefore, the color words *follow* their nouns in Spanish, unlike English, where all adjectives (except, I think, for the adjective *galore*) precede the nouns they modify: “a red shirt” = *una camisa roja* (~~una roja camisa~~ is incorrect).

When colors join other modifiers, such as articles, demonstratives, and numbers, the word order looks like this: “these seven green sweatshirts” = *estas siete sudaderas verdes*.

- The word *verde* has another meaning besides “green” in many Spanish-speaking countries. In English, an off-color joke is called a “dirty joke,” but in Spanish, in many countries, this meaning of “dirty” would be best translated by *verde*: *un chiste verde* = a dirty joke. The phrase “*un viejo verde*” means “dirty old man.” *Verde* only translates the English “dirty” in this sense. It is not the word to use if you want to say that something needs cleaning (that would be the adjective *sucio*: *Mi mochila está sucia* = “My backpack is dirty.”).

En la clase:

Profesora G: Muy buenas tardes, clase.

La clase: Buenas tardes, profesora.

Profesora G: Sarah, ¿por qué llevas hoy una camiseta, un suéter, una sudadera y una chaqueta?

Sarah: Porque ¡hoy hace mucho, mucho frío!

Profesora G: DeMarcus, ¿de qué colores es la blusa de Janie?

DeMarcus: La blusa de Janie es roja y amarilla.

Profesora G: Felipe, ¿tienes hoy la clase de matemáticas?

Felipe: Sí, profesora.

Profesora G: ¿A qué hora es la clase?

- Felipe: Mi clase de matemáticas es a las dos de la tarde los martes y los jueves.
- Profesora G: Y Laura, ¿Qué hora es?
- Laura: Son las once menos diez.
- Profesora G: ¡Muy bien! ¡Creo que ustedes estudian mucho!
- Laura: Sí, profesora. Y también somos *muy* inteligentes.

Exercises.

- 6 A. In groups of two or three, describe to one another what your classmates are wearing. Ask each other questions about what color various articles of clothing are.
- 6 B. In groups of two or three, ask each other what clothing s/he wears in the summer, the fall, etcétera. Alternatively, ask what clothing s/he wears when it is hot, cold, raining, etc.
- 6 C. ¿Cuánto cuesta(n)? In groups of two or three, ask about the price of clothing. Questions like ¿Cuánto cuesta hoy una camiseta en Old Navy/ Walmart/ Bloomingdale's? For *pantalones*, *zapatos*, and *calcetines* be sure to use a plural verb form. Useful words for this exercise might be *el dólar* (dollar; plural *dólares*) and *el euro*.
- 6 D. ¿Cuántos centavos hay? Again in small groups, practice the numbers from this lesson by asking how many cents there are in one, two, three, etc. dollars.

Grammar Point 11: Telling Time in Spanish

The vocabulary notes set forth the basics of how to express time in Spanish. The basic question to ask if you want to know the time in Spanish is: ¿Qué hora es? (In some countries you will also hear “¿Qué horas son?”) The word *hora* is feminine and singular, which explains why the verb in the question is also in the singular (literally: “What is the hour?”). However, as you know, eleven times out of twelve the response will refer to a plural number of hours. In English, we ask “What *time* is it?” to which all responses will begin with “The time *is*”. As the word *time* is always singular, the verb that goes with it is always singular: It (=the time) *is* one o'clock; It (the time) *is* eight forty-five, etc.

In Spanish the noun that governs the verb is *hora/horas*, and so the verb will be either *es* (when the hour is “one”) or *son* (when the hours are 2-12). The answer, in Spanish, to the question “What is the hour?” will be either: “It is the one (hour)” [*Es la una (hora)*] or “They *are* the _____ hours” [*Son las ____ (horas)*].”]

Examples:

- | | |
|--|---|
| 1. It is half past one. | Es la una y media. |
| 2. It is quarter to one. | Es la una menos cuarto (or “menos quince”). |
| 3. It is one forty-five. | Son las dos menos cuarto (or “menos quince”). |
| 4. It is twenty-eight minutes to ten. | Son las diez menos veintiocho minutos. |
| 5. It is twenty-eight minutes after ten. | Son las diez y veintiocho minutos. |
| 6. It’s five o’clock in the afternoon | Son las cinco de la tarde. |

Comments.

- In sentence 3, although the word “one” appears in English, it is the equivalent of “two” that must appear in Spanish: “one forty-five” must be rendered as “two minus a quarter” or “two minus fifteen.” Note also the use of *es* whenever the number in Spanish is *una*, and the use of *son* whenever the number is from 2-12.
- In Spanish, the phrases “in the morning,” “in the afternoon,” and “in the evening” are usually translated as “por la mañana,” “por la tarde,” and “por la noche.” “Salimos por la tarde” means “We are leaving in the afternoon.” However, when an explicit hour of the day is mentioned, the preposition that must be used in Spanish is *de*, as is shown in #6: “Son las cinco *de* la tarde.”
- Two different questions. Many students have trouble with questions of the type “At what time is . . .” (*¿A qué hora es . . .*). They confuse this question with *¿Qué hora es?*, but the two are different, as they are in English. At the level of the words themselves, the only difference between the questions is the preposition “A,” but it results in a significant difference in meaning. The word *hora*, when it follows “A,” is no longer the subject of the verb *ser*, and so *hora* has no effect whatever on the verb form, whether the hour is the singular “one” or the plural “dos,” “tres,” “ocho,” “doce,” etc. What determines the verb form of *ser* in the question “*¿A qué hora es . . . ?*” is what comes next.

Examples:

- | | |
|--|---|
| 1. ¿A qué hora es tu clase de español? | Mi clase de español <i>es</i> a las nueve y diez. |
| 2. ¿A qué hora es la fiesta? | La fiesta es a las ocho y media. |
| 3. ¿A qué hora <i>vienen</i> tus padres? | Mis padres <i>vienen</i> a las tres el domingo. |
| 4. ¿A qué hora <i>salimos</i> el sábado? | <i>Salimos</i> a las cinco y veinte, ¿te parece? |

Comments:

In #1, the subject of the verb is “clase,” which is singular, and so the correct form of *ser* is third-person singular: *es*. The fact that the class is at 9:10, plural hours, has no bearing on the verb form in the sentence (9:10 is the object of the preposition “a”). The same holds true for #2, where the subject is *fiesta*, another singular noun. “Ocho y media” is not the subject, but rather the object of the preposition “a,” and so again the number phrase does not affect the verb. In #3 and #4 we see that the verb does not even have to be *ser*: many verbs may occur in this construction, and they will always agree with their

subjects. The subject of #3 is “*mis padres*,” and of #4 it is “*nosotros*” and so the corresponding verb forms are third-person plural (*vienen*) and first-person plural (*salimos*). With the other question, “¿*Qué hora es?*” only the verb *ser* is ever used, and only in the forms *es* and *son*.

Exercise:

- 6 E. With one or more classmates, take turns asking and answering simple questions about time and about when things occur. For example, besides asking what time it is, you could ask at what time someone has a certain class, at what time they eat different meals, at what time they study, etc.

Chapter 7 / Capítulo 7: ¿Cómo eres?

Vocabulario 7

To practice these words interactively, on a computer, click [here](#) and choose Chapter 7.

<u>en inglés</u>	<u>en español</u>
one thousand; a thousand	mil (note the absence of “un” in Spanish)
ten thousand	diez mil
one hundred thousand	cien mil
one million; a million	un millón (de) [note there is no “i”]
seventeen seventy six	mil setecientos setenta y seis
two thousand fifteen	dos mil quince
relatives	los parientes [parents = los padres]
family	la familia
How many people are there in your family?	¿Cuántas personas hay en tu familia?
brother; sister	el hermano; la hermana
grandmother; grandfather	la abuela; el abuelo
aunt; uncle	la tía; el tío
cousin (male); cousin (female) nephew; niece	el primo; la prima
half sister; half brother	el sobrino; la sobrina
step brother	la media hermana; el medio hermano el
step sister	hermanastro o hermano adoptivo
sister-in-law; brother-in-law	la hermanastra o hermana adoptiva
in-laws	la cuñada; el cuñado
mother-in-law; father-in-law daughter-in-law	los parientes políticos
son-in-law	la suegra; el suegro
spouse	la nuera
single father; single mother	el yerno
step father	el esposo; la esposa
step mother	el padre soltero; la madre soltera
great-grandmother; great-grandfather	el padrastro o el padre adoptivo;
younger	la madrastra o la madre adoptiva
older	la bisabuela; el bisabuelo
married	menor
divorced	mayor [don't confuse with <i>mejor</i> = better]
separated	casado/casada/casados/casadas
widower(s); widfow(s)	divorciado/divorciada/divorciados/divorciadas
is alive; are alive	separado/ -a / -os / -as
is dead; are dead	viudo / -a / -os / -as
to know (facts/data)	está(n) vivo/ -a/ -os/ -as
to know (be acquainted with)	está(n) muerto/ -a/ -os/ -as
to meet (make someone's acquaintance)	saber [irregular <i>yo</i> form: <i>sé</i>]
me, you, him, her, it	conocer [irregular <i>yo</i> form: <i>conozco</i>]
	conocer [irregular <i>yo</i> form: <i>conozco</i>]
	me, te, lo, la [object pronouns (singular)]

us, y'all, them, you (pl. formal)	nos, os, las, los [object pronouns (plural)]
favorite	favorito /-a/ -os/ -as
different	diferente /diferentes
similar	semejante/ -s; parecido /-a/ -os/ -as
gregarious; extroverted	gregario /-a/ -os/ -as; extrovertido/ -a/ -os/ -as
to be a fan of	ser aficionado/-a + a [aficionado <u>al</u> fútbol]
hardworking	trabajador(es)/ trabajadora(s)
serious	serio/ -a/ -os/ -as
funny	cómico/ -a/ -os/ -as; divertido/a/os/as
artistic	artístico/a/os/as
introverted; reserved	introvertido/a/os/as; reservado/a/os/as
nice	simpático/a/os/as
interested in sports	deportista(s) [<i>-ista</i> is both masc. and fem.]
talented	talentoso/a/os/as

- In Spanish, the number 1000, *mil*, does not take *un* or *una* before it: so “a thousand pages” is *mil páginas* (~~un~~ *mil páginas* or ~~una~~ *mil páginas* would be incorrect).
- In Spanish, years such as 1776 are always written as “one thousand seven hundred seventy and six,” never as “~~seventeen hundred seventy six~~.” *mil setecientos setenta y seis*. Columbus landed in what is today America in *mil cuatrocientos noventa y dos* (~~catoree cientos noventa dos~~ is incorrect).
- The term cognate refers to any word that looks pretty much the same in two different languages. So, for example, the Spanish word *parientes* is a cognate of the English word *parents*. However, cognates do not always have the same meaning as the word they resemble in another language. When the meaning of a cognate is different from the word it looks like in another language, it is called a *false cognate* (as opposed to a true cognate). The word *parientes* is a false cognate, because it does not mean *parents*, the English word it resembles, but rather *relatives*. The word for parents in Spanish, as you have seen, is *padres*. Examples of *true* cognates between Spanish and English, of which there are many, include words such as *cereal*, *piano*, *optimista*, and *pesimista*, which each mean, in Spanish, the same thing that the English word they resemble means in English.
- Speaking of *optimista* and *pesimista*, the suffix (ending) *-ista* is invariable in Spanish, that is, it serves for both masculine and feminine forms. So a female dentist would be *una dentista*, and a male dentist would be *un dentista* (~~dentisto~~ is incorrect).
- Saber and Conocer. Both of these Spanish verbs can translate as “to know,” but, as with *ser* and *estar*, *saber* and *conocer* are not interchangeable. *Saber* is to know in the sense of being cognizant of a fact, or datum, while *conocer* carries the

meaning of to know in the sense of being acquainted with a person, place, or thing.

Example: “I don’t know the president, but I know where he lives.” “Know” is used twice in this sentence. You must ask yourself, in each case where English uses some form of “to know,” whether what is known is a fact or not. Knowing “where he lives” is knowing a fact, a specific address (1600 Pennsylvania Avenue), but knowing “the president” is not knowing a fact, but rather being acquainted with a person. The Spanish, then, for this sentence would be: “*No conozco al presidente (or a la presidente, for a woman), pero sé donde vive.*”

Example: “We know who the president is.”

Notice that in this sentence what is known is “*who the president is,*” which is not the same thing as knowing “the president.” Knowing who the president is is knowing a fact, the name of the president, and so the correct verb choice here would be some form of *saber*: *Sabemos quien es el/la presidente.*

The forms of *saber* and *conocer* in the present tense are given in a grammar point later in this chapter.

- ”to know how to do something” uses *saber* in Spanish: “¿Sabes jugar al fútbol? [=Do you know how to play soccer?]; ¿Sabes hablar español? [Do you know how to speak Spanish?] The English word “how” is not translated in this expression.
- Adjectives. You have worked with adjectives a bit already, for example with the colors: *una camisa roja, unos pantalones azules.*

Adjectives that end in –o have four forms in Spanish:

un muchacho artístic <u>o</u>	unos muchachos artístic <u>os</u>
una muchacha artístic <u>a</u>	unas muchachas artístic <u>as</u>

Adjectives that end in –e have the same singular form for masculine and feminine nouns, and add –s for the plurals:

un muchacho inteligent <u>e</u>	unos muchachos inteligent <u>es</u>
una muchacha inteligent <u>e</u>	unas muchachas inteligent <u>es</u>

Adjectives that end in –dor in the masculine singular end in –*dora* in the feminine singular. In the plural, the masculine form adds –*es* and the feminine form adds –*s*:

un muchacho trabajad <u>or</u>	unos muchachos trabajad <u>ores</u>
una muchacha trabajad <u>ora</u>	unas muchachas trabajad <u>oras</u>

¡Ojo! (=Take note!, watch out!): the adjective *mayor*, older, does not end in –dor and so the plural form is *mayores* for both masculine and feminine nouns: *unos*

muchachos mayores, unas muchachas mayores (“some older boys; some older girls”)

- **Direct Object Pronouns.** There is a grammar point in this lesson dedicated to this topic, but a general comment is in order here. You may remember a previous discussion, of the word *her*, which in Spanish is *ella*, when *her* is a pronoun [*Conozco a ella*. “I know her”], but *su(s)* when *her* is an adjective [*su camisa es verde, sus pantalones son azules*; “her T-shirt is green,” “her pants are blue”].

A similar phenomenon occurs for a few English words that can be either subject or object pronouns. The words in question are *you* and *it*. For example, consider these two English sentences:

1. **It** is here.
2. He has **it**.

In #1, *It* is the subject, but in #2 this same word is the direct object (the subject is *he*).

This same doubling occurs with the English word *you* as well, which can be either a subject or an object pronoun: *You* see them (*you* as subject); They see *you* (*you* as direct object). A further complication with the English word *you* is that it can—as you have seen in a previous lesson—refer to four different Spanish words when it is a subject pronoun (*tú, usted, vosotros/vosotras, ustedes*). You must be careful how you translate *you* and *it* into Spanish, because in Spanish the translation of *you* and *it* will vary, depending upon whether each word is being used as subject or object (see the grammar point for details).

En la clase:

Profesora G: Muy buenos días, clase.

La clase: Buenos días, profesora.

Profesora G: Laura, ¿cómo *es* tu madre?

Laura: Mi madre está bien, gracias. ¿Y usted?

Profesora G: Ah, estoy bien, gracias, pero mi pregunta no es “¿Cómo *está* tu madre?” Mi pregunta es “¿Cómo *es* tu madre?”

Laura: No entiendo.

Sarah: Profesora, conozco a la madre de Laura. Su madre es inteligente y simpática.

Profesora G: Gracias, Sarah. Y Laura, ¿Cómo eres tú?

Laura: Ah. Ahora entiendo. Soy trabajadora.

Profesora G: Bien, Laura. Y Felipe, ¿Qué eres?

Felipe: ¿Qué soy? Soy muchacho. Soy estudiante. Soy un estudiante de biología.

La profesora: Bien. Ustedes ahora entienden una diferencia importante entre *ser* y *estar*. Ahora quiero que practiquen. [=Now I want you to practice.]

Exercises.

- 7 A. Using the adjectives that are in the vocabulary lists, and any others from previous chapters, describe your family members to your partner(s). And if none of the

- adjectives apply to anyone you know, that’s a good opportunity to practice forming negative sentences (My uncle Barry is not artistic; My younger brother is not nice; etc.)
- 7 B. Tiendas y sitios web [=Stores and websites]. Ask your partner(s) if s/he/they know a certain store or website where clothing is sold. Then ask them if they know how much certain articles of clothing cost there. *¿Saber o conocer?*
- 7 C. *Saber and Conocer*. Ask your partners questions like “Do you know Janie?” (*conocer*); “Do you know if she’s a soccer fan?” (*saber*). The word for *if* is *si* (without an accent; you know *sí*, with the accent, means *yes*). Remember to use the preposition *a* in front of references to a person who is neither the subject of a verb nor the object of another preposition. There is a grammar point about the *personal a* in this lesson.
1. *¿Conoces a Janie?*
 2. *¿Conoces el cuarto de Janie?*
- In #1, Janie is neither the subject of a verb nor the object of any preposition, so, because she is a person, Spanish includes an *a* before “Janie,” which is the direct object in this sentence. In #2, *el cuarto* is the direct object. It’s not a person, so no *a* is placed before it. In #2, “Janie” is the object of the preposition *de*, and so no *a* is added. [If you are wondering why Spanish has a “personal *a*,” it is because of word order. This is explained, with examples, in the grammar point dealing with the personal *a*, later in this chapter.]
- 7 D. In groups of two or three, ask each other to describe classmates. Felipe might ask Sarah and Laura if Janie is gregarious. If you don’t know the information that a classmate asks for, use the following phrase: *No sé si (Janie es gregaria)*. Remember that your adjectives must agree in number and gender with their nouns: *¿Son aficionados al fútbol DeMarcus y Pete? ¿Es aficionada al fútbol Janie?*

Grammar Point 12: Saber and Conocer.

These two –ER verbs have irregular –yo forms in the present tense. The other five forms are regular.

[yo] (I)	sé conozco	nosotros/nosotras] (we)	sabemos conocemos
[tú] (“you-my-friend”)	sabes conoces	[vosotros/vosotras] (“y’all”)	sabéis conocéis
[usted] (“your grace”)	sabe	[ustedes] (“your graces”)	saben conocen
[ella/él] (she/he/it)	sabe conoce	[ellos/ellas] (they)	saben conocen

How to use these two verbs is explained in the notes and comments that follow the vocabulary for this lesson. Here are some further examples.

- | | |
|--|---|
| 1. ¿Conoces a Laura? (note the personal <i>a</i>) | Do you know Laura? |
| 2. ¿Sabes dónde está Laura? | Do you know where Laura is? |
| 3. ¿Conoces Chicago? | Do you know Chicago? |
| 4. ¿Sabes qué hora es en Chicago? | Do you know what time it is in Chicago? |
| 5. ¿Sabes hablar chino? | Do you know how to speak Chinese? |

In sentences #1 and #3 the sense of “know” is “be acquainted with,” “be familiar with:” “Are you familiar with Chicago,” “Are you acquainted with Laura?” In #2 and #4 the sense of “know” is “do you have the information?:” “Can you name the place where Laura is now?”; “Can you tell me what time it is in Chicago now?”

Sentence #5 shows another use of *saber*: when followed by an infinitive, such as *hablar*, the sense of *saber* is “to know *how to do something*, but the English word *how* is not translated. (You may remember that the word for *how* is *cómo*, but in this construction “Sabes ~~cómo~~ hablar chino” is incorrect.)

Exercise 7 E. Give the correct form of SABER or CONOCER.

1. (Yo)_____bien a la hermana de Felipe.
2. (Yo) no_____tocar el piano.
3. ¿_____ [tú] al presidente de la universidad?
4. ¿_____ [vosotras] el número de teléfono de ella?

7 F. With one or more classmates, take turns making statements using forms of *saber* and *conocer*. For example, Who(m) do you know?; Who(m) does your roommate, best friend, or spouse know?; How about your parents or other people you know? What people, places, and things are you and/or these other people acquainted with?

7 G. With one or more of your classmates, take turns mentioning and describing a place you have visited and therefore “know.” Say that you know this place, and then state one or two simple facts about the place (perhaps where it is located and/or whether it is large or small).

Grammar Point 13: Direct object pronouns: Forms and uses.

As you may already know, a *direct object* is defined as a noun that directly receives the action of a verb. For example, in the sentence “We see Tom,” the verb is “see,” the subject is “We” (because “we” are doing the seeing), and Tom is the direct object, because Tom directly receives the action of the verb. Another way to say this is that the direct object answers the question “Who(m)?” or “What?” after the verb: Who(m) or what do we see?: Tom.

Here’s a second, slightly more complex example: “We throw Tom the ball.” Again, “we” is the subject, because we are doing the throwing. Now, what or whom are we throwing? Are we throwing Tom or the ball? In this sentence we are throwing the ball, so “ball” is the direct object. (“Tom” is the indirect object in this sentence, and we’ll take up indirect objects in a subsequent chapter.)

In both Spanish and English, it is common to replace direct object nouns with pronouns. In the example sentences, “Tom” could be replaced by “him,” and “the ball” could be replaced by “it.”

(1) We see *him*; (2) We throw *it* to Tom (“We throw *it* to *him*” uses both a direct object pronoun and an indirect object pronoun, something discussed in another chapter).

You have learned that Spanish uses subject pronouns (*yo, tú, usted, él, nosotras, ellas, etc.*) less than English does, but with *object pronouns* both languages use them about the same amount.

Spanish direct object pronouns. Forms:

<i>me</i> (me)	<i>nos</i> (us)
<i>te</i> (“you-my-friend”)	<i>os</i> (“y’all”)
<i>lo / la</i> (“your grace” masculine / feminine)	<i>los las</i> (“your graces” masculine / feminine)
<i>lo la</i> (him) (her) (it)	<i>los las</i> (them: masculine/feminine)

- Note that the direct object pronoun for “your grace” is either *lo* or *la*, depending upon the gender of the person. In the plural, too, gender is reflected only for “your graces” and for *them*. Masculine forms are used for all males or for a mixed group; feminine forms are used for all females.
- The placement of object pronouns. Perhaps the biggest difference between the way that English and Spanish use the direct object pronouns involves their placement. In English, direct object pronouns, like the nouns they replace, always follow the verb, but in Spanish the direct object pronouns routinely precede their

verbs. In Spanish, the sentence “We see Tom” is *Vemos a Tom*, with the direct object noun, Tom, after the verb “vemos.” However, when we replace “Tom” by “him,” the Spanish sentence looks like this:

Lo vemos.

Comments: First, the direct object *lo* comes in front of *vemos*, which is a different positioning than in the English sentence. Second, the “personal *a*” in the sentence “*Vemos a Tom*” is not used in the sentence “*Lo vemos.*” The “personal *a*” in Spanish serves to avoid possible confusions between the subject and the object of a sentence (see next grammar point below), but such confusions are eliminated when the object pronouns are used. The word *lo* in Spanish, when it occurs in front of a conjugated verb, can only refer to a masculine, singular direct object. The “personal *a*” is not needed, and, in fact, to use it with the direct object pronoun would be wrong: “*A lo vemos*” is incorrect. [Other incorrect renderings of “*Lo vemos*” include: “~~*Vemos a lo*~~” and “~~*Vemos lo*~~.”] There is, however, one possible, correct alternative to “*Lo vemos,*” and that is “*Vemos a él.*” While you should be aware of this variation, in this chapter you will be practicing with the direct object pronouns in the box above, because they are very commonly used in Spanish, and also because they take some getting used to for speakers whose native tongue is English.

Examples:

- | | |
|-----------------------|---|
| 1. We see her. | <i>La vemos.</i> |
| 2. She sees us. | <i>Ella nos ve.</i> |
| 3. They see us. | <i>Ellas/Ellos nos ven.</i> |
| 4. We see them. | <i>Los/Las vemos.</i> |
| 5. We don’t see them. | <i>No las/los vemos.</i> |
| 6. We can see them. | <i>Podemos verlos / Podemos verlas.</i> |
- (*Los/Las podemos ver* is also possible.)

- In all six of these sentences, it is extremely important to keep track of both the subject, which always determines the form of the verb, and also of the direct object, which has no effect whatever on the form of the verb. You have learned that the verb “always agrees” with the subject, and this is true, always, in Spanish. In #2, the subject is *Ella* (because she is doing the seeing), so the verb must be *ve*. The word “us” (*nos*) is never a subject pronoun [that is *nosotros/nosotras* = we], and so the verb of this sentence could never be ~~*vemos*~~. The same is true in #3. Here the subject and verb are “They see,” and this must be (*Ellos/Ellas*) *ven*. Any other verb form here would be incorrect. You are literally saying, in Spanish, “They us see.”
- In #5 we see that in a negative sentence the word “no” does not come between the verb and the object pronoun. (We don’t say “~~*Las/Los no vemos.*~~”) The word order is:

No + direct object pronoun + conjugated verb.

- Sentence #6 shows another detail concerning the direct object pronoun and infinitives. When a direct object pronoun is used with a verb phrase that contains both a conjugated verb (like *Podemos*) and an infinitive (like *ver*), Spanish allows two possible word orders, as #6 shows. So direct object pronouns may precede conjugated verbs and may be attached to infinitives. When you have one of each (both a conjugated verb followed immediately by an infinitive), then the choice of where to place the direct object pronoun is yours. Either “*Las podemos ver*” or “*Podemos verlas*” is correct (and, for the masculine plural direct object pronoun, either “*Los podemos ver*” or “*Podemos verlos*” is correct).

What you cannot do is to place the direct object pronoun *between* a conjugated verb and an infinitive that immediately follows it. So “~~*Podemos los ver*~~” and “~~*Podemos las ver*~~” are incorrect.

A final comment: the words *la*, *las*, and *los*. *La* may mean “the” in Spanish, or “it” or “her;” the words *los* and *las* may mean “the” or “them.” It is context that will determine the meaning of these words. If they precede a noun their meaning will be “the.” When they come before a conjugated verb, or are attached to an infinitive, they will have their direct object meanings (“her” or “it” or “them”).

Exercises.

- 7 H. With one or more classmates, look around the room and take turns asking and answering simple questions about what people have or are wearing. For example, you might ask “¿Quién lleva la camiseta negra y verde?” or “¿Quién tiene los dos libros en el escritorio?” In the answers to these questions, the direct objects (in the sample questions these are “camiseta” and “libros”) should be replaced by direct object pronouns, for example: “DeMarcus la lleva;” “Janie los tiene.” Of course, you may ask each other questions about things that each of you has, is wearing, is seeing or hearing, etc.

Grammar Point 14: The personal a.

Spanish uses a so-called “personal *a*” in front of a direct object, when the direct object refers to a person. As stated above, the reason for this grammatical phenomenon is to avoid any possible confusion between the doer of an action (the subject of the verb) and the receiver of the action (the direct object of the verb). Word order is less rigid in Spanish than it is in English, which means that sometimes confusion between the subject and direct object can occur.

Consider the question, in Spanish, “¿~~Ve Sarah Felipe?~~ “ In this Spanish sentence, the word “Sarah” could be either the subject or the direct object. The same is true for the word “Felipe.” The Spanish sentence, as written, is incorrect and requires a personal *a*. It should be either: (1) “¿*Ve Sarah a Felipe?*” or (2) “¿*Ve a Sarah Felipe?*” As the personal *a*, in Spanish, is always placed in front of the direct object, sentence #1 means “Does Sarah see Felipe?”; sentence #2 means “Does Felipe see Sarah?”

- Sometimes the so-called “personal *a*” is also used when non-persons are involved, if any confusion could arise. A rough rule of thumb is that any non-person that is personified (say, a family pet), may give rise to the use of the personal *a*.
- As mentioned already, the personal *a* is never used with the direct object pronouns (the ones given in the previous grammar point: *me, te, lo, la, nos, os, los, las*), because these words always refer to an object of a verb, never to a subject, and therefore no confusion between the subject and the direct object is possible: “¿*Lo ve Sarah?*” ; “¿*La ve Felipe?*” [“Does Sarah see him?” “Does Felipe see her?”]

Examples:

- | | |
|--|-----------------------------------|
| 1. Él ve la computadora. Él la ve. | He sees the computer. He sees it. |
| 2. Él ve <i>a</i> la muchacha. Él la ve. | He sees the girl. He sees her. |
| 3. Ellos ven <i>a</i> la muchacha. Ellos la ven. | They see the girl. They see her. |
| 4. Ella ve <i>a</i> los muchachos. Ella los ve. | She sees the boys. She sees them. |

- The personal *a* is not used after forms of the verb *tener*:

- | | |
|--------------------------------------|------------------------------------|
| 1. <i>Tengo siete hermanos.</i> | I have seven brothers and sisters. |
| 2. <i>No tengo hermanos mayores.</i> | I don't have older brothers. |

Tengo ~~a~~ siete hermanos, and *No tengo ~~a~~ hermanos mayores* are both incorrect.

Exercises.

7 I. **Put an “a” if one is necessary:**

No conozco _____ la tienda.

No conozco _____ Mariana.

7 J. With one or more classmates, take turns saying what or whom you see in the classroom.

7K. *Tener*: the exception. Ask and tell classmates how many brothers and sisters you/they have, keeping in mind that this verb is not followed by the personal *a* before direct objects that refer to people. For further practice, you could say how many older and younger siblings you, or a friend, have.

Chapter 8 / Capítulo 8: ¿Te gusta bailar?

Vocabulario 8

To practice these words interactively, on a computer, click [here](#) and choose Chapter 8.

<u>en inglés</u>	<u>en español</u>
a/the painting	un/el cuadro; una/la pintura
to paint	pintar
to play (an instrument, music)	tocar
musical instrument	el instrumento musical
violin; fiddle	el violín
guitar	la guitarra
piano	el piano
drum set	la batería
a lot; many	mucho; mucho/ -a/ -os/ -as [adverb or adjective]
a little; few	poco; poco/ -a/ -os/ -as [adverb or adjective]
to want; to love	querer (ie)
to like (literally, “to be pleasing to”)	gustar
to give as a gift	regalar
to ask for	pedir (i, i)
to give	dar [irregular <i>yo</i> form is <i>doy</i>]
to dance	bailar
to lift weights	levantar pesas
to exercise	hacer ejercicio
to cook	cocinar
to travel	viajar
to work	trabajar
to rest	descansar
to draw; the drawing	dibujar; el dibujo
to walk	caminar
to run	correr
to bring	traer [irregular <i>yo</i> form is <i>traigo</i>]
to pay	pagar
to surf the web	navegar la red
to look for	buscar
to find; to meet	encontrar (ue)
to me, to you, to him, to her	me, te, le
to us, to you, to them	nos, os, les
me; you-my-friend (prepositional forms)	mí; ti [note accent on mí; no accent on ti]
to have a good/bad time	pasarlo bien/mal
film; movie	la película
movie theater	el cine
to go to the movies	ir al cine
year	el año
telephone	teléfono (remember: no <i>ph</i> , ever, in Spanish)

tonight	esta noche
person; people	la persona; las personas
to play a sport	practicar un deporte [no –s- in <i>deporte</i>]
football	el fútbol americano [el fútbol = soccer]
basketball	el baloncesto; el básquetbol [no <i>k</i> in Spanish]
tennis	el tenis
volleyball	el vóleibol; el balonvolea
player (in a game)	el jugador; la jugadora
music	la música
art	el arte [but the plural is <i>las artes</i>]
to chat (with)	charlar (con)

- Spanish distinguishes between “to play (a game)” and “to play (an instrument),” the former, as you know, is *jugar* (*ue*); the latter is *tocar*. *Jugar* requires an *a* before a direct object (*Ellas juegan al fútbol*); *tocar* does not (*Él/Ella toca la guitarra y el violín*).
- The word “drum” in Spanish is *el tambor* (compare English “tambourine”), but a set of drums is *la batería*. [There is a verb in Spanish, *batir*, which means “to beat.” *La batería* has a second meaning, which is “a large battery” (as in a car).]
- The words *poco* and *mucho* serve as both adverbs and adjectives. (An adverb is a word that modifies a verb, an adjective, or another adverb; an adjective is a word that modifies a noun.) When these words are adverbs they are invariable (always *poco* and *mucho*); when they are adjectives each has the four forms you would expect: *poco, poca, pocos, pocas.*; *mucho, mucha, muchos, muchas*.

<i>Hoy tengo pocos libros.</i> (adjective)	I have few books today.
<i>Estos libros son poco interesantes.</i> (adverb)	These books aren’t very interesting.
<i>Me gusta mucho la biología.</i> (adverb)	I like biology a lot.
<i>Me gustan muchas películas.</i> (adjective)	I like a lot of (or many) movies.
- The verb *querer* (*ie*) is more common than *desear*. It means both “to want” and “to love,” and its meaning is made clear by the context. *Querer* (*ie*) is a very common Spanish verb.
- While the verb *gustar* is the Spanish equivalent of the English verb “to like,” grammatically they are very different, because *gustar* literally means “to be pleasing to”. There is a grammar point in this lesson dedicated to *gustar*.
- The verb *pedir* (*i*) means “to ask for” (think of the English “to petition,” although *pedir* is much more common in Spanish than *petition* is in English). Do not try to translate the English *for* when you use *pedir* (*i*).

<i>Pido el carro.</i>	I ask for the car.
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[*Pido por el carro* and *Pido para el carro* are both incorrect.]

In this sentence, “the car” is the direct object, so “We ask for *it*” (meaning the car), would be: **Lo** pedimos.

(Another verb, *preguntar*, means “to ask” in the sense of asking a question. The word for question in Spanish is *la pregunta*: “I ask them if they are coming tomorrow” would be: *Les pregunto (a ellos/ellas) si vienen mañana.*)

- *Trabajar* means to work in the sense of doing a job. It is not the verb to use when you mean “to function,” as in “Does this pencil work?” (*¿Funciona este lápiz?*)
- *Buscar*, like *pedir (i)*, is a verb that contains what in English is the preposition *for*. As with *pedir (i)*, using the words *por* or *para* between forms of *buscar* and its direct objects is incorrect:

We are looking for the museum.	<i>Buscamos el museo.</i>
We are looking for it (the museum).	<i>Lo buscamos.</i>

- Indirect object pronouns. The forms of the singular indirect object pronouns are *me*, *te*, and *le*; the plural forms are *nos*, *os*, *les*. There is a grammar point devoted to this topic in this chapter.
- The forms *mí* and *ti* are prepositional pronouns, that is, words used only after prepositions. These will be explained in a grammar point in this chapter.
- In the expression *pasarlo bien/mal*, the word *lo* is an invariable direct object pronoun that appears every time this expression is used:

<i>Lo pasamos bien con ellos.</i>	We have a good time (when we’re) with them.
<i>Lo paso mal en la clase de filosofía</i>	I have a bad time (of it) in philosophy class.

- The importance of the tilde. The *tilde* is the little squiggly line in the Spanish letter *ñ*. The word *año* means “year;” the word *ano* means “anus.” Ignoring the *tilde* when pronouncing *año* can be particularly embarrassing in Spanish, where the common question, “How old are you,” is literally *¿Cuántos años tienes?* (“How many years do you have?”).
- *Esta noche* literally means “this night.” Be careful not to mistranslate the English “tonight” as “to night,” which would be ~~*a-noche*~~. This would not only be incorrect but confusing, as there is a Spanish word *anoche*, and it means “last night.” (And, incidentally, ~~*a-noche*~~ also does not mean “at night,” which is usually *por la noche* and sometimes *de la noche*.)
- In English, the plural of “person” is “people” at least as often as it is “persons.” In Spanish, there are two words for “people,” *personas* and *gente*. *Personas*, like “dollars” in English, can be counted; *gente*, like “money” in English, cannot. For

example, you can say, in English, “She has five dollars,” but you can’t say, “~~She has five monies~~” (just as you can’t say “~~She has little dollars~~,” but you can say “She has little money”). So, too, in Spanish, you can say *Hay siete personas en la clase*, but not ~~*Hay siete gentes en la clase*~~. For now, think of the word *personas*, as meaning either “persons” or “people” in English.

- *el arte, las artes*. There is a rule in Spanish to not use the article *la* in front of any feminine, singular nouns that begin with a stressed *a-* or *ha-*. The word *arte* is one such noun (another common one is *agua*, “water,” which is *el agua, las aguas*). This comment is not here so that you will learn this rule, but rather to explain away the confusion that may arise from *el arte* and *las artes*, which appears to be masculine in the singular and feminine in the plural. (By the way, “the cold water” would be *el agua fría* in Spanish.)

En la clase:

Sarah: Laura, ¿te gusta el arte?

Laura: Pues (=Well), me gusta mucho la música. También me gusta la pintura.

Sarah: Y Felipe, ¿también te gustan la música y la pintura?

Felipe: Me gusta la música, pero no me gusta mucho la pintura. Me gusta tocar la guitarra.

Laura: Y a ti, Sarah, ¿qué te gusta?

Sarah: Me gusta bailar y jugar al vóleibol, pero ¡no me gusta levantar pesas!

Felipe: Ah, no. No tengo mi libro. Laura, ¿me das tu libro por unos minutos?

Laura: Sí, Felipe, te doy el libro si es necesario, pero solamente por unos minutos.

Sarah: No, Laura, no le das tu libro a Felipe. Yo tengo el libro en forma de papel y también en forma electrónica. Puedo darle mi libro a Felipe para hoy.

Felipe: Ah, muchas gracias, Sarah. Eres muy simpática.

Sarah: De nada. [=You’re welcome]

Exercises.

8 A. Using the vocabulary, discuss with your partner(s) what you do and when you do it. Do you play an instrument or a sport? When? Do you draw or go to the movies, etc.

8 B. *Lo paso (muy) bien/mal cuando . . .* When do you have a good or a bad time? What activities do you enjoy, and which ones are not pleasant for you? Using the phrase “*Lo paso bien/mal cuando . . .*” and the question “¿Cuándo lo pasas bien/mal?”, talk about pleasant and unpleasant activities with one or more classmates. For example, based on the “Conversación” above, Sarah might say: “*Lo paso (muy) bien cuando juego al vóleibol, pero lo paso mal cuando levanto pesas.*”

Grammar Point 15: Indirect object pronouns: Forms and uses.

As you have seen already, a *direct object* is defined as a noun that directly receives the action of a verb. An indirect object noun *indirectly* receives the action of the verb.

Let's look once more at the sentence, "We throw Tom the ball." "We" is the subject, because we are the persons performing the action of the verb, the throwing. We are throwing the ball, so "ball" is the direct object; it directly receives the action of the verb. "Tom" is the indirect object, the person, place, or thing that indirectly receives the action of our throwing the ball.

"Tom" could be replaced by the pronoun "him" in this sentence: "We throw *him* the ball" (or, alternatively, "We throw the ball *to him*").

It will be necessary for you to be able to distinguish between direct and indirect objects.

Spanish indirect object pronouns. Forms:

me (to me)	nos (to us)
te (to "you-my-friend")	os (to "y'all")
le (to "your grace" masculine / feminine)	les (to "your graces" masculine / feminine)
le (to him) (to her) (to it)	les (to them: masculine/feminine)

- Note that the indirect object pronouns for the first and second persons, both singular and plural, are identical to those of the direct object pronouns: *me*, *te*, *nos*, *os*.
- The third person indirect object pronouns are different than the direct object pronouns: *le* and *les* are the indirect object pronoun forms; *lo*, *la*, *los* and *las* are the direct object pronoun forms.
- Note also that the meaning of the indirect objects contains the word *to*: "to me," "to you," "to them," etc. The word *a*, which is used in front of indirect object nouns, is never used in front of indirect object pronouns.

Examples:

1. We give the book to Marta.
2. We give the book to her.

Le damos el libro a Marta.
Le damos el libro.

In sentence #1, *a* appears before “Marta,” but *a* is not used in front of “le” in either sentence. Below we will explain why both the indirect object noun (Marta) and the indirect object pronoun (le) appear together in the first sentence. Both “a Marta” and “le” mean the same thing (“to Marta,” “to her”), and so this is a repetition or redundancy. This phenomenon is common in Spanish, and marks another difference between the use of direct object pronouns and indirect object pronouns in Spanish. [See the next grammar point (#16) for details.]

- The placement of indirect object pronouns. Just like the direct object pronouns, in Spanish the indirect object pronouns:
 - precede conjugated verbs
 - may be attached to infinitives
 - come in between *no* and a conjugated verb

Examples:

- | | |
|---|--|
| 1. Paul gives Laura the books. | <i>Paul le da los libros a Laura.</i> |
| 2. Laura wants to give Sarah the books. | <i>Laura quiere darle los libros a Sarah.</i> |
| 3. Sarah doesn't want to give us the books. | <i>Sarah no nos quiere dar los libros.</i> |
| 4. Felipe gives us the books. | <i>Felipe nos da los libros.</i> |
| 5. We give you the books. | <i>Te damos los libros.</i> |
| 6. You give the books to Paul. | <i>Le das los libros a Paul.</i> |
| 7. Paul is giving the books <i>to us</i> . He is not giving the books <i>to you</i> (vosotras). | <i>Paul nos da los libros a nosotros, (él) no os da los libros a vosotras.</i> |

Comments.

For #2, *Laura **le** quiere dar los libros a Sarah* is also possible, and for #3, *Sara **no quiere darnos** los libros* is a correct alternative (the indirect object pronoun may be positioned in front of a conjugated verb or attached to an infinitive).

In sentences #1, 2, and 6, both the indirect object pronoun *le* and an indirect object phrase (*a Laura*, *a Sarah*, *a Paul*) are used, while in sentences #3, 4, and 5, only the indirect object pronoun (and not phrases such as “*a nosotros*,” or “*a ti*”) are used. You should be able to figure out why this is so. Object pronouns such as *me*, *te*, *nos*, and *os* are unambiguous: it is obvious to whom each one refers (to me, to you (sing.), to us, to y'all). However, the object pronoun *le* refers once to Laura (#1), once to Sarah (#2), and once to Paul (#5). Without a clarifying phrase such as “*a Laura*,” “*a Sarah*,” or “*a Paul*,” it might be impossible for a listener to know whom we were talking about. So the general rule of thumb is to use clarifying phrases whenever the reference in the indirect object pronoun is ambiguous.

In sentence #7, even though the indirect object pronouns *nos* and *os* are not ambiguous, the phrases “*a nosotros*” and “*a vosotras*” do appear. This is *for emphasis*, a second reason for using such redundant prepositional phrases along with indirect object pronouns. You should note that the additional phrases never replace the indirect object pronouns; they merely clarify or emphasize them. There is more on this important detail below.

Exercise 8 C. *Pedir*, *regalar*, and *dar* are three verbs that lend themselves well to practicing with indirect object pronouns. Using the IR + *a* + infinitive construction, say some things you and others are going to ask for, give, or give as gifts. In this exercise, use nouns for the direct objects—the things you and others are asking for or giving—and indirect object pronouns to say who is being asked or who is receiving what is being given.

Examples: Mis padres van a darme una computadora para mi cumpleaños.

Quiero comprarte un piano, pero no tengo el dinero.

(Possible alternative placements of the object pronoun for these two sentences are:

Mis padres **me van a dar** una computadora para mi cumpleaños.

Te quiero comprar un piano, pero no tengo el dinero.)

Grammar point 16: Prepositional Object Pronouns

So far you have learned the Spanish subject pronouns, direct object pronouns and indirect object pronouns. The prepositional object pronouns are easy to learn and to use.

(a) mi (to) me	(de) nosotros/nosotras (to us)
(de) ti (of “ you-my-friend ”)	(por) vosotras/vosotros (to “ y’all ”)
(para) usted (for “ your grace ” masculine / feminine)	(a) ustedes (to “ your graces ” masculine / feminine)
(por) ella, él (for him) (for her) (for it)	(para) ellas/ellos (to them : masculine/feminine)

- The prepositional pronouns are the same as the subject pronouns, with two important exceptions: **mi** and **ti**, instead of *yo* and *tú*. The word **mi** has an “accent of distinction,” in order to distinguish it from the singular form of the possessive adjective *mi* (as in *mi escritorio* or *mi cama*); the word **ti** does not have an accent, because there is no other word in Spanish that is spelled the same way but has a different meaning.
- The prepositional forms are only used after prepositions, and they are the only object pronouns that may be used after prepositions.

Examples:

1. *Los libros están en la mochila. Están en ella.* The books are in the backpack. They’re in it.

2. *Esta camisa es para ti.*

This shirt is for you.

Comments:

In #1, after the preposition *en*, the word to express “it” in Spanish must be *ella* and not *la* or *le* (direct and indirect object pronouns, respectively). *Están en la*, or *Están en le* are incorrect. Likewise, in the second example sentence, after *para*, which is one of the prepositions that means “for,” only *ti* is correct. *Esta camisa es para tú* and *Esta camisa es para te* are not correct. So be careful when deciding which pronoun to use. For example, all of the following object pronouns mean “you-my-friend,” but they are not interchangeable in Spanish: **tú** (subject); **te** (direct and indirect object); and **ti** (object of a preposition).

- Prepositional phrases, either with noun or pronoun objects, are commonly used in the same sentence as indirect object pronouns, for clarification or for emphasis:

Examples:

- | | |
|--|--|
| 1. <i>Voy a regalarle esta corbata a mi padre.</i> | I am going to give this tie to my father. |
| 2. <i>Quiero regalarle este libro a ella, no a él.</i> | I want to give this book to her, not to him. |
| 3. <i>Me regalan esos pantalones a mí, no a ti.</i> | They are giving the pants to me, not to you. |
| 4. <i>¿Quieren ir contigo o conmigo?</i> | Do they want to go with you or with me? |

- In #1, the indirect object is the noun *padre*, and the phrase “a mi padre” is used together with the indirect object pronoun *le*. The rule in Spanish is that the prepositional phrase may never replace the indirect object pronoun, even though they refer to exactly the same thing; it may only clarify or emphasize it. In sentence #2, the indirect object pronoun really refers to two different people, “a ella” and “a él.” However, neither of these prepositional phrases replaces the indirect object *le*, which must appear in the sentence. In #3, where the indirect object pronoun is *me*, the prepositional phrases “a mí” and “a ti” are used both to emphasize and to clarify for whom the pants are intended.
- In #4 you see that *con + mí* is not ~~con mí~~, but rather **conmigo**. *Con + ti* is **contigo**, not ~~con ti~~. These two exceptional forms are common, and you should learn them.

You should employ this clarifying or emphasizing use of prepositional phrases in Spanish only with indirect object constructions, not with direct object constructions. Compare, for example:

- | | | |
|-------------------------------------|-------------------------------------|-------------------------|
| 1. <i>Veo a Melisa.</i> | <i>Veo a ella</i> or <i>La veo.</i> | |
| 2. <i>Le doy el libro a Melisa.</i> | <i>Le doy el libro a ella.</i> | <i>Le doy el libro.</i> |

In #1, where *Melisa* is the *direct* object, either *Veo a ella* or *La veo* are possible, but ~~*La veo a ella*~~ is incorrect; the *la* and the *a ella* can't be used together to refer to the same direct object.

In #2, where *Melisa* is the *indirect* object, all three sentences are possible, including the middle one, which contains both the indirect object pronoun *le* as well as the prepositional phrase *a ella*.

- 8 D. Practice with prepositional object pronouns. In this grammar point, prepositional objects have been used to clarify and to emphasize indirect object constructions. However, prepositional object pronouns are used in many other situations. With one or more classmates, take turn asking and answering simple questions about things like books and backpacks. The most logical prepositions to use in this exercise are probably *para*, *de*, and *con*, but you may think of ways to include others. Some sample questions you might ask are “¿Para quién es mi (o tu, o su) libro?” “¿De quién es tu/mi mochila?” “Con cuál de nosotras/nosotros va a estudiar Janie?”

Grammar Point 17: The Verb gustar

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

Consider 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*, as the subject, and, as you know, subject pronouns are often not expressed in Spanish.
- *Gustar* is commonly **in the third person, either singular or plural**, and persons are usually not the subject of *gustar*, but rather its indirect object.

No me gustan esas camisetas verdes.
Me gusta más esta camiseta azul.

I don't like those green T-shirts.
I like this blue T-shirt more/better.

- 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:

- | | |
|-----------------------------|--|
| 1. He likes T-shirts. | <i>A él le gustan las camisetas.</i> |
| 2. She likes T-shirts. | <i>A ella le gustan las camisetas.</i> |
| 3. You (Ud.) like T-shirts. | <i>A Ud. le gustan las camisetas.</i> |

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

- **Remember that the prepositional phrase can never take the place of the indirect object pronoun, which must be present.** So *Le gustan las camisetas*,” or “*A ella le gustan las camisetas*” are both correct sentences, but ~~*A ella gustan las camisetas*~~ is not, because it is missing the indirect object pronoun *le*. (Also incorrect would be a sentence such as ~~*Ella gusta las camisetas*~~, which would sound as strange in Spanish as something like “~~The T-shirts is pleasing she~~” sounds in English.)

Examples:

We like T-shirts.	<i>(A nosotros/as) nos gustan las camisetas.</i>
You like T-shirts.	<i>(A vosotros/os) os gustan las camisetas.</i>
You like T-shirts.	<i>(A ustedes) les gustan las camisetas.</i>
They like T-shirts.	<i>(A ellos/ellas) les gustan las camisetas.</i>
You like T-shirts.	<i>(A ti) te gustan las camisetas.</i>
You like T-shirts.	<i>(A usted) le gustan las camisetas.</i>
S/he likes T-shirts.	<i>(A ella/él) le gustan las camisetas.</i>

- Note that the verb in all these sentences is *gustan*, third person plural. Because the subject of each sentence is the same, *las camisetas*, the verb is also the same (verbs always agree with their subject; with *gustar* the tricky part is to figure out what the subject is in the Spanish version of the sentence).
- A helpful exercise for some students, when they are first introduced to the verb *gustar*, is to employ a kind of intermediate step between an English sentence containing a form of “to like” and a Spanish sentence with a form of *gustar*. The intermediate, or “Spanglish” version transforms the verb from a form of “to like” to a form of “to be pleasing to.”

Example:

English: He likes books about biology.
 “Spanglish”1: Books about biology are pleasing to him.
 “Spanglish”2: To him books about biology are pleasing.
 Spanish: *Le gustan los libros de biología.* [Or: *A él le gustan los libros de biología.*]

A process like this one allows you to translate the “Spanglish2” result directly into Spanish. Consider a slightly more complicated version of this same sentence:

English: My brother Felipe likes books about biology.
 “Spanglish1”: Books about biology are pleasing to my brother Felipe.
 “Spanglish2”: To my brother Felipe (to him) books about biology are pleasing.
 Spanish: *A mi hermano Felipe le gustan los libros de biología.*

In this sentence, not only “To my brother Felipe,” but also “to him” must be included. Do you remember why? The clarifying phrase, “To my brother Felipe” can never replace the indirect object pronoun, which in this case would be *le* (=to him), and so we must add this redundancy to the sentence. *A mi hermano Felipe gustan los libros de biología* would be incorrect, because it lacks the indirect object pronoun *le*, which is necessary in this sentence.

Using “Spanglish” with *gustar* is certainly not necessary, and it is only suggested as one way to be very conscious of the grammatical differences between the transitive English verb “to like” and the intransitive Spanish verb *gustar*, “to be pleasing to.”

- When the subject of *gustar* is one or more infinitives, the correct form to use is always third person singular (*gusta* in the present tense), not third person plural.

A Sarah le gusta bailar y jugar al vóleibol. Sarah likes to dance and to play volleyball.

[*A Sarah le gusta# bailar y jugar al vóleibol* would be incorrect.]

Factoid: In Shakespeare’s time, English had a similar construction to that of *gustar*. The sentence “It likes me not,” for “I don’t like it,” was in circulation in early seventeenth century England, but later fell out of use.

Exercise 8 E. *Gustar.* Ask your partner(s) about their likes and dislikes, and about what their friends and family members like or don’t like. Remember that when you talk about the likes and dislikes of third persons (*él, ella, ellos, and ellas*), you will commonly need to include a clarifying prepositional phrase along with the indirect object *le* or *les*. This will also hold true for the forms *usted* and *ustedes*.

Chapter 9 / Capítulo 9: ¿A qué hora te levantas los sábados?

Vocabulario 9

To practice these words interactively, on a computer, click [here](#) and choose Chapter 9.

<u>en inglés</u>	<u>en español</u>
myself, yourself, herself, himself	me, te, se
ourselves, yourselves, themselves	nos, os, se
to wake up	despertarse (ie)
to get up	levantarse
to go to bed	acostarse (ue)
to feel (well, poorly, sad, etc.)	sentirse (ie) (bien, mal, triste, etc.)
to lose	perder (ie)
to get lost	perdersé (ie)
to fall asleep	dormirse (ue)
to wash up	lavarse
to take a shower	ducharse
to take a bath	bañarse
to brush one's hair/teeth	cepillarse el pelo/los dientes
to call oneself, to be called	llamarse
to try on (clothing)	probarse (ue)
to put on (clothing)	ponerse [remember: <i>yo</i> form is <i>pongo</i>]
to get dressed	vestirse (i)
to resemble, look like	parecerse a [<i>yo</i> form is <i>me parezco a</i>]
to buy	comprar
to sell	vender
to be _____ years old	tener _____ años
to spend	gastar [do not confuse with <i>gustar</i>]
money	el dinero
cash	efectivo
credit card	la tarjeta de crédito
debit card	la tarjeta de cobro automático
to charge	cobrar; cargar
client	el/la cliente
to go shopping	ir de compras
size (with clothing)	la talla
dollar	el dólar [plural: los dólares]
United States	Los Estados Unidos
other; others	otro/ -a/ -os/ -as; los otros or los demás
now	ahora
after, later	después
very	muy
only	solamente; (adv.); único/ -a/ -os/ -as (adj.)
small	pequeño/ -a/ -os/ -as
large	gran, grande(s)
tall	alto/ -a/ -os/ -as

short (with persons)	bajo/ -a/ -os/ -as
handsome, pretty	guapo/ -a/ -os/ -as
thin	delgado/ -a/ -os/ -as
chubby	gordito/ -a/ -os/ -as
near (to)	cerca (de)
far (from)	lejos (de)
in front (of)	delante (de)
behind	detrás (de)
to the left of	a la izquierda (de)
to the right of	a la derecha (de)

- Reflexive verbs. Quite a few verbs in the vocabulary list end in *-se*, a marker that identifies a **reflexive verb**. Pronouns such as “myself, yourself, and ourselves” are used in reflexive verb constructions. This concept of reflexive verbs is covered more thoroughly in one of the grammar points of this lesson, but here, briefly, the following explanation may be helpful.

Many verbs in Spanish are used both reflexively and non-reflexively. For example, the verb *vestir/vestirse (i)* is used reflexively when I am dressing myself, you are dressing yourself, she/he is dressing herself/himself, etc. However, when one person is dressing another person, then the verb *vestir (i)* would be used non-reflexively: “The father dresses his daughters. He dresses them,” would be *El padre viste a sus hijas. (Él) las viste*. Here “father” is the subject of the verb and “daughters” is the direct object of the same verb. The verb is not used reflexively in this sentence. If the father dresses *himself*, then the subject and direct object of the verb “to dress” is the same person. *This is what we mean by a reflexive verb: that the doer of the action and the receiver of the action (either directly or indirectly) are the same.*

- In Spanish, as in English, the plural form of the adjective “other” may be used to talk about “other persons” (= *los otros*). It is also possible to use phrases such as “*las otras personas*” and “*los demás*” to refer to other people. *Los demás* literally means “the rest.”
- “Only,” in English, serves as both adverb and adjective. “I only have five dollars” demonstrates the use of “only” as an adverb: *Tengo solamente cinco dólares*. In the sentence “Isabel is an only child,” “only” is an adjective and the Spanish would be: *Isabel es hija única*. *Solamente* is exclusively an adverb; *único/ -a/ -os/ -as* is exclusively an adjective.
- The adjective “large,” *grande*, shortens to *gran* before singular nouns (masculine or feminine). In this respect this word is unique in the Spanish language. Also, as is the case with some other adjectives, *grande* has a different meaning when it appears before or after a noun: before a noun it has the meaning of “great;” when it follows a noun it has the meaning of “large,” or “big.” Example: *Ella es una gran profesora*, “She is a great professor;” *Ella es una persona grande*, “She is a

big person.”

- *Gordito* is a diminutive form of the word *gordo*, “fat.” The phenomenon of using diminutives in Spanish is widespread. Using a diminutive sometimes merely expresses the idea of “smaller” or “little,” as in a phrase like *cinco libritos*, “five little books.” Commonly, though, a diminutive is used as a term of endearment. One example would be *abuelita*, which could convey the idea of “little grandmother,” but could also have the sense of something like “granny,” or “dear granny.”
- The final six words of the vocabulary, from “near” to “to the right of,” are prepositions that help us talk about the relative location of things. The word *de* that is in parenthesis for each of these prepositions must be used if a noun is included after the preposition (*a la izquierda del libro, delante de la cama*). If there is no explicit noun, however, the *de* is not included. For example, in the sentence, *A la derecha, vemos la biblioteca*, the speaker does not explicitly mention to the right of *what* (perhaps s/he is pointing something out, or context has already established whatever is to the left of the library). Another example: if someone who is in the library asks, *¿Dónde está el museo?*, another person might answer in either of the following ways: *Esta lejos de la biblioteca*, or just *Está lejos*. The word *de* is necessary in front of *la biblioteca*, but in the second response, *Está lejos de* would be incorrect.
- The phrases *a la izquierda* and *a la derecha* refer to the noun *la mano*, “hand.” They mean, literally, “to the right (hand)” and “to the left (hand).” *La mano* is unusual in Spanish because it is one of only a small group of words that end in *-o* but are feminine rather than masculine (*la modelo*, “the model,” is another).

En la clase.

Hoy hay un examencito [=quiz] en la clase de español, y la profesora González se lo da a los estudiantes. Los estudiantes lo hacen. Después, ella les pide que hablen de “la rutina diaria.”

Laura: Hoy es viernes. Todos los viernes me despierto a las ocho y media. Me levanto inmediatamente, me ducho, me visto, y después desayuno. Tengo una clase a las diez.

Sarah: Los lunes, los miércoles, y los viernes me levanto a las siete y cuarto. Me ducho y me visto, pero no desayuno, porque tengo una clase a las ocho. Desayuno después de la clase, a las nueve.

Felipe: Mi día favorito es sábado. De lunes a viernes me levanto temprano, pero el sábado duermo tarde. Me despierto a las once o las doce. Almuerzo, y entonces voy a jugar al fútbol o al básquetbol con mis amigos.

Sarah: Saben, ¡ahora podemos hablar un poco el español!

Exercises.

- 9 A. Grammar Review and some new and old vocabulary. Practice with *estar*, clothing, and prepositions of location. In groups of 2 or 3, take turns identifying where others in the class are sitting. Who's to the right, or left, of whom? You can also talk about the relative position of things in the classroom using *delante de* and *detrás de*. "Near" and "far" can also be drafted for this exercise. Use your imagination!
- 9 B. ¿Te gusta ir de compras? With one or more classmates, ask questions and make statements about shopping. Do you like or dislike shopping, where do you prefer to shop, how do you like to shop (in stores=*en las tiendas* or on line=*en línea*). How about your friends and family members?
- 9C. In groups of two or three, practice using both direct and indirect object pronouns together. Remember that *le* or *les*, when they come before a direct object beginning with the letter *l* (*lo, la, los, las*), change to *se*: *le(s) + lo/la/los/las = se lo/la/los/las*. Also remember that when you have both an indirect and a direct object pronoun, the indirect precedes the direct. [Grammar Point 19]

Grammar Point 18: Reflexive object pronouns and the reflexive use of Spanish verbs

Before addressing the forms and uses of the reflexive object pronouns, it may be helpful to discuss the phenomenon of the reflexive use of verbs in Spanish. As was stated above, many verbs in Spanish are used both reflexively and non-reflexively. We have the reflexive use of verbs in English, though it is not as widespread as is its use in Spanish. For example, in the sentence "DeMarcus sees himself in the mirror," both the doer of the seeing and the object seen are the same (they are both DeMarcus). However, the verb "to see" does not change its meaning: Sentences like "DeMarcus sees Janie," or even "DeMarcus sees Janie in the mirror" use the same verb, "to see," to communicate the same idea, the idea that someone is seeing someone. When the "someones" are the same (DeMarcus and DeMarcus), the verb is being used reflexively; when the "someones" are different (DeMarcus and Janie), the verb is being used non-reflexively. So, the point here is that so-called reflexive verbs are not usually different in meaning from non-reflexive verbs. What is different is how the verb is being used: reflexively or non-reflexively. Examples later in this grammar point will demonstrate how the same Spanish verbs may be used reflexively and non-reflexively.

- A few reflexive verbs do have different meanings from their non-reflexive counterparts. *Dormirse (ue)* means "to fall asleep," while *dormir (ue)* means "to sleep." Another example involves the verbs *ir*, which you know means "to go,"

and the verb *irse*, which commonly translates as “to leave, to go away.”

- The convention in Spanish dictionaries, as you have seen from the vocabulary list for this lesson, is to put *-se* on the end of infinitives when their forms are to be used reflexively: *despertarse* = to wake up; *llamarse* = to call oneself; to be called. The *-se*, similarly to the *-ar*, *-er*, or *-ir* ending of the infinitive, must be taken off before you conjugate the verb. The verb is then conjugated like any other Spanish verb. However, the *se* at the end of the infinitive tells you that the verb, when used reflexively, has an additional element, the reflexive object pronoun (*me*, *te*, *se*, *nos*, or *os*). If the verb is not used reflexively, it does not have the reflexive pronoun.

Examples:

- | | |
|--|---|
| 1. <i>Felipe se despierta.</i> | Felipe wakes up. |
| 2. <i>Su madre despierta a Felipe.</i> | His mother wakes Felipe up. |
| 3. <i>Ella se llama Sarah.</i> | Her name is Sarah (Literally, "She calls herself Sarah"). |
| 4. <i>Ella llama a su padre.</i> | She calls her father. |
| 5. <i>Felipe quiere levantarse tarde.</i> | Felipe wants to get up late. |
| 6. <i>Su madre no quiere levantarlo tarde.</i> | His mother does not want to wake him up late. |

Comments.

- In #1 and #3, the verbs *despertar* and *llamar* are used reflexively. In the first sentence, “Felipe” is the one doing the waking, and Felipe is also the one who is awakened. In #3, Sarah is doing the calling, or naming, and Sarah is also the one who is being called/named. In sentences #2 and #4, these same verbs are used non-reflexively. In the second sentence, the person doing the waking is not Felipe, but his mother. The person being awakened is Felipe, so the doer of the verb action and the receiver of the verb action are not the same person, and the verb *despertar* is used non-reflexively. The same is true in #4, where “*ella*” is the subject, but “*padre*” is the object. She is doing the calling, but she is not the one being called, her father is.

It is important to understand that many verbs in Spanish may be used both reflexively and also non-reflexively.

Finally, to go back to #1 and #3, we see the reflexive use of the verb in the object pronoun *se*. Note that *se* does not appear in the conjugated part of the verb (*despierta*, *llama*), but rather in front of the conjugated verb, where in previous lessons we have seen the direct and indirect object pronouns.

- In #5, note how the reflexive object pronoun *se* is attached to the infinitive *despertar*, just as a direct object or indirect object pronoun would be placed. In

#6, it is the direct object pronoun *lo* that is attached to the infinitive. If you understand the difference between the *se* and the *lo* in #5 and #6, you have a good grasp of the difference between the reflexive and non-reflexive use of Spanish verbs.

Spanish reflexive object pronouns. Forms:

me (myself)	nos (ourselves)
te (yourself for “you my friend”)	os (yourselves for “y’all”)
se (yourself for “your grace” masculine / feminine)	se (yourselves for “your graces” masculine / feminine)
se (himself) (herself) (itself)	se (themselves: masculine/feminine)

- Note that the reflexive object pronouns for the first and second persons, both singular and plural, are identical to those of both the direct and indirect object pronouns: *me*, *te*, *nos*, *os*. The third person form, both singular and plural, is *se*, which can mean “yourself” (referring to *usted* or *ustedes*), “herself,” “himself,” “itself,” or “themselves.” Because *se* can have so many referents, subject pronouns are commonly used to remove any ambiguity or confusion:

He gets up at seven thirty.	<i>Él se levanta a las siete y media.</i>
She gets up at seven thirty.	<i>Ella se levanta a las siete y media.</i>
You get up at seven thirty.	<i>Usted se levanta a las siete y media.</i>
You get up at seven thirty.	<i>Ustedes se levantan a las siete y media.</i>
They get up at seven thirty.	<i>Ellas/Ellos se levantan a las siete y media.</i>

- 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.
- Reflexive verbs in Spanish cannot always be translated into English using reflexive forms such as “myself,” “yourself,” “herself,” etc. Oftentimes—but not always—the English translation of reflexive verb forms will include the word “get” (**vestirse**=to get dressed, **casarse**=to get married, **perdersse**=to get lost, **levantarse**=to get up) rather than a reflexive pronoun: *Él se levanta* is usually

translated as “He *gets* up,” rather than as “He gets *himself* up.”

- Like the direct and indirect object pronouns, the reflexive object pronouns precede a conjugated verb, come between the conjugated verb form and the word *no*, and may be attached to the infinitive.
- Here is an example conjugation of the reflexive verb *despertarse* (*ie*):

(yo) <i>me</i> despierto	(nosotros/nosotras) <i>nos</i> despertamos
(tú) <i>te</i> despiertas	(vosotros/vosotras) <i>os</i> despertáis
(usted) <i>se</i> despierta	(ustedes) <i>se</i> despiertan
(ella/él) <i>se</i> despierta	(ellas/ellos) <i>se</i> despiertan

- Note that the subject pronouns may also be used with Spanish verbs that are used reflexively: *Él se despierta a las siete, pero tú te despiertas a las diez.*
- Be careful when you use the infinitive with reflexive verbs, because although the dictionary always gives reflexive infinitives in the *-se* form, there are technically six different reflexive infinitives:

(yo) <i>quiero</i> despertarme	(nosotros/nosotras) <i>queremos</i> despertarnos
(tú) <i>quieres</i> despertarte	(vosotros/vosotras) <i>queréis</i> despertaros
(usted) <i>quiere</i> despertarse	(ustedes) <i>quieren</i> despertarse
(ella/él) <i>quiere</i> despertarse	(ellas/ellos) <i>quieren</i> despertarse

It should make sense to you why *quiero despertarse*, or *quieres despertarse* are incorrect. If a verb is being used reflexively, and the subject is *yo*, then the only reflexive pronoun that makes sense is the one that corresponds to the *yo* form, which is *me*; if the subject of a reflexive verb is *tú*, then the only possible reflexive pronoun is *te*, no matter whether the verb is conjugated or in the infinitive form.

More examples comparing reflexive and non-reflexive use of some verbs:

1. I wake up. *(Yo) Me despierto.*
2. I wake them up. *(Yo) Los/Las despierto.*

- | | |
|------------------------------------|-------------------------------------|
| 3. They wake me up. | <i>(Ellas/Ellos) Me despiertan.</i> |
| 4. She calls herself Laura. | <i>(Ella) se llama Laura.</i> |
| 5. Her mother calls her "Laurita." | <i>Su madre le llama "Laurita."</i> |

In #1 and #4, the subject and the object of the verb are the same person ("I" in #1 and "She" in #4), and Spanish shows this by using the reflexive pronouns *me* (#1) and *se* (#4). In #2 and #3, the waker (subject) and who is being awakened (direct object) are different, and Spanish shows this by using not reflexive object pronouns, but rather the direct object pronouns *Los/Las* (#2) and *me* (#3).

- In #5, the caller and the person being called are different. #5 has both a direct object ("Laurita") and an indirect object, "her," and so the object pronoun used is the indirect object pronoun *le*.
- Similarities among the various types of object pronouns. Direct, indirect, and reflexive object pronouns are treated the same way in Spanish sentences: they precede conjugated verbs, they may be attached to infinitives, and they come between *no* and the conjugated verb when the verb is negated. Furthermore, four of the object pronouns are identical (*me, te, nos, os*), the same for direct, indirect and reflexive objects. It is important to ask yourself what the role of an object pronoun is in a given sentence, because then you will know whether to use a direct, indirect or reflexive object pronoun in Spanish.
- The reciprocal use of the reflexive construction: "each other".

Consider the following sentence in Spanish:

Mi madre y yo nos hablamos todos los domingos.

This sentence could have two different meanings: "My mother and I talk to ourselves every Sunday," or "My mother and I talk to each other on Sundays." This second possibility, the most logical one of the two in this context, illustrates another use of the reflexive construction in Spanish.

Here is another example:

Marta y José se quieren mucho.

Does this sentence mean "Marta and José love themselves very much," in the sense that each one has a large ego? Or does it mean "Marta and José love each other very much?" Both translations are technically possible, but the second is much more likely.

This reciprocal use of the reflexive construction can involve any of the plural subjects: "we" (*nosotros/nosotras*), "y'all" (*vosotras/vosotros*), "your graces" (*ustedes*), or "they" (*ellas/ellos*). A very common reciprocal phrase in Spanish is *Nos vemos*, "See you" (literally "we see each other," but in Spanish it can have a future sense, something like "We'll see each other around.")

Exercises:

- 9 C. In groups of 2/3, talk about your daily routine. Also ask about members of each others' families, both singular and plural, to get practice with the different reflexive object forms. You might ask what someone's roommate's routine is like [roommate = el/la compañero/a de cuarto], or what someone's parents do (what time they get up, whether they shower in the morning or the evening, when they get dressed, etc.).
- 9 D. Write about four sentences describing your daily routine. These can be shared with the class or a partner or two, or handed in, as your instructor wishes.
- 9 E. Practice with the reciprocal use of the reflexive verb construction. Find out which classmates frequently talk to their parents or friends, whether they get along with their roommates, brothers, sisters, or parents [to (not) get along well = (*no*) *llevarse bien*], and when it is that they see different people, etc.

Grammar Point 19: Two Object Pronouns together.

In English, we often put two object pronouns together. For example, if Professor González gives me some books, I can say, "Professor González gives *them* to *me*." "Them" is the direct object and "me" is the indirect object.

- In Spanish, this sentence would be: *La profesora González me los da.*

Note that the indirect object *me* precedes the direct object *los*. If you memorize the following sentence you will always know the order when two object pronouns appear in the same sentence:

Indirect before direct, reflexive first of all.Examples:

- | | |
|---|--|
| 1. <i>El dinero. Voy a dártelo.</i> | The money. I am going to give <i>it to you</i> . |
| 2. <i>Diez dólares. Mis padres me los dan.</i> | Ten dollars. My parents give <i>them to me</i> . |
| 3. <i>La camisa. Ella nos la trae.</i> | The shirt. She brings <i>it to us</i> . |
| 4. <i>La camisa. Ella se la pone.</i> | The shirt. She puts it on (herself). |
| 5. <i>La camisa. Él se la pone.</i> | The shirt. He puts it on (himself). |
| 6. <i>La computadora. Se la vendo a él.</i> | The computer. I sell <i>it to him</i> . |
| 7. <i>La computadora. Se la vendo a ella.</i> | The computer. I sell <i>it to her</i> . |
| 8. <i>La computadora. Se la vendo a ustedes.</i> | The computer. I sell <i>it to you</i> . |

Comments:

- In #1, what I am giving is “the money,” so *dinero* is the direct object and “to you” is the indirect object. In fact, in all eight sentences, the persons are the indirect or reflexive objects and the things are the direct objects.
- Sentences #4 and #5 are reflexive constructions, and so the reflexive pronoun *se* precedes the direct object pronoun *la*, which refers to *la camisa*.
- The final three sentences, #6-8, illustrate a detail of Spanish that we have not discussed yet. In each of these sentences, we would expect the indirect object pronouns *le* or *les* to be used for “to him,” “to her,” and “to you (ustedes),” instead of the pronoun *se*. We would expect sentences #6 and #7 to be ~~*Le-la*~~ *vendo*, and not *Se la vendo*; we would expect #8 to be ~~*Les-la*~~ *vendo*. There is a rule in Spanish that states that when two object pronouns that are together both begin with the letter “l,” the first pronoun changes to *se*.

So in Spanish the following combinations are incorrect: ~~*le-lo, le-la, le-los, le-las, les-lo, les-la, les-las, les-los*~~. In every case, the *le* or *les* must be replaced by *se*: *se lo, se la, se los, se las*. This change is not based on grammar but rather on sound.

- Note, in sentence #1, that the word *dártelo* has an accent. Whenever you attach two object pronouns to an infinitive, you need to place an accent over the final vowel of the infinitive, either the *a* of *-ar* verbs, the *e* of *-er* verbs, or the *i* of *-ir* verbs. Examples could be: *quieren dármela; puedes vendéroslo; voy a pedírselo*.

Exercises.

- 9 F. *Perambulating lucre*. Trace the path of some peripatetic money by translating the following exchanges:
- (1) I give the money to you (my friend). I give it to you.
 - (2) You give (use the *tú* form) it to DeMarcus.
 - (3) He gives it to Janie.
 - (4) Janie gives it to Luisa and me.
 - (5) We give it to y'all.
 - (6) Y'all give it to them.
 - (7) They go shopping.
- 9 G. In groups of 2 or 3, practice with objects of different gender: two books and two backpacks would work, or two pencils and two cards, or any other objects that will allow for masculine singular, feminine singular, feminine plural and masculine plural possibilities. Ask each other whether your partner will give you one or more objects [For example: *¿Me das el libro?*; simple present tense can have this future meaning in Spanish]. Your partner should answer, either affirmatively or negatively, with two object pronouns (“it to you,” or “them to you”). Variations are asking if s/he *wants* to give the object(s) to you, *is able* to give the object(s) to you, *is going* to give the object(s) to you, etc. Here’s an

example of how one such exchange might go:

¿Me das los libros?

No, no te los doy.

¿Por qué no quieres dármelos?

Porque son mis libros, y no quiero dártelos.

- 9 H. Review of family words and practice with *parecerse a*, “to resemble” or “to look like.”

With a partner or two, make statements about yourself and other members of your nuclear and/or extended family.

Example. “I don’t look like my sister, but my brother George and I look a lot like each other.” *No me parezco a mi hermana, pero mi hermano George y yo nos parecemos mucho.* [The *a* would not be used in the second phrase of this sentence, because *a* is a preposition and there is no explicit object of the preposition there. However, the speaker could say: *Me parezco mucho a mi hermano George.* Now there is an explicit object of the preposition *a*, “mi hermano George,” and so the preposition would be necessary.]

Chapter 10 / Capítulo 10: ¿Estudiaste anoche?

Vocabulario 10

To practice these words interactively, on a computer, click [here](#) and choose Chapter 10.

<u>en inglés</u>	<u>en español</u>
yesterday	ayer
last night	anoche
last week, year, etc.	la semana pasada, el año pasado, etc.
in the morning, afternoon, evening	por la mañana, por la tarde, por la noche
on the weekend	el fin de semana
last weekend	el fin de semana pasado (not pasada)
day before yesterday	anteayer
the human body	el cuerpo humano
nose	la nariz
mouth	la boca
tooth, teeth	el diente
neck	el cuello
shoulder	el hombro
back	la espalda (also las espaldas)
arm	el brazo
head	la cabeza
eye	el ojo
hand	la mano, las manos (feminine)
finger	el dedo
fingernail	la uña
chest, breast(s)	el pecho, los pechos
waist	la cintura (also el talle)
leg	la pierna
knee	la rodilla
ear	la oreja
foot	el pie
toe	el dedo del pie
bank (financial)	el banco
church	la iglesia
store	la tienda
department store	el almacén (pl., <i>los almacenes</i> ; no accent)
market	el mercado
supermarket	el supermercado
ought to	deber + infinitive
park	el parque
hotel	el hotel
drugstore	la farmacia (no accent, stress on second <i>a</i>)
plaza, town square	la plaza
restaurant	el restaurante
school	la escuela

college, university	la universidad
post office	el correo
neighborhood	el barrio
place	el lugar
bus stop	la parada de autobús
hospital	el hospital
suburbs	las afueras
city	la ciudad
country	el país (plural: los países)
world	el mundo

- In this chapter a new tense is introduced, *the preterit*. The preterit is one of two commonly used Spanish past tenses. The other one is called *the imperfect*. The differences between these two tenses will occupy us for several chapters. For now it might be useful to recall differences between *ser* and *estar* and between *saber* and *conocer*. Just as there are significant conceptual distinctions to be made between such verb pairs, so there are between the preterit and imperfect tenses in Spanish.

One additional point should be made here. As you learn new tenses in Spanish, be aware that unlike English, where the method for distinguishing one tense from another often has nothing to do with the form of the verb word *per se*, but rather with words that are added in front of the verb word, in Spanish it is almost always the verb word itself that communicates changes in subject and tense. For example, the infinitive “to learn” contains the verb word *learn*, which, in English, appears not only in the present tense, but can also appear in the past and future tenses (as well as some others): “We *learn*,” “We did *learn*,” “We shall or will *learn*.” In Spanish, as you have seen already, the verb word changes its form when the subject of the verb changes. Now you will learn that the verb word also changes its form when the *tense* of the verb changes. As with the present tense verb changes, the changes for tense, in Spanish, will be reflected *in the endings of the verbs*. The importance of learning the correct endings for changes in tense is just as crucial as learning these changes for different subjects. In fact, a verb word in English (such as *learn*), often tells us only the action taking place (“learning”), not who is doing it or when it is being done. Spanish verb words almost always contain far more information, including who and when, as well as what. *Aprendes* tells us not only that learning is taking place, but also that it is “you my friend” (*tú*) who is doing the learning, and also that you are doing it in the present tense.

- Be careful with the word *anoche*. It means “last night.” [Compare “tonight,” which is *esta noche*, and “night,” *la noche*.]
- In Spanish, the phrases for “in the morning,” “in the afternoon,” “in the evening” vary slightly, depending on whether or not a specific hour is mentioned. If no hour is mentioned, use *por la mañana*, *por la tarde*, and *por la noche*. When a

specific hour is mentioned, the phrases use *de* instead of *por*: *a las ocho de la mañana*; *a las cinco de la tarde*. There is a brief grammar point related to this later in this chapter.

- Mostly, Spanish and English correspond quite closely in how body parts are perceived. Sometimes, though, the words for body parts are treated a little differently in Spanish than in English. For example, in Spanish there is a distinction between the inner and outer ear (*el oído* and *la oreja*). The word for “ear,” when what you mean is “the ear as an organ,” is usually *el oído*. Also, in Spanish, the word for “back” is sometimes singular and sometimes plural, but both *la espalda* and *las espaldas* refer to the *human* back. The back of an animal is expressed by a different word in Spanish, *el lomo*. Don’t worry about such differences, but be aware that some do exist. Another example might be the word *dedo*, which is used the way we use the word “digit” or “phalange” in English. The idea of “finger” and “toe,” one exclusively on the hand and the other on the foot, is not how the Spanish language handles the description of these appendages.
- The Spanish verb construction *deber* + infinitive is a very useful one that expresses obligation. “I should/ought to study:” *Debo estudiar*. (The verb *deber* literally means “to owe:” *Ella le debe mucho dinero a su compañera de cuarto*, “She owes a lot of money to her roommate.”)
- The generic word for “school” in Spanish is *la escuela*. As in English, in Spanish there is a family of words related to educational levels. For example, “high school” could be variously translated as *liceo*, *instituto*, or *colegio*. Because the word *colegio* in Spanish refers to a private high school, it is a false cognate for the English word “college.” The best translation for “college” is *universidad*, which also translates “university.”
- This note is designed for the student who may be curious why words like *autobús* and *almacén* have a written accent in the singular form but not in the plural form. This difference illustrates one of the accent rules in Spanish: “words ending in a vowel, *n*, or *s*, have their natural spoken stress on the second to the last syllable.” This rule means that *autobuses* and *almacenes* do not need a written accent, because their natural stress is just where speakers of Spanish put it, on the next to the last syllable. However, *autobús* and *almacén* need the written accent because they are pronounced with the stress on the final syllable, which contradicts the rule. Another word you have seen that also shows this pattern is *lección* / *lecciones*. To be able to apply the accent rules in Spanish you need to know about diphthongs and about how to divide words into syllables, which this note will not go into. Your instructor will tell you whether or not you are responsible for knowing the accent rules in Spanish, or whether you should just memorize which words have accents when you learn the vocabulary.

- As was mentioned in the last lesson, the Spanish noun *mano* is feminine (*la mano, las manos*), which is unusual. There are far more masculine nouns in Spanish that end in *-a* than there are feminine nouns ending in *-o*. One very common word of this kind that you have learned is *el día, los días*.
- The word *ojo*, eye, is also used in Spanish to say “Watch out!,” “Be careful!”: ¡Ojo!
- *El banco* also means “bench,” like a park bench, in Spanish. *Banco* does not refer to a river bank, which would be *la orilla del río*.
- *El país* means “country” in the sense of a geopolitical unity, such as Spain, England, or the USA. The word for “country” in the sense of “countryside” is *el campo*.

En la clase.

- Felipe: ¿Estudiaron ustedes la lección anoche?
 Sarah: Sí, estudié dos horas en la biblioteca. Creo que sé bien el vocabulario, y también la gramática.
 Laura: Yo estudié poco. Salí al centro comercial y volví tarde, a las once de la noche. Pasé treinta minutos con la lección. Sé unas palabras del vocabulario y unas formas del pretérito.
 Felipe: Mis abuelos me hablan en castellano, pero no entiendo bien el pretérito. ¡Ojalá hoy no haya examecito!
 Laura y Sarah: ¡Cómo!
 Felipe: Sorry. I said “I hope we don’t have a quiz today!” *
 Sarah: ¿Y qué es *el castellano*?
 Felipe: Ah, el castellano es el español. En Latinoamérica, las personas dicen que hablan *castellano*. No dicen que hablan *español*.

* What Felipe said is actually closer to: “I hope there’s no quiz today!” Felipe knows some Spanish because his grandparents were born in a Spanish-speaking country of Latin America, and he has heard some growing up.

Exercise:

- 10 A. ¿Qué parte(s) del cuerpo usamos para + infinitive? This question asks “Which body part(s) do we use to . . . Take turns asking each other which body part(s) we use for different activities, such as to read, to write, to dance, to eat, to kiss, etc.
- 10 B. ¿Qué hay en el centro comercial? Take turns making statements about what’s downtown, either in the town/city where your school is, or in another place you know well. What is the church near to or far from? How about the bank? How many are there? Do you have a favorite restaurant? These are some of the questions you might use.

Grammar Point 20: The Preterit Tense.

This lesson will introduce the preterit forms of the regular –AR, -ER, and –IR verbs as well as how the preterit tense is used.

Forms of the Preterit for Regular Verbs:

Regular –AR			Regular –ER and -IR			
(yo)	hablé	hablamos (nosotras)	comí	viví	comimos	vivimos
(tú)	hablaste	hablasteis (vosotros)	comiste	viviste	comisteis	vivisteis
(Ud.)	habló	hablaron (ustedes)	comió	vivió	comieron	vivieron
(él/ella)	habló	hablaron (ellos/ellas)	comió	vivió	comieron	vivieron

- Note that in the preterit there are only two sets of verb endings, instead of the three we saw for the present tense. In the preterit tense, regular -ER and regular –IR verbs have the same endings.
- Note that the preterit endings for two of the *nosotros/nosotras* forms is the same in the preterit and the present tenses. This is true for -AR and -IR verbs, but not for -ER verbs: *hablamos / hablasteis*; *vivimos / vivisteis*; but: *comemos / comimos*. (Compare the English verb word “read,” which is both present and past, although it is pronounced differently in each tense.)
- For regular preterit verbs, the following forms have accents on the final letter: *yo, usted, él/ella: hablé, comió, almorzó*. No other forms have accents, and no forms have accents except on the final letter of the form.
- In the preterit tense, there are no stem changes for regular -AR and -ER verbs (there are a few stem-changing -IR verbs, but the change pattern is different; this will be taken up in a later chapter).

Examples:

encuentro, entiendes, vuelven encontré, entendiste, volvieron

- Certain spelling changes are introduced in the preterit. Some of them are to preserve how words sound, others are the result of historical influences.

Examples:

1. The first person (*yo*) form of *buscar* (and other regular verbs ending in –CAR) changes –*c* to –*qu*: *busqué*. This is to preserve the hard –*k* sound in front of an –*e* sound. As the *yo* form is the only one where this –*c* before –*e* would occur, the other preterit forms of *buscar* do not have this spelling change: *buscaste, buscó, buscamos, buscasteis, buscaron*. To keep the *k* sound, *buseé* must become *busqué*.

2. For a similar reason, the first person (*yo*) form of *llegar* (and other verbs ending in –GAR) changes –g to –gu: *llegué*. Adding the –u- between the g- and the –é keeps the g- sound hard in front of an –e. Again, the other preterit forms of *llegar* do not have this spelling change: *llegaste, llegó, llegamos, llegasteis, llegaron*.

3. The first person form of *empezar* (*ie*), and other verbs ending in –ZAR (like *comenzar*), changes –z to –c in front of –e: *empecé, comencé*. Once more, the other preterit forms of these verbs do not have this spelling change: *empezaste, empezó, empezamos, empezasteis, empezaron*. This change, which does not change the sound of any letter, may be seen also in words such as *cero* (zero) and *cebra* (zebra). In fact, for historical reasons, in Spanish the letter z- almost never immediately precedes the letter –e.

4. As was mentioned in the vocabulary notes of a previous chapter, whenever an –i- is between two vowels, and does not have a written accent, it changes to –y-. For example, the third person forms of the verb *leer*, in the preterit, are as follows: *leyó* (singular) and *leyeron* (plural). ~~*Leió*~~ and ~~*leieron*~~ are incorrect. The verb *creer*, another infinitive that ends in –er, shows this same change: *creyó, creyeron*.

5. Preterit verb forms of just one syllable do not need written accents. For example the forms of the verb *ver* that would normally have accents (*yo* and *él/ella*), do not: *vi, vio*. Similarly, the preterit forms *di* and *dio*, of the verb *dar*, do not have accents.

- A curious phenomenon of the preterit tense in Spanish, and one that will help you to learn effortlessly the *vosotros/vosotras* forms of *all* Spanish preterits, is that this form is always the *tú* form + *-is*. This is true for all regular and irregular verbs in the preterit tense: *hablaste + -is = hablasteis*; *comiste, comisteis*; *viviste, vivisteis*.

Uses of the Preterit.

- Having presented the preterit *forms* of the regular verbs, it is now time to talk a bit about how/when the preterit tense is used. In chapters to come more will be said about a grammatical concept called *verb aspect*, but for now the focus is upon learning a few uses of the Spanish preterit tense.

A. The preterit tense is used to convey one-time events in the past:

Examples:

- | | |
|--|--------------------------------------|
| 1. <i>Ella salió de la clase.</i> | She left the class. |
| 2. <i>Almorcé con mis amigas.</i> | I ate with my friends. |
| 3. <i>Os despertasteis a las ocho y media.</i> | You (y'all) woke up at eight thirty. |

B. The preterit is used to talk about past events that went on for a specified period of time.

Examples:

- | | |
|---|------------------------------------|
| 1. <i>Estudiaste (por) una hora.</i> | You studied for an hour. |
| 2. <i>Ellos pasaron tres meses en Europa.</i> | They spent three months in Europe. |
| 3. <i>Llovió por cuarenta días.</i> | It rained for forty days. |
| 4. <i>Janie y yo nos hablamos por una hora.</i> | Janie and I talked for an hour. |

C. The preterit is used to talk about the onset of a past action.

Examples:

- | | |
|--|-------------------------------|
| 1. <i>Los estudiantes comenzaron a leer.</i> | The students began to read. |
| 2. <i>Llegué al comedor.</i> | I arrived in the dining room. |
| 3. <i>Felipe vio a sus amigos.</i> | Felipe saw his friends. |

In later lessons, there will be more discussion of when to use each of the two past tenses, the preterit and the imperfect. For now just concentrate on two things: (1) learning the forms of the preterit; and (2) using it as it is has been outlined here in A, B, and C.

Exercises:

- 10 C. With a partner or two, practice the preterit by asking each other about when someone woke and/or got up, whether they showered, ate breakfast, brushed their teeth, etc. Try to stick to regular verbs for today. Here's a list of verbs to avoid (because they are irregular in the preterit): *decir, estar, ir, poder, poner, saber, ser, tener, traer, venir*.
- 10 D. Practice with time expressions and the preterit. With a partner or two, ask each other what time each of you did certain things. Ask about this morning, last night, yesterday and the day before yesterday.
- 10 E. Choosing three different regular verbs, one -AR, one -ER, and one -IR, write down three simple sentences in the present tense. Take turns trying to put the sentences into the preterit. Ask your instructor for assistance if you need help.
- 10 F. Mariana y Felisberto. With a partner or two, or perhaps with the entire class, make up a short narrative about what each of these students did yesterday. Again, try to avoid verbs with irregular preterit forms (see the list in Exercise 10C above). Aim for 5-6 simple sentences for each of these imaginary students.

Grammar Point 21: The Preterit Forms of SER and IR.

Ser and *ir* have exactly the same verb forms in the preterit tense. These two verbs are so different in nature—*ser* describing characteristics and offering definitions and *ir* talking about motion—that there is never confusion about which verb is being referenced in a given context. Here are the preterit forms of these two important irregular verbs:

Ser and Ir: Preterit Forms

(yo) fui	(nosotros/nosotras) fuimos
(tú) fuiste	(vosotros/vosotras) fuisteis
(usted) fue	(ustedes) fueron
(ella/él) fue	(ellas/ellos) fueron

- Note that the vosotros/vosotras form, as is always true in the preterit, is the *tú* form + *-is*: *fuiste, fuisteis*.
- A curious feature of the forms of *ser* and *ir* in the preterit is that the other two plural forms (***fuimos*** and ***fueron***), also contain their singular counterparts, *fui* and *fue*. This characteristic is unique to *ser* and *ir*: *fui-fuimos*; *fuiste-fuisteis*; *fue-fueron*.

Exercises:

- 10 G. With a partner or two, take turns asking about where someone went, with whom, and when.
- 10 H. Viajes (Trips). Ask a classmate or two where their relatives went last summer, or in a specific year. For example: *¿Adónde fueron tus padres el verano pasado / el verano de 2015?*
- 10 I. Practice with dates. Ask one or more classmates when the last birthday or anniversary (el aniversario) of different relatives was.

Grammar Point 22: Some Common Time Phrases With *por* and *de*.

Time phrases such as “in the morning” and “at five thirty in the afternoon” were mentioned briefly in the vocabulary notes. There it was mentioned that when no specific hour is mentioned such phrases use *por*; and when a specific hour is mentioned, the

phrases use *de*. Understanding when to use each of these prepositions in the time phrases is straightforward.

Examples:

- | | |
|--|---|
| 1. We want to go downtown in the afternoon. | <i>Queremos ir al centro comercial por la tarde.</i> |
| 2. They ate lunch at three in the afternoon. | <i>Ellos almorzaron a las tres de la tarde.</i> |
| 3. Paul says he should study more at night. | <i>Paul dice que debe estudiar más por la noche.</i> |
| 4. Luisa is going to leave at ten at night. | <i>Luisa va a salir a las diez de la noche.</i> |

- In sentences #1 and #3, where no hour is specified, “in the afternoon” and “at night” are translated as **por la tarde** and **por la noche**, respectively. In #2 and #4, where the phrases *a las tres* and *a las diez* give specific hours, “in the afternoon” and “at night” are translated **de la tarde** and **de la noche**. If you pay attention to whether or not a specific hour is mentioned in a phrase, you will always know whether to use *por* or *de*.
- It is very useful to know how to express “morning,” “afternoon,” and “evening” with days of the week, in order to talk about when things go on.

Examples:

- | | |
|---|---|
| 1. What are you going to do Friday night? | <i>¿Qué vas a hacer el viernes por la noche?</i> |
| 2. He went downtown on Sunday morning. | <i>Él fue al centro el domingo por la mañana.</i> |
| 3. The class is Monday afternoon, at two. | <i>La clase es el lunes por la tarde, a las dos.</i> |
| 4. The class is at two in the afternoon, on Monday. | <i>La clase es a las dos de la tarde, el lunes.</i> |

- In #1 and #2 you see examples of how to express general times of day with days of the week. In #3 and #4 you see two different ways to say the same thing. If it makes sense to you why *por* is used in #3 and why *de* is used in #4, you understand this grammar point.

Exercises:

- 10 J. With a classmate or two, take turns talking about your plans for this weekend (=este fin de semana). Examples of some useful phrases for this exercise include: *el viernes por la noche*, *el sábado por la tarde*, y *el domingo por la mañana*.
- 10 K. In pairs, small groups, or as a class, talk about what you did last weekend (*el fin de semana pasado*). Note that in the expression *el fin de semana pasado*, the adjective *pasado* modifies *el fin*, which is a masculine singular noun, and not *semana*, a feminine singular noun. The expression *el fin de semana pasada* is incorrect.)

Chapter 11 / Capítulo 11: ¿Te gusta desayunar fuerte?

Vocabulario 11

To practice these words interactively, on a computer, click [here](#) and choose Chapter 11.

<u>en inglés</u>	<u>en español</u>
to have fun, to have a good time	divertirse (ie, i)
to serve	servir (i, i)
to suggest	sugerir (ie, i)
to die	morir (ue, u)
to repeat	repetir (i, i)
to follow; to continue	seguir (i, i)
to walk; to function	andar
breakfast	el desayuno
to eat a large/substantial breakfast	desayunar fuerte
cereal	el cereal
milk	la leche
fruit	la fruta
yogurt	el yogur
apple juice	el jugo de manzana
orange juice	el jugo de naranja
banana	la banana
roll; bun	el bollo
bagel	la rosquilla
sweet bread	el pan dulce
toast	el pan tostado; la tostada; las tostadas
butter	la mantequilla
jelly	la jalea
jam	la mermelada
egg	el huevo
fried eggs	los huevos fritos
scrambled eggs	los huevos revueltos
bacon	el tocino
coffee	el café
tea	el té (note the accent)
decaffeinated / decaf	descafeinado/ -a/ -os/ -as
a cup of hot chocolate	una taza de chocolate
snack; to snack	la merienda; merendar (ie)
lunch	el almuerzo
peanut butter	la mantequilla de maní
a serving	una porción
sandwich / a toasted sandwich	un sándwich (tostado)
hamburger	la hamburguesa
pizza	la pizza
nuts	las nueces [singular: la nuez]
soft drink / diet soft drink	el refresco (dietético)

French fries	las papas fritas
potato chips	las papitas
ice cream	el helado
dessert; for dessert	el postre; de postre
cheese	el queso
cottage cheese	el requesón
soup	la sopa
chicken	el pollo
rice	el arroz
pasta	la pasta / las pastas

- In this lesson, several verbs have two items of parenthetical information, for example, *divertirse (i, i)* or *morir (ue, u)*. The first entry gives the stem change of the verb in the present tense; the second piece of information gives the stem change of the verb in the preterit. Only (some) -IR verbs have a stem change in the preterit (no -AR or -ER verbs have a stem change in the preterit), and the pattern of the preterit stem changing verbs is different from the pattern of the present tense change. There is a grammar point on -IR preterit stem changes in this lesson.
- Some food vocabulary varies from region to region. For example, “peanut butter” is *la mantequilla de maní* in some places, *la mantequilla de cacahuete* in others, *la mantequilla de cacahuete* elsewhere. I have even seen the term *la pasta de maní*. A grapefruit is *la toronja* in Latin America, whereas it is *el pomelo* in Spain. In the vocabulary list I have tried to give terms that are likely to be understood in most, if not all, of the Spanish-speaking world. If you travel, just be aware that variations will sometimes occur.
- The Spanish word *desayuno* and the English word “breakfast” are not only translations of each other, but they also share a common conceptual base. “Breakfast” is composed of the two words “break” and “fast,” and originally conveyed the idea of “breaking one’s fast”. In Spanish, *ayunar* is the verb “to fast,” and the prefix *des-* means to undo something, so *desayunar* is, literally, “to unfast,” or to break a fast.
- The adjective *fuerte* means “strong” (compare a word used in English, “forte,” a strength), but it has related meanings in different contexts (for instance, *la radio está muy fuerte* means the radio is very loud). In the expression *desayunar fuerte*, this adjective means something like “a lot,” or “substantively.”
- The word for “tea,” *el té*, is one you have seen before, without the accent, as an object pronoun. This accent, on a one-syllable word, is clearly not to show which syllable to stress—there is only one—but rather is what is called an accent of distinction, one that distinguishes two Spanish words that are spelled identically, but which have different meanings. There are a dozen or so words that have such

- accents in Spanish. Others you have seen include *el* and *él*, *si* (if) and *sí* (yes), and the pair *se* / *sé*.
- Algo (no muy) chistoso [=Something (not very) funny]: “Spanish is a funny language, where the *ropa* isn’t *rope*, and the *sopa* isn’t *soap*, and the *butter* is meant ta kill ya!” Though silly, this mnemonic device has helped some students learn two false cognates, *ropa* and *sopa*, and a word that can be tricky for some, because of its length.

En la clase.

Laura: ¿Cómo estás, Felipe?

Felipe: Estoy así así. Me desperté tarde esta mañana y no desayuné. [Así así = so-so]

Laura: ¿Y normalmente desayunas?

Felipe: Sí, me gusta desayunar fuerte. Me gustan los huevos revueltos, el tocino, el jugo de naranja y café.

Sarah: Yo no puedo desayunar muy fuerte. Prefiero un bollo con mantequilla y un café.

Laura: Me gusta desayunar cereal o un yogur. Pero no desayuno los lunes, miércoles, y viernes, porque tengo una clase a las ocho de la mañana.

Sarah: Luisa, ¿fuiste a bailar el sábado por la noche?

Laura: Sí, fui con unas amigas. ¡Nos divertimos mucho!

Exercise:

- 11 A. Take turns asking and telling each other about what you like (or don’t like) to eat for breakfast. Also talk about other people, such as your family members, to get practice with different verb forms.
- 11 B. Todos los días (every day), a veces (sometimes), nunca (never). Take turns making statements about foods you eat every day (or drinks you drink every day), sometimes, or never. **Examples:** *Todos los días tomo el café.* Or: *Nunca bebo el café. No me gusta. Prefiero el té, pero solamente lo bebo a veces.* Stay in the present tense for this exercise.

Grammar Point 23: Irregular Verbs in the Preterit Tense.

There are about a dozen commonly used Spanish verbs that have irregular forms in the preterit. You have already learned about *ser* and *ir*. Most of the other irregulars are the so-called **strong preterits**, which means that *their stress pattern is like that of the present tense*, with the emphasis always on the next to the last syllable, never on the last: examples of some irregular preterit forms are *tuve* (I had), *estuve* (I was), *puso* (s/he put), *hice* (I made/did), *hizo* (s/he made/did). Verbs irregular in the preterit have roots different from what we would expect from the infinitive, but they all share the same, unstressed,

endings. Here is a list of these irregular verbs, including the irregular stem and all six preterit forms for each verb:

<i>Verb</i>	<i>Irr. Stem</i>	<i>Preterit Forms</i>
andar	anduv-	<i>anduve, anduviste, anduvo, anduvimos, anduvisteis, anduvieron</i>
decir	dij-	<i>dije, dijiste, dijo, dijimos, dijisteis, dijeron</i>
estar	estuv-	<i>estuve, estuviste, estuvo, estuvimos, estuvisteis, estuvieron</i>
hacer	hic-	<i>hice, hiciste, hizo, hicimos, hicisteis, hicieron</i>
poder	pud-	<i>pude, pudiste, pudo, pudimos, pudisteis, pudieron</i>
poner	pus-	<i>puse, pusiste, puso, pusimos, pusisteis, pusieron</i>
querer	quis-	<i>quise, quisiste, quiso, quisimos, quisisteis, quisieron</i>
saber	sup-	<i>supe, supiste, supo, supimos, supisteis, supieron</i>
tener	tuv-	<i>tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron</i>
traer	traj-	<i>traje, trajiste, trajo, trajimos, trajisteis, trajeron</i>
venir	vin-	<i>vine, viniste, vino, vinimos, vinisteis, vinieron</i>

Here are the common endings for these irregular preterits:

(yo)	e	imos	(Nosotras/Nosotros)
(tú)	iste	isteis	(Vosotros / Vosotras)
(Ud.)	o	(i)eron	(Uds.)
(él / ella)	o	(i)eron	(ellos / ellas)

- Because of their common endings, these irregular preterits are best learned by memorizing: (1) the irregular stem; and (2) the common set of endings. For example, the *tú* form of *decir* in the preterit would be: (1) **dij-** + (2) **-iste** = **dijiste**.
- Note that the second-person plural form, *vosotros/vosotras*, is always the *tú* form + *-is*, just as it is for all verbs in the preterit tense, whether regular or irregular. There are no exceptions to this pattern.
- In the first table, three forms are written in boldface: **dijeron**, **hizo**, and **trajeron**. *Dijeron* and *trajeron* do not end in **-ieron**, but rather in **-eron**. There is a rule in Spanish that states that if the irregular preterit stem ends in a **-j**, then the *Uds. / Ellos / Ellas* form just adds **-eron** to the stem, without the **-i**.

The irregularity of **hizo** is explained by considering how ~~hiceo~~ would be pronounced. The **-c** would be hard, not soft as it is in the infinitive *hacer*, and for this reason the **-c** is replaced by **-z** in the form **hizo**, the only form where such a substitution is necessary to preserve the sound. Spanish, like all languages, was spoken long before it was written down, and some spelling changes were necessary when it was finally put into written form, in order to make the spelling match the pronunciation of the native speakers.

- Some verbs, at least from the point of view of English, have a different meaning in the preterit than in the present tense. *Saber*, for example, is best translated as “to find out” in the preterit: *Lo supe anoche*, “I found (it) out last night.” Forms of

poder in the preterit mean “to manage” when used affirmatively, and “to fail,” when used negatively. *Querer*, when used affirmatively in the preterit, means “to try;” when used negatively, a common translation is “to refuse.” These and a few other differences will be taken up again, in a subsequent chapter, after the other Spanish past tense, the imperfect, has been introduced.

Examples:

- | | |
|--|--|
| 1. <i>Quise hacerlo, pero no pude.</i> | I <i>tried</i> to do it, but I couldn't (<i>I failed</i>). |
| 2. <i>Él no quiso ir con nosotros.</i> | He <i>refused</i> to go with us. |
| 3. <i>¿Pudiste entenderlo?</i> | <i>Did you manage</i> to understand it? |
| 4. <i>¿Cuándo lo supieron?</i> | When did they <i>find (it) out</i> ? |

- The verb *dar* is considered irregular in the preterit, because it is an -AR verb that takes the regular -ER/-IR endings. Here are its forms in the preterit: *di, diste, dio, dimos, disteis, dieron*. Note that in the preterit the forms of *dar* resemble those of the verb *ver*. The forms *di* and *dio* (like the forms *vi* and *vio* of *ver*) do not need accents, because they consist of only one syllable.

Exercises:

- 11 C. ¿Qué hiciste ayer/anoche/el verano pasado, etc.? Take turns asking and answering such questions with classmates.

Note: In most questions and answers involving verbs other than “to do”, the verb used in the question is very commonly the same one that is used in the answer. With the verb “to do”, however, it is very common for the verb in the answer to change to a different verb.

Examples:

- | | |
|--|--|
| 1. Who are you. | <i>¿Quién eres?</i> |
| 2. I'm Felipe. | <i>Soy Felipe.</i> |
| 3. How are you? | <i>¿Cómo estás?</i> |
| 4. I'm well, thanks. | <i>Estoy bien, gracias.</i> |
| 5. What are you doing? | <i>¿Qué haces?</i> |
| 6. I'm reading / writing / speaking/ etc. | <i>Leo / Escribo / Hablo / etc.</i> |
| 7. What did you do last night? | <i>¿Qué hiciste anoche?</i> |
| 8. I studied, talked to friends, ate, etc. | <i>Estudí / Hablé con los amigos / comí / etc.</i> |

In sentences #1 - #4, the verbs in the questions (*ser, estar*) are the logical verbs to use in the answers, and so they are. In #5 - #8, where the verb in the questions is “to do” / *hacer*, none of the answers uses the same verb as the question. Be mindful of this when you are answering questions that have a form of the verb *hacer* in them (in any tense). It is, of course, possible to answer “*hacer* questions” with “*hacer* answers,” both in Spanish and in English, but it is very common not to do so. Spanish and English are not different in regard to this verb; it is the verb, itself, that is unusual in terms of how we use it in questions and answers.

- 11 D. Present and Past tenses together. Take turns asking two questions of another student. Use the same verb and ask the question in the present and preterit tenses. For example: *¿Tienes muchas clases?* or *¿Cuántas clases tienes?* might be a first question, and the follow-up question, in the preterit could be something like

¿Tuviste muchas clases ayer? or ¿Cuántas clases tuviste ayer? You might also ask questions about your classmates, roommates, family members, and/or friends.

Grammar Point 24: Stem-changing Verbs in the Preterit Tense.

As has been stated previously, there are no -AR and -ER verbs with a stem change in the preterit tense. Examples of this grammar rule can be seen in the verbs *encontrar (ue)* and *volver (ue)*, one a typical stem-changing -AR verb, the other a representative stem-changing -ER verb:

Present tense: *encuentro, encuentras, encuentra, encontramos, encontráis, encuentran*

Preterit tense: *encontré, encontraste, encontró, encontramos, encontrasteis, encontraron*

Present tense: *Vuelvo, vuelves, vuelve, volvemos, volvéis, vuelven*

Preterit tense: *Volví, volviste, volvió, volvimos, volvisteis, volvieron*

However, there are some -IR verbs that are stem changing in the preterit, although the pattern of change is different. As was mentioned in the vocabulary notes, -IR verbs with stem changes in the preterit give this information in the second entry in the parentheses after the infinitive: *divertirse (ie, **i**)*; *servir (i, **i**)*; *morir (ue, **u**)*. The first entry in the parentheses tells what the present tense stem change is; the second entry tells what the preterit tense stem change for the verb is.

An example: *pedir (i, i)*

Pedir (i, i) 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 preterit. So, as a review, in the present tense, *pedir* changes exactly where *encontrar (ue)* and *volver (ue)* do (and where all other stem-changing verbs that have changes in the present tense do, too):

pedir (present tense)	
<i>p<u>i</u>do</i>	<i>pedimos</i>
<i>p<u>i</u>des</i>	<i>pedís</i>
<i>p<u>i</u>de</i>	<i>piden</i>

But in the preterit, where *encontrar (ue)* and *volver (ue)*—and all other -AR and -ER verbs with stem changes in the present tense—do not change, *pedir (i, **i**)* does. However, note that **the pattern of change in the preterit tense does not form a "boot"**. The change occurs only in the third person singular and third person plural forms of the verb.

pedir (**preterit** tense)
 pedí pedimos
 pediste pedisteis

pidió pidieron

Were we to draw a figure around the stem changing forms of *pedir* (*i, i*) (and every other *-ir* verb that happens to have a stem change in the preterit), it would not form a boot, but something more akin to a shoe or merely the **sole** of a boot or shoe. Some books call these *table* verbs, because a simple, table-like rectangle could be drawn around the forms that change.

As a second example, here are the forms of *divertirse* (*ie, i*) in the present and preterit tenses:

Present tense: me *divierto*, te *diviertes*, se *divierte*, nos *divertimos*, os *divertís*, se *divierten*

Preterit tense: me *divertí*, te *divertiste*, se *divirtió*, nos *divertimos*, os *divertiste*, se *divirtieron*

Divertirse (*ie, i*), like *pedir* (*i, i*), shows a stem change both in the present and in the preterit, and, as was also the case with *pedir*, the pattern of change is different in each tense. The pattern shown above is the same for all stem-changing *-IR* verbs in the preterit. Here's a final example, one that shows a change from *-o* to *-u*: *dormir* (*ue, u*).

Present tense: *duermo*, *duermes*, *duerme*, *dormimos*, *dormís*, *duermen*

Preterit tense: *dormí*, *dormiste*, *durmió*, *dormimos*, *dormisteis*, *durmieron*

Exercises:

- 11 E. Using the verb *divertirse* (*ie, i*) in both the present and preterit tenses, ask one or more classmates what they or others like to do to have fun, and what they did recently to have fun.
- 11 F. *Gustar*. Remember that the forms of *gustar* are regular in both the present and the preterit, although the *gustar* construction is very different from the English construction involving the transitive verb "to like." Ask one or more classmates what they (or their family or friends) did/didn't like about yesterday. You might ask about meals, classes, and the weather. Ask your instructor's assistance if you are unsure that you are using *gustar* correctly in a sentence.
- 11 G. Write two questions that use verbs that have a stem change in the preterit. One of the questions should use a form that has the stem change, the other question a form that does not have the change. The verb may be the same in both questions, or you may use two different stem changing verbs. For example, you might ask a question in the *tú* form and one in the *usted, él, ella* form.

Chapter 12 / Capítulo 12: Tienes tantas clases como yo

Vocabulario 12

To practice these words interactively, on a computer, click [here](#) and choose Chapter 12.

<u>en inglés</u>	<u>en español</u>
fast	rápido/ -a/ -os/ -as
athletic	atlético/ -a/ -os/ -as
good	buen(o)/ -a/ -os/ -as
better	mejor / mejores
bad	mal(o)/ -a/ -os/ -as
worse	peor /peores
more	más [the opposite of <i>menos</i>]
as . . . as	tan / tanto/ -a/ -os/ -as . . . como
more/less . . . than	más / menos . . . que
something	algo (noun)
nothing	nada (noun)
someone	alguien (noun)
no one, nobody	nadie (noun)
some, any	algún / alguno/ -a/ -os/ -as (adjective)
none, not any	ningún / ninguno/ -a (adjective)
always	siempre (adverb)
never, not ever	nunca; jamás (adverb)
neither, not either	tampoco (adverb) [opposite of <i>también</i>]
neither . . . nor	ni . . . ni
vegetables	las verduras
carrot	la zanahoria
tomato	el tomate
celery	el apio
lettuce	la lechuga
onion	la cebolla
broccoli	el brócoli
cauliflower	la coliflor
asparagus	los espárragos
avocado	el aguacate
corn	el maíz
soy, soybean	la soja
vegetarian	el/la vegetariano/a
vegan	el vegetariano estricto / la vegetariana estricta
meat	la carne
beef	la carne de vaca; la carne de res
beef steak	el bistec
pork	el cerdo, la carne de cerdo; la carne de puerco
ham	el jamón
turkey	el pavo
fish (ready to eat)	el pescado

shrimp	el camarón / los camarones
lobster	la langosta
alcohol	el alcohol
white wine/ red wine	el vino blanco / el vino tinto
beer	la cerveza
popcorn	las palomitas de maíz
candy, sweets	los dulces
cake	el pastel
pastry	los pasteles
cookie; cracker	la galleta

- The adjectives *bueno* and *malo* drop their –o before masculine singular nouns: *un buen muchacho*; *hace mal tiempo*. These two qualitative adjectives are also the main exception to the rule that qualitative adjectives follow, rather than precede their nouns. *Bueno*, *malo*, and their comparative forms *mejor*, and *peor*, precede their nouns in Spanish.
- Note that there are two different Spanish words for translating “as . . . as” in equal comparisons. This is different from English, which uses the same word twice. There is a grammar point in this chapter that covers comparisons.
- To use the adjectives *algún* and *ningún*, and the pronouns *alguno* and *ninguno*, think of how *un* and *uno* are used in Spanish.

Examples:

Tengo un libro.

I have a/one book.

¿Cuántos libros tienes? “Tengo uno.”

How many books do you have? “I have one.”

In the first sentence, the article *un* is used as an adjective is used; it modifies the noun *libro*. In the second sentence, *uno* is used as a pronoun that takes the place of *libro*. *Algún* and *ningún* work the same way:

No tengo ningún libro. I don’t have any book. / I have no book.

¿Cuántos libros tienes? No tengo ninguno. How many books do you have? “I have none.” / “I don’t have any.”

Ningún and *ninguno* are forms that were originally “*ni un*” and “*ni uno*.” This explains why, technically, these words are never used in the plural in Spanish: *ningunos*. Whereas in English one says, “I don’t have any books,” with the noun “books” in the plural, in Spanish the correct translation of this sentence would be: *No tengo ningún libro*, something like, “I don’t have any book,” or “I have not one book,” with the noun “book” in the singular.

There is a grammar point in this lesson that deals with indefinite and negative

words, and also with the concept of the “double negative” structure in Spanish.

- As was mentioned in the last chapter, food vocabulary may vary in the Spanish-speaking world. To give just one example from this lesson’s list, the word for “shrimp” in Spanish is given as *el camarón*, which is common in Latin America. *La gamba* is more common in Spain, and in some places the word *langostinos* is used, especially for large shrimp or prawns.
- In English the words for an animal and the meat of that animal are often different (think of the following: cow/beef; pig/pork; sheep/mutton; deer/venison). The same phenomenon occurs in Spanish. However, Spanish, unlike English, also has two words for “fish;” Spanish distinguishes between “fish in the water” and “fish out of the water, for eating.” *El pez* (plural *los peces*) is the word that applies to a fish in the water; what is bought in a store and served on a plate is called *el pescado*.
- Note that although “white wine” translates into Spanish just as you would expect, *el vino blanco*, “red wine” is not *el vino rojo* but rather *el vino tinto*.
- In Spanish, the words for “cracker” and for “cookie” are the same, *la galleta*. Sometimes “cookie” may be rendered as *una galleta dulce*, and “cracker” by *una galleta salada* (salty).

En la clase.

Felipe: ¿Cómo están?

Laura y Sarah: Estoy bien, ¿y tú?

Felipe: Muy bien, gracias. Hoy tengo solamente dos clases, la de historia y la de español.

Sarah: Hoy yo tengo cuatro clases.

Laura: Yo también tengo cuatro clases hoy.

Felipe: Ah, entonces podemos practicar la nueva gramática y decir: “Laura tiene hoy tantas clases como Sarah.”

Sarah: Y Felipe hoy tiene menos clases que Laura y Sarah.

Laura: Sí, Sarah y yo hoy tenemos más clases que Felipe.

(*La profesora González entra, los escucha, y les dice*): ¡Qué impresionante!

Felipe: Sí, profesora, ¡somos tres estudiantes de español muy inteligentes!

Exercises:

12 A. Take turns asking and telling each other about what you usually eat for lunch and/or dinner and what you ate last night. Did you like it?

12 B. Take turns asking and telling one another what food from the vocabulary list you like or don’t like. Which foods do your family members and friends like or

dislike. Do you know anyone with food allergies (*Mi amiga Suzanne es alérgica a la carne de res*).

- 12 C. Restaurantes. ¿Tienes un restaurante favorito? ¿Qué comes en ese lugar? ¿Tiene el restaurante una especialidad de la casa?

Grammar Point 25: Comparisons of Equality and of Inequality.

I. Unequal Comparisons.

To form unequal comparisons in Spanish, the following structures are used:

A1. *más* + noun or adjective + *que* = “more + noun or adjective + **than**”

A2. *menos* + noun or adjective + *que* = “less/fewer + noun or adjective + **than**”

- B.** First agent(s) + verb + *más que* (or *menos que*) + second agent(s) =
Someone does something more (or less) than someone else.

Examples:

- | | |
|--|--|
| 1. Janie has more books than DeMarcus. | <i>Janie tiene más libros que DeMarcus.</i> |
| 2. Sarah is taller than her brother. | <i>Sarah es más alta que su hermano.</i> |
| 3. Felipe studies more than Laura. | <i>Felipe estudia más que Laura.</i> |
| 4. DeMarcus has fewer books than Janie. | <i>DeMarcus tiene menos libros que Janie.</i> |
| 5. Sarah’s brother is less tall than she is. | <i>El hermano de Sarah es menos alto que ella.</i> |
| 6. Laura studies less than Felipe. | <i>Laura estudia menos que Felipe.</i> |
| 7. She is taller than <i>me</i> . | <i>Ella es más alta que yo.</i> |

Comments.

- In the sentence pairs #1 and #4, #2 and #5, and #3 and #6 the same information is conveyed by each of the sentences in the pair, just switching “more” and “less” or “fewer”. They all use the same construction, and contain either the words *más* and *que* or *menos* and *que*.
- In #5, the English sentence ends with “she is,” but in Spanish there is no *es* at the end of the sentence. It is understood and not necessary. Nonetheless, it is important to recognize that “she” is a subject pronoun. Sometimes, in English, object pronouns are used in comparative constructions, such as in #7 [technically, the “correct” grammar for this sentence, in English, would be: “She is taller than I (am).” No matter which way you say this sentence in English, in Spanish there is

only one possible translation: *Ella es más alta que yo*. The sentence *Ella es más alta que mí* would be incorrect, because no native speaker would say it.

- If you look at sentences #2 and #5, you'll see that the adjective is feminine singular in #2 and masculine singular in #5. The reason for this should be obvious to you: in #2 the word “taller” modifies Sarah, and so the Spanish is *alta*, but in #5 “less tall” modifies her brother, and so the correct form of the word there is *alto*.
- In #3 and #6, there are no words in between *más* or *menos*, on the one hand, and *que*, on the other. When a verb action is the focus of an unequal comparison, the words *más* (or *menos*) and *que* are together. Another example of this: “They have more than we do,” where what they have more of is not explicitly stated, would be: *Ellas/Ellos tienen más que nosotros/nosotras*. [This structure is described in “B” above.]
- We have not worked with adverbs very much yet in this course, but they are treated the same way as adjectives when it comes to comparisons of inequality: Laura speaks more slowly than Sarah / *Laura habla más lentamente que Sarah*.
- When what is being compared is an explicit number, the word *que*, “than,” is replaced by *de*:

This school has more than a thousand teachers. *Esta escuela tiene más de mil maestros.*

Finally, it is important to realize that a few adjectives that you have learned in Spanish have irregular comparative forms. Just as in English we do not say “good,” “~~gooder~~,” but rather “good,” “*better*,” so too, in Spanish, there are a few adjectives that do not form the comparative by employing *más* or *menos*.

Examples:

This book is **better** than that one.
 Sophie plays tennis **better** than Sarah.
 My sister is **older** than I am.
 My cousins are **younger** than I am.
 Our plan is **worse** than theirs.

Este libro es mejor que ese.
Sofía juega mejor al tenis que Sarah.
Mi hermana es mayor que yo.
Mis primos son menores que yo.
Nuestro plan es peor que el de ellos/ellas.

These four irregular forms should be memorized: *mejor(es)*, *peor(es)*, *mayor(es)*, *menor(es)*.

II. Equal Comparisons.

For equal comparisons (“as . . . as”), the structure in Spanish is slightly more complicated than it is for unequal comparisons: first, because Spanish does not use the same word twice, as occurs in English (as, as); and second, because the Spanish word that translates the first “as” has several forms, depending on what is being compared.

Examples:

- | | |
|---|--|
| 1. Sarah is <u>as tall as</u> Laura. | <i>Sarah es tan alta como Laura.</i> |
| 2. My brothers are <u>as tall as</u> I am. | <i>Mis hermanos son tan altos como yo.</i> |
| 3. Melissa has <u>as many books as</u> Suzanne. | <i>Melissa tiene tantos libros como Suzanne.</i> |
| 4. Suzanne has <u>as many classes as</u> Melissa. | <i>Suzanne tiene tantas clases como Melissa.</i> |
| 5. She speaks <u>as slowly as</u> he does. | <i>Ella habla tan lentamente como él.</i> |
| 6. We have <u>as much as</u> they do. | <i>(Nosotros) tenemos tanto como ellas/ellos.</i> |

- In #1 and #2, what is being compared is the adjective “tall.” Grammatically, to modify an adjective you use an adverb. *Tan* is an adverb. In Spanish, all adverbs are invariable, which means they do not show singular/plural or masculine/feminine forms. *Tan* is always just *tan*, whether in front of the singular feminine adjective *alta*, in #1, or before the masculine plural adjective *altos* in #2.
- In sentences #3 and #4, what is being compared are “books” and “classes,” which are nouns. Grammatically, only adjectives can modify nouns, and, as you know, many adjectives in Spanish have four different forms (masculine singular, feminine singular, feminine plural, and masculine plural). So we see *tantos* in #3 and *tantas* in #4.
- In #5, what is being compared is “slowly,” which is an adverb. What modifies an adverb? Only another adverb can do that, and so we see *tan* in front of *lentamente*.
- In #6, what is being compared is not explicitly stated in the sentence. In such cases Spanish uses the expression *tanto como*, with no words in between.

Exercises:

12 D. Are your classes equally interesting to you, or is one more interesting than the others? Take turns commenting on your classes, the height of your friends or family members, who is older/younger in your family, etc.

Note: While the superlative, that is the –est form of adjectives (the tallest, the best, the worst, etc.) will be presented in a later chapter, you can use the comparative creatively to express, for example, who is the tallest person in the class: *Alberto es más alto que los otros estudiantes de la clase*. Grammatically speaking, this is a comparison and not a superlative, but by comparing Alberto to

- all the other students in the class, you effectively say that he is the tallest (you literally say “he is taller than the others”).
- 12 E. Think about well-known people (actors, sports figures, artists, politicians, etc.) and compare them. This will give you a good opportunity to review the adjectives you have learned so far (such as *talented, funny, nice, introverted, serious*, etc.)
- 12 F. Choose two family members (you may use yourself as one, if you like) and compare them. See if you can come up with at least four points of comparison for them (similarities and/or differences). This exercise, like so many others, may be written and/or spoken.

Grammar Point 26: Indefinite and Negative Words. The Double Negative in Spanish.

When it comes to words like “anyone,” “some,” “nothing” and “never,” Spanish and English grammar show some differences, especially where negative constructions are concerned.

Examples:

- | | |
|--|---|
| 1. We're eating something. | <i>Comemos algo.</i> |
| 2. We're not eating anything. | <i>No comemos nada.</i> |
| 3. He always eats breakfast. | <i>Él siempre desayuna.</i> |
| 4. He never eats breakfast. | <i>Él no desayuna nunca or
Él nunca desayuna.</i> |
| 5. I want coffee and some cookies, too. | <i>Quiero café y algunas galletas, también.</i> |
| 6. I don't want any coffee or cookies, either. | <i>No quiero (ni) café ni galletas, tampoco.</i> |
| 7. Do you have any books? | <i>¿Tienes algunos libros?</i> |
| 8. No, I don't have any. | <i>No, no tengo ninguno.</i> |

- In affirmative sentences, such as #1, #3, #5, and #7, Spanish is grammatically much like English, but in the other sentences (2, 4, 6, and 8), which involve negative statements, it is common in Spanish to use two or more negative words. This so-called double negative construction is correct and commonly used in Spanish. Sometimes there will be even more than two negatives.
- #4, “He never eats breakfast,” illustrates an important rule for negative sentences in Spanish. Two equally correct translations are: (a) *Él no desayuna nunca*; and (b) *Él nunca desayuna*. When you have a negative sentence in Spanish, there must always be at least one negative word in front of the verb. In (a) this is *no*; in (b) it is *nunca*. When the negative word in front of the verb is *no*, it is common for

there to be at least one other negative word somewhere after the verb.

- In Spanish, it is incorrect to have positive indefinite words in negative statements. In #6, “I don’t want any coffee or cookies, either,” the words “any” and “either” are positive indefinites. In the Spanish translation for this sentence, these are replaced by their negative counterparts, *ni* and *tampoco*.
- In sentences #7 and #8, the same English word, “any,” is translated as *algunos* in #7, where the statement is not negative, and as *ninguno* in #8, where the statement is negative. It is incorrect to say: *No, no tengo algunos libros*.

To summarize, then:

(1) always use negative indefinite words in negative statements, never their positive counterparts (“I don’t have *any*” would literally be, in Spanish, “I don’t have *none*); and (2) a negative sentence in Spanish must have a negative word in front of the verb (so “I have no books” could not be ~~*Tengo ningún libro*~~; it would have to be *No tengo ningún libro*).

Note: Sometimes sentences that use negative words are not negative sentences. For example, “Don’t you want some dessert, too?” is not a negative statement, but it does begin with the word *No*: *¿No quieres algún postre, también?*

All of these sentences are incorrect. Can you explain why, and can you correct them?

- | | |
|--------------------------------------|--|
| 1. Today we have no time. | <i>Hoy tenemos no tiempo.</i> |
| 2. They saw no one in the house. | <i>Ellas/Ellos vieron a nadie en la casa.</i> |
| 3. Don’t you want some cookies, too? | <i>¿No quieres ninguna galleta, tampoco?</i> 4. |
| Yesterday I didn’t speak to anyone. | <i>Ayer no hablé con alguien.</i> |

- In #1, the statement is clearly a negative one. Changing the word order would correct the sentence: *Hoy no tenemos tiempo*. (“No tenemos tiempo hoy,” is also possible.)
- #2 is incorrect for the same reason. The statement is clearly negative, but there is no negative word in front of the verb *vieron*. This sentence could be corrected by inserting the word *no* before *vieron*: *Ellas/Ellos no vieron a nadie en la casa*. Notice, here, that because the word *nadie* could be the subject of a verb (it isn’t in this sentence), that a personal *a* is needed in front of *nadie*, even though “no one” is arguably not a person. Both *nadie* and *alguien* require the personal *a* when they are the direct object of a verb.
- In #3, the Spanish is incorrect because the statement is not a negative one. The meaning of the sentence is really “Do you want some cookies, too?” A possible

correction would be: *¿No quieres alguna galleta, también?*

- In sentence #4, there is a *no* in front of the verb *hablé*, so any indefinite words that come up later in the sentence must also be negative. Therefore *alguien* is incorrect in this context, and the sentence should read: *Ayer no hablé con nadie.*

Exercises:

- 12 G. Write down 3-4 simple questions using the indefinite words, then take turns with your classmates, asking and answering questions.
- 12 H. Use some of the indefinite words to talk about your day yesterday. Where did you see some people, where did you see no one? What did you have some/none of? Did you talk to some people? Where did you speak to no one?
- 12 I. Are there things that you always do or never do?
- 12 J. Begin sentences with the Spanish equivalent of “Someone I want to meet is . . .” or “Something I want to see or do is . . .”

Capítulo 13: Cuando era niña/niño . . .

Vocabulario 13

To practice these words interactively, on a computer, click [here](#) and choose Chapter 13.

<u>en inglés</u>	<u>en español</u>
before	antes
after	después
normally	por lo general; normalmente
at last	por fin
everywhere	por todas partes
for the first/last time	por primera/última vez
of course	por supuesto, claro
at least	por lo menos
for example	por ejemplo
easy	fácil / fáciles
difficult	difícil / difíciles
frequently, often	frecuentemente; con frecuencia; a menudo
rarely	raras veces
soon	pronto
well, . . .	pues; bueno; bien
fast	rápido (adjective and adverb)
slow	lento (adjective and adverb)
food; meal	la comida
drink (noun)	la bebida
young	joven / jóvenes [note accent in plural]
energetic	lleno/llena de energía
creative	creativo/ -a/ -os/ -as; creador(a) /-es /-as
vacation	las vacaciones
beach	la playa
mountain	la montaña
to swim	nadar
to ski	esquiar (<i>esquí</i>)
to drive (a vehicle)	conducir (<i>conduzco</i>); manejar
car	el carro; el coche; el auto; el automóvil
bus	el autobús
airplane	el avión
train (transportation)	el tren
on foot, walking	a pie
concert	el concierto
orchestra	la orquesta [only one “r” and no “ch” in Spanish]
musical group	el grupo/conjunto musical
game (sports event)	el partido
game (e.g., a board game)	el juego
championship	el campeonato
playoffs (sports)	las finales

artist	el/la artista
actor, actress	el actor, la actriz
to return (things)	devolver (ue)
to leave (behind)	dejar
tip (as in a restaurant)	la propina
to save (money)	ahorrar
to save (keep, hold on to)	guardar
to save (as a life)	salvar
to get married	casarse
to be born	nacer [irreg. yo form in present: <i>nazco</i>]

- Translating the English word “time” into Spanish. In English the word “time” may have several meanings, among which are the following: it can refer to duration, to how long something lasts; it may be a synonym of “occasion,” as in “the first time I saw Paris;” it could refer to the measure of music (2/4 time); and another possibility is that “time” can refer to a stage of some process, something reflected in a phrase like “it was that time of year when the temperature turned colder.” In Spanish, the word to describe “time” as something abstract, for example what Einstein studied along with “space,” is *el tiempo*. “I don’t have time right now:” *No tengo tiempo ahora*. To refer to an occasion, the appropriate Spanish word is *la vez* (plural *veces*), and this turns up in the very common vocabulary phrases *la primera/última vez*. You will remember that the word *el tiempo* in Spanish also refers to the weather (*¿Qué tiempo hace?*), but is not used to translate the English question, “What time is it?” (*¿Qué hora es?*). *El tiempo* is also the word we use in Spanish for the “tense” of a verb.
- Note that *con frecuencia* and *frecuentemente* have *-c*’s where English uses *-qu*. This has to do with the fact that *que* and *qui* in Spanish are clusters where the *u* is not sounded; after *-c* the *-u* is sounded. Put another way, the non-word *frecuente* would not be pronounced the way all Spanish speakers pronounce *frecuente*, and so the spelling must be *frecuente*, to accord with the proper pronunciation.
- *La playa* is in the current vocabulary list, and just as “at the restaurant,” in Spanish, is *en el restaurante*, so “at the beach” is *en la playa*. Another expression where “at” translates *en* is “at home,” *en casa*. In general, whenever “at” in English means “on” or “inside of,” it will usually be translated *en*. The preposition *a* with nouns usually means “to:” *Vamos a casa / Vamos a la playa / Vamos al restaurante*. After the verb *ir*, before an object, *a* indicates motion toward; *en* often indicates stasis or motion within. *Anduvimos en (or por) el parque* = We walked in the park; *Anduvimos al (or para el) parque* = “We walked to (or toward) the park.”
- In Spanish “vacation” is plural, *las vacaciones*, and therefore takes plural verb forms: *Vienen pronto las vacaciones* = “Vacation is coming soon.”

- *El carro / El coche*. There are several words for car/auto/automobile in Spanish, as there are in English. *El carro* is the most common word in Latin America; *el coche* is used more in Spain (a parallel situation in English involves the words “truck” and “lorry,” the former used in the USA and the latter in Great Britain).
- Although the current tendency in English is to refer to both male and female screen performers as “actors,” the distinction between *el actor* and *la actriz* (plural *actrices*) is still common in Spanish as of this writing (2015).
- The vocabulary list contains several examples of one English verb with several different meanings that need two or more Spanish verbs to correctly translate them. The first is “to return,” which in English is used for both people coming back and for taking things back. In Spanish, use *volver (ue)* (or *regresar*) for people who are coming back, and use *devolver (ue)* for returning items. *Devolver (ue)* has the exact same verb forms as *volver (ue)*, with *de-* added to the front of each one (*devuelvo, devuelves, devuelve, devolvemos, etc.*).

A second such verb is the English verb “to leave,” which, like “to return,” can apply both to people and to things. In Spanish, as we have seen with *volver* and *devolver*, there are two verbs, one for when people leave a place (*salir*), and the other for when people leave things, or other people, behind (*dejar*). *Dejamos una propina en el restaurante* = “We left a tip at the restaurant.” (*Dejar* also has another meaning, “to let” or “to allow;” this meaning of *dejar* is common in Spanish).

The English verb “to save” has at least three different Spanish translations, seen in the following examples: *un/una salvavidas* is a “lifeguard” or a “life buoy,” and the word literally means “lifesaver;” *¿Vas a guardar la carta?* = “Are you going to save (=keep) the letter?;” and *la cuenta de ahorros* is “savings account.”

En la clase.

La profesora González: ¿Qué hicieron ustedes el fin de semana pasado?

Sarah: Laura, Felipe, y yo fuimos a un nuevo restaurante en el centro.

La profesora: Ah, ¿sí? ¿Cuándo fueron ustedes, y fueron para desayunar, para almorzar, o para cenar?

Felipe: Fuimos a cenar el viernes por la noche.

La profesora: Y Laura, ¿qué pidieron?

Laura: Yo pedí el bistec, Sarah pidió un plato vegetariano, y Felipe pidió una ensalada con salmón.

La profesora: Y ¿Les gustó la comida? ¿Les costó mucho?

Felipe: Pues . . . la comida estuvo buena, pero, con la propina, nos costó mucho.

Sarah: Yo trabajé dos años en un restaurante, y siempre me gusta dejar una buena propina.

Felipe: Prefiero dejar una propina menos grande, pero nunca trabajé en un restaurante.

Exercise:

- 13A. Take turns asking and telling each other about the last restaurant experience you had? Where did you go, with whom, what did you order, who paid, how much of a tip was left, etc. [“per cent” in Spanish is *por ciento*; “fifteen per cent” would be *el quince por ciento* in Spanish.]
- 13B. *Los pasatiempos* = “pastimes.” Take turns telling each other what you like to do when you have free time (= *tiempo libre*). Try to stay within the Spanish vocabulary and grammar that you have.
- 13C. Write three or four sentences describing someone in your immediate or extended family: what they look like, what they like or dislike, what they do often, etc. Try to stay within the vocabulary and grammatical limits you have, and strive for correctness of expression rather than completeness.
- 13D. In what year were you born? How about your parents and siblings? Do you know in what year your grandparents were born? Your great-grandparents (*bisabuelos*)? In what year did your parents get married? In what year did Columbus arrive in what is today America? In what year did you see (one of) your favorite movie(s)? Meet your best friend (use the verb *conocer*).

Grammar Point 27: The Imperfect Tense.

As was mentioned in a previous chapter, there are two commonly used past tenses in Spanish, the preterit and the imperfect. The difference between these two tenses is one of what grammarians call “verb aspect,” a concept we don’t focus on in a formal way in English (although English certainly has ways to express verb aspect).

Before continuing, it may be helpful to discuss the word “imperfect” as it applies to verbs. This term does not mean that the imperfect tense is somehow “defective.” The term “imperfect” comes to us from Latin, where “perfect” meant “complete,” and so “imperfect” meant “incomplete.” One of the uses of the imperfect tense in Spanish is to describe events that were not yet finished, or complete, but were rather in progress at some past time. An act in progress, from the perspective of a discussion of verb aspect, is an “incomplete” or an “imperfect” action; an action that is not yet finished.

As an example, consider the sentence, “We were eating when they arrived.” This sentence has two verbs, “we were eating” and “they arrived.” Verb aspect focuses us on the question of whether either of these actions, the eating and the arriving, is completed in the context of the sentence. Well, the arriving “interrupted” our eating. The arriving, in this sentence, is a completed action. Their arriving begins and ends in this sentence. How about our eating? “We were eating” suggests *an act in progress*. (Compare, “We ate

before leaving,” which suggests a *completed* action). In this sentence, then, “we were eating” was an action in progress, not one that had reached completion. So in this sentence their arriving would be reflected in a verb in the preterit, the appropriate tense for completed actions, but our eating would be expressed in the imperfect tense, because it was, in this sentence, an act in progress/not yet completed.

More will be said about when to use each of these past tenses, the preterit and the imperfect, in the next chapter. Each tense has several uses. For this chapter, however, the objectives are:

- (1) to learn the forms of the Spanish imperfect tense; and
- (2) to practice using these forms in one specific way in which the imperfect is used in Spanish: to tell what used to happen repeatedly or habitually.

Forms of the Imperfect Tense.

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

For -AR Verbs

entr aba	entr ábamos
entr abas	entr abais
entr aba	entr aban
entr aba	entr aban

For -ER and -IR Verbs

beb ía	beb íamos	escrib ía	escrib íamos
beb ías	beb íais	escrib ías	escrib íais
beb ía	beb ían	escrib ía	escrib ían
beb ía	beb ían	escrib ía	escrib ían

Worth Noting:

- The first and third person singular forms are the same: **yo** *entraba*, **ella** *entraba*; **yo** *escribía*, **él** *escribía*; **yo** *bebía*, **Ud.** *bebía*. Therefore, the subject pronouns are used with these imperfect forms whenever needed to avoid confusion.
- **For -AR verbs, only one form has an accent, *nosotros/nosotras*: entrábamos, llegábamos, etc. For -ER and -IR verbs, all forms have an accent over the first *í* of the ending: bebía, escribíais, entendíamos, etc.**

There are only three verbs that are irregular in the imperfect tense: *ser, ir, and ver.*

SER:	era	eras	era	éramos	erais	eran
IR:	iba	ibas	iba	íbamos	ibais	iban
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 irregular verbs.

One Use of the Imperfect Tense. One of the uses of the imperfect tense is to talk about habitual past actions, actions that regularly occurred at some time in the past. This is the use of the imperfect that will be practiced in this chapter.

Examples:

1. When I was a child, I used to wake up at seven thirty.
2. When I was a child, my sister and I ate breakfast at eight o'clock.
3. As a child, I would leave for school at quarter to nine.

1. *Cuando era niña/niño, me despertaba a las siete y media.*
2. *Cuando era niño/niña, mi hermana y yo desayunábamos a las ocho.*
3. *De niña/niño, (yo) salía para la escuela a las nueve menos cuarto.*

Comments:

- In sentences #1 and #2, the first clause, “When I was a child,” is in the imperfect because there is no indication in the sentence that the action of being a child ended. Even though you are no longer a child, the verb aspect sense of *ser*, *in this sentence*, is that of an ongoing past situation, not of a situation that clearly ended. In a previous sentence, “We were eating when they arrived,” our eating was an incomplete action when they arrived, so even though we eventually may have finished eating, the verb aspect of *comer* in that sentence is of an action that was in progress. You do not need to reason through each case like this; you can learn that one of the uses of the imperfect is to express ongoing or habitual past actions. Succeeding chapters will continue to focus on the use of the preterit and the imperfect, and will present additional uses of the imperfect tense.
- In all three sentences the second verb is in the imperfect because the actions described were habitual: I *routinely* awoke at seven thirty; my sister and I *habitually* ate breakfast at eight o'clock; I *was accustomed* to leaving for school at quarter to nine every day.
- Note that in sentence #1 the English is “used to wake up,” in #2 it is “ate breakfast,” and in #3 it is “would leave.” Even though these three different expressions are common in English, in Spanish each of them, in their contexts above, must be in the imperfect tense. There is no translation for the words “used to.” When the word “would” in English could be replaced by “used to” without changing the meaning of the verb in the sentence, then imperfect is used in Spanish. If changing “would” to “used to” does change the meaning of the sentence, then another verb tense, the conditional will be used. You will learn the conditional tense later in the course.

Example:

1. When I was a child, we would go to the beach every summer.
2. If I had more money, I would buy a new guitar tomorrow.

In the first of these sentences, “we would go” could be replaced with “we used to go”

without changing the meaning, and so the imperfect (*íbamos*) would be used. In the second sentence, changing “I would buy” to “I used to buy” would change the meaning (the resulting “sentence” would make no sense), and so the imperfect tense would not be used. The correct form would be in the conditional, which has not yet been introduced.

- For the rest of this chapter, concentrate on learning the forms of the imperfect tense, for both the regular as well as the three irregular verbs. You need not concern yourself yet with the differences between the preterit and the imperfect. That will be a focus of the next lesson.

Exercises:

- 13 E. Cuando era niña/niño . . . Take turns talking about your daily routine when you were ten years old [=Cuando *tenía* diez años . . .]. Include what you used to do with other family members, too, in order to practice the different verb forms of the imperfect tense.

Try to stick to your *routine*. Avoid sentences such as “When I was ten, we went to Disney World,” because going to Disney World was a one time event, in the context of that sentence, and so the verb “we went” would need to be in the preterit (*fuimos*).

- 13 F. Compose about four sentences about what you used to do on Saturdays when you were a child.
- 13 G. Take turns asking each other questions about what each of you routinely did when you were younger. Did you used to play soccer? Did you practice a musical instrument? Did you used to dance?, etc.

Grammar Point 28: Por and Para.

Each of these important prepositions can, at times, be translated as “for,” but just as with *ser* and *estar*, *por* and *para* are not interchangeable. In this grammar point, the most basic uses of these two prepositions are considered.

Uses of para:

A. *intended for*: A common use of *para* is to express that something is intended for some person or purpose:

1. That book is for my history class.
2. I bought this tie for my father.
3. Is this wine for dinner?

Ese libro es para mi clase de historia.
Compré esta corbata para mi padre.
¿Es para la cena este vino?

B. *in order to* (+ infinitive):

1. We work (in order) to earn money.
2. Students study (in order) to learn.

Trabajamos para ganar dinero.
Los estudiantes estudian para aprender.

As you can see from these two examples, the words “in order” do not always appear in English. The rule of thumb here is that if the words “in order” could be placed in front of the infinitive without changing the meaning in English, then *para* should be used in front of the infinitive in Spanish. In a sentence such as, “We want to leave,” including “in order” would result in “We want in order to leave,” which makes no sense, and so *para* is not used in the Spanish: *Queremos salir*.

C. by a certain deadline: While *por* is used with time to express *duration*, as we shall see below, *para* is used to talk about deadlines:

- | | |
|---|--|
| 1. She needs those documents by tomorrow. | <i>Ella necesita esos documentos <u>para</u> mañana.</i> |
| 2. This is the lesson for Monday. | <i>Esta es la lección <u>para</u> lunes.</i> |

D. in the direction of, toward; destination:

- | | |
|---|---|
| 1. Tomorrow they are leaving for Uruguay. | <i>Mañana ellos salen <u>para</u> Uruguay.</i> |
| 2. We walked toward the park. | <i>Anduvimos/Caminamos <u>para</u> el parque.</i> |

E. compared to others in a group:

- | | |
|--|---|
| 1. For a child, she plays the piano very well. | <i><u>Para</u> niña, ella toca muy bien el piano.</i> |
| 2. He’s really tall for his age! | <i>Él es muy alto <u>para</u> su edad.</i> |

Uses of *por*:

A. for duration in time:

- | | |
|---|---|
| 1. They lived in Colorado for six years. | <i>Vivieron en Colorado <u>por</u> seis años.</i> |
| 2. We’re going on vacation for three weeks. | <i>Vamos de vacaciones <u>por</u> tres semanas.</i> |

B. to express “during” or “in” with time:

- | | |
|--|---|
| 1. They left in the evening. | <i>Salieron <u>por</u> la noche.</i> |
| 2. During the afternoon, we went downtown. | <i><u>Por</u> la tarde, fuimos al centro comercial.</i> |

C. in exchange for, in place of:

- | | |
|---|--|
| 1. I paid thirty-five dollars for this shirt. | <i>Pagué treinta y cinco dólares <u>por</u> esta</i> |
| 2. I’ll give you my apple for that orange. | <i>camisa. Te doy la manzana <u>por</u> esa naranja.</i> |
| 3. My mother can’t go. I’ll go for her. | <i>Mi madre no puede ir. Voy <u>por</u> ella.</i> |

D. by means of:

- | | |
|--|--|
| 1. He arrived last night by train. | <i>El llegó anoche <u>por</u> tren.</i> |
| 2. She called her father on the phone. | <i>Ella llamó <u>por</u> teléfono a su padre</i> |

E. through, along, by way of:

- | | |
|---------------------------------------|---|
| 1. We walked through the park. | <i>Anduvimos/Caminamos <u>por</u> el parque.</i> |
| 2. Many people run along that avenue. | <i>Muchas personas corren <u>por</u> esa avenida.</i> |

Compare *Caminamos por el parque* with *Caminamos para el parque*. Both are correct sentences in Spanish, but their meanings are different.

F. for the sake of:

1. They did it for love, not for money.
2. She says she is doing it for her family.

*Ellos lo hicieron por amor, no por dinero.
Ella dice que lo hace por la familia.*

G. because of, on account of, due to::

1. They arrived late on account of the traffic.
2. I'm worried about them.

*Llegaron tarde por el tráfico.
Estoy preocupada por ellas/ellos.*

Pedir (i,i), buscar, esperar. Finally, there are some instances where English uses the word “for,” where Spanish does not use *por*, *para*, or any other word to translate “for.” This is the case with three common verbs. The verb **pedir** (i,i) means “to ask for” and so using *por* or *para* with *pedir* is incorrect. The same is true for the verb **buscar**, “to look for” and also the verb **esperar** when it means “to wait for.” Avoid translating *for* with these three verbs.

*Anoche, les pedí dinero a mis padres.
Él busca su libro de español.
Esperan el autobús.*

*Last night I asked my parents for money.
He is looking for his Spanish book.
They are waiting for the bus.*

Exercise H. For each blank, *choose either por or para, and also give the letter of the reason for your choice.* Use the letters from the grammar explanations given above. The first one is done as an example.*

1. Esta carta es para Felipe. **Reason: A (intended for)**
2. María y Celeste salieron ayer de Washington _____ Madrid.
3. _____ aprender, es necesario estudiar mucho.
4. Si hace buen tiempo mañana, vamos a caminar _____ [=through] el parque.
5. Pagué dieciocho mil dólares _____ mi coche nuevo.
6. _____ una persona de los Estados Unidos, Sarah habla muy bien el español.
7. Ella dice que no lo hizo _____ dinero, sino (=but rather) _____ la familia.
8. Es muy difícil manejar _____ [because of] el tráfico.
9. Creo que llegaron anoche, _____ tren [=train].
10. Esta comida es _____ la fiesta.

*The answers to this exercise are given in the online practice for this chapter, cards 13-22, as well as in the Key to the Grammar Exercises, 13-22 of chapter 13.

Exercises:

- 13 I. *¿Cómo prefieres viajar?* How do you prefer to travel: airplane, train, bicycle, bus, or car? How did you travel the last time you took a trip (=un viaje)? Where did you go? Whom

did you travel with? How long were you there? Did you have fun? Take turns talking about a trip you have taken.

- 13 J. Regalos (=Gifts). With classmates, take turns saying what you bought for a couple of different people for their birthday and/or what they gave you for yours.
- 13 K. With a classmate or two, discuss two or three things that you need to do by tomorrow.
- 13 L. How much did you pay for some articles of clothing? Write about 3 sentences.
- 13 M. What's necessary to attain certain results? For example, (in order) to play a musical instrument well, (in order) to go downtown, (in order) to get to your house from here.

Ejemplo:

To speak Spanish well, it's necessary to learn the vocabulary.

Para hablar bien el español, es necesario aprender el vocabulario.

Capítulo 14: Cuando me llamaste, estudiaba

Vocabulario 14

To practice these words interactively, on a computer, click [here](#) and choose Chapter 14.

<u>en inglés</u>	<u>en español</u>
to wait for; to hope; to expect	esperar
to have (auxiliary verb); to be	haber [<i>hay</i> comes from this infinitive]
during	durante
while	mientras
kitchen; cuisine	la cocina
living room	la sala de estar
sofa	el sofá
armchair, easy chair	el sillón
rug	la alfombra
dining room	el comedor
bathroom	el baño
shower	la ducha
bathtub	la bañera
mirror	el espejo
commode, toilet	el inodoro
bathroom sink, wash basin	el lavabo; el lavamanos
bed	la cama
pillow	la almohada
blanket	la manta
closet	el armario
furniture	los muebles [el mueble=a piece of furniture]
dresser	la cómoda
chair	la silla
night table	la mesa/mesita de noche
lamp	la lámpara
the lights	las luces
to turn on the lights	encender las luces
to turn off the lights	apagar las luces
radio (the medium)	la radio [the electronic device is <i>el radio</i>]
television (the medium)	la televisión, la tele
television set	el televisor
to help	ayudar
to finish	terminar
to go down(ward)	bajar
to enter	entrar
to answer	contestar
to pass; to happen	pasar
to ask (a question)	preguntar; hacer una pregunta
to win; to earn	ganar
to be happy	estar contento/ -a/ -os/ -as

to be of medium height	ser de estatura mediana
to invite	invitar
to be (very) hungry	tener (mucho) hambre [lit. “to have (much) hunger”]
to be (very) thirsty	tener (mucho) sed [literally “to have (much) thirst”]
dog	el perro [don’t confuse with <i>pero</i>]
woods, forest	el bosque
to be tired	estar cansado/ -a/ -os/ -as
to leave (a place by) running	salir corriendo
stupendous, super	estupendo/ -a/ -os/ -as
gray	gris

- You have used *hay*, a special form of the verb *haber*. *Haber* is the auxiliary verb that is used in perfect tenses in Spanish (expressions like: we have gone; they had seen; you will have been; they would have eaten, etc.). This use of *haber* will be covered in a later chapter. In this lesson it is the meaning of the forms of *haber* in the preterit (**hubo**) and the imperfect (**había**) tenses that will be a focus of one of the grammar points.
- *La cocina* is the common word for “kitchen,” but it can also refer to the “cuisine” of a country or culture: *la cocina italiana* = Italian food or cuisine; *la cocina afroamericana* = African-American cuisine, etc.
- The Spanish word for pillow, *almohada*, gives rise to an interesting expression, *consultar con la almohada*, literally “to consult with the pillow,” which is what someone does when s/he wishes, as we say in English, “to sleep on it,” that is, to think further about something before making a decision.
- Note the difference that exists in Spanish between *television set* and *television as a medium*. Just as the computer monitor is not the same as the Internet that comes through it, so too, in Spanish, a distinction is made between the *television programming* people watch, which is *la televisión*, and the *electronic apparatus*, the TV set, through which they watch it, *el televisor*. One additional detail: just as, in English, we commonly talk about watching *TV*, rather than watching *television*, so too in Spanish you’ll hear *mirar la tele*.

A parallel phenomenon, in Spanish, occurs with **la** radio (the medium) and **el** radio (the electronic device, the radio set).

- The expressions *tener (mucho) hambre* and *tener (mucho) sed* are part of a family of phrases that refer to the physical state of a person. These expressions are akin to some you have seen earlier, which deal with the weather. For example, you’ve learned that **hace (mucho) frío** and **hace (mucho) calor** mean “it is (very) hot” and “it is (very) cold,” respectively. Well, when a person is feeling the cold or the heat the phrases s/he would use are: **Tengo (mucho) frío** / **Tengo (mucho) calor**. Other expressions where Spanish uses *tener* and English uses “to be” include *tener (mucho) sueño* [“to be (very) sleepy”],

tener (mucha) suerte [“to be (very) lucky”], and *tener (mucha) prisa* [“to be in (a great) hurry”].

En la clase.

- Felipe: Laura, ¿Qué hacías anoche a las nueve cuando te llamé?
 Laura: Bueno, cuando me llamaste yo estudiaba.
 Felipe: ¿Estudiabas? Yo creía que había una fiesta. Había música y personas que hablaban. No te oía muy bien.
 Laura: No entiendo. No había ninguna fiesta. Tampoco había otras personas, solamente yo.
 Sarah: Creo que entiendo. Laura, ¿escuchas música cuando estudias?
 Laura: Sí, puedo concentrar mejor si hay música.
 Sarah: Y ¿pones también la tele cuando estudias?
 Laura: Pues, sí, anoche también miraba y escuchaba la tele mientras estudiaba.
 Felipe: Ahora entiendo. No había fiesta. Escuchabas música y la tele. Mis padres nunca me dejaban estudiar y escuchar música, ni mirar la tele, a la misma vez. ¡No pensaba en esa posibilidad!

Exercise:

- 14 A. Take turns asking and telling each other about the apartment or house where your family lives. Which rooms are used a lot? Are there any rooms that are used only rarely? Do you have a favorite room?
- 14 B. Laura and Felipe are different when it comes to listening to music / watching the TV when they study. Are you more like Laura or Felipe? When you were a child, did you used to study the same way you do now?
- 14 C. Write four sentences using the same verb in the four different tenses you have learned so far: the present, the future [IR + A + infinitive], the preterit and the imperfect. For example: *No **desayuno** todos los días. Cuando era niño/a **desayunaba** todos los días. No **desayuné** ayer, pero **voy a desayunar** mañana.* This type of exercise is a good way to practice and learn verb forms, as well as to reinforce the differences among the endings associated with each tense in Spanish.
- 14 D. One very common way to use the preterit and imperfect in the same sentence is to talk about something that was going on when something else occurred. For example, Laura *was studying* when Felipe *called* her: *Laura estudiaba cuando Felipe la llamó por teléfono.*
 Talk about something you were doing yesterday or this morning, when something else happened/interrupted what you were doing. What you were doing will be expressed by the imperfect, and what occurred/interrupted while you were doing it will be expressed by the preterit. The primary focus of the grammar and exercises in this chapter will be on using both Spanish past tenses together.

Grammar Point 29: Preterit and Imperfect Compared.

As was mentioned previously, the difference between the preterit and imperfect tenses is not one of *when* the action or state occurred—both tenses deal with the past—but rather with how the past action or state is viewed. There is no verb that cannot be used in either of these tenses, although, as you will see, certain verbs tend to appear more often in one or the other of these two verb tenses, and there are a handful of verbs whose English translations vary according to whether they are in the preterit or the imperfect.

In the two grammar points of this chapter, the uses of the preterit and the imperfect tenses will be given and discussed, and you will practice using these two past tenses together.

Uses of the Preterit Tense:

- to focus on the onset/beginning of a past action
- to focus on a completed past action
- to focus on the change of state or condition
- to express events that occurred/took place in a narrative; to move the narrative along

Uses of the Imperfect Tense:

- to describe an action or condition that was in progress at some past time
- to focus on habitual past actions
- to express the background states/conditions of what occurred in a narrative
- to say what time it was

Examples:

- | | |
|---|--|
| 1. I began to read at eight o'clock. | <i>Empecé a leer a las ocho.</i> |
| 2. I was reading at eight o'clock. | <i>(Yo) Leía a las ocho.</i> |
| 3. I studied for two hours. | <i>Estudí (por) dos horas.</i> |
| 4. I was studying when you called. | <i>Estudiaba cuando me llamaste.</i> |
| 5. When I was a child, I read/used to read a lot. | <i>Cuando era niña, leía mucho.</i> |
| 6. When I got to the park, I saw my friends. | <i>Cuando llegué al parque, vi a mis amigos.</i> |
| 7. When they got home, they were tired. | <i>Cuando llegaron a casa, estaban cansados.</i> |
| 8. When they saw each other, they became happy. | <i>Cuando se vieron, se pusieron contentos.</i> |
| 9. When she woke up, it was seven o'clock. | <i>Cuando se despertó, eran las siete.</i> |
| 10. It was Tuesday. It was hot and sunny. | <i>Era martes. Hacía calor y hacía sol.</i> |

Comments:

- In sentence #1, the conjugated verb is “I began.” This action is preterit for two reasons: it focuses on the onset of a past action (my reading), and the beginning of my reading is a completed action as soon as I start to read. In #2, however, the focus is on my reading, not on when it began and not on the fact that it might have finished at some later point in time. Just as the English “I was reading” focuses on an ongoing past action, so does the Spanish imperfect *leía*.

- Sentence **#3** offers one of the clearest-cut uses of the preterit. Any time there is a time phrase that limits the action and tells us it ended, such as “for two hours” in #3, the verb affected by that phrase must be in the preterit tense. The reason for this is that the expression of duration always establishes that a past action was *completed*. Sentences such as “It rained *for forty days and forty nights*,” or even “Dinosaurs roamed the earth *for 300,000,000 years*” will have preterit verbs because the action, no matter how long it lasted, is clearly completed, as these time expressions of duration establish.
- **#4** offers an example of one way in which preterit and imperfect are used together: something *was going on* when something else *happened*. English can use phrases in the form of was/were ____-ing (like “I was studying”) in order to tell us that an action was *in progress*, or *ongoing*. On the other hand, the verb “you called” tells what *happened*, what *took place*, as opposed to what ***was happening***. This example sentence may also be seen as a scenario in which one action—here it is your calling—interrupted another action that was occurring at the time (here, that would be my studying).
- In **#5** we see a sentence with two verbs in the imperfect, an example of habitual past action. This type of sentence was introduced in the last chapter. Of note here is that in English we might say either “When I was a child, I used to read a lot” or “When I was a child, I read a lot.” Either expression, “I used to read” or “I read,” *in the context of this sentence*, would be translated by the imperfect verb *leía*. The context is very important when we translate a Spanish verb in the past tense. (For example, in the sentence, “I read for two hours,” *I read* would be translated not as *leía* but as *leí*, because the phrase “for two hours” lets us know that the act of reading, in this context, is a completed one.)
- **#6** has two verbs in the preterit tense. In this sentence we see two discrete past events, “I got to the park” and “I saw my friends.” As with #1, where we had “*I began to read*,” both getting to the park and seeing my friends can be seen as either the onset of past actions or the completion of past actions: getting to the park is a completed action; seeing my friends the onset of a past action. We might describe the actions in this sentence in the following, very literal, way: “I completed my arrival to the park,” and then “I began to see my friends.” These are two uses of the preterit tense.
- Sentences **#7** and **#8** contrast the use of the imperfect, “they *were* tired,” with the preterit, “they *became* happy.” They didn’t get tired when they arrived home; they were already tired, and stating this with the imperfect tense focuses on an ongoing state, a state that was already “in progress.” “When they saw each other, they became happy,” however, clearly describes *a change*. Their becoming happy focuses on the change in how they were feeling. While feelings are commonly expressed by the imperfect tense, because they usually provide background descriptions rather than events, *changes in feelings are events*, and as such the verbs describing such changes are in the preterit tense. In the Spanish translation of sentence #8, *estuvieron contentos* would also be possible, although *ponerse* is commonly translated as “to become” when describing emotions.
- In **#9** there are again two verbs, one in the preterit, *se despertó*, a completed, one-time past event, and the imperfect *eran las siete*. Just as a time expression that limits a past

action will result in the use of the preterit tense, as we saw in #3, telling what time it was in the past always uses the imperfect tense in Spanish. The verb *ser* will always be in the imperfect when it is used to say what time it was. [If you are wondering what would happen if someone wanted to say “It *became* six o’clock.” This would likely be expressed with another verb (in the preterit), perhaps “*Dieron las seis.*”]

- Example #10 shows how the imperfect tense is used for descriptions. The fact that it was Tuesday does not describe an event. Nor does the description of the weather. If these sentences appeared in a narrative, they would not move the action along, in the sense that they did not begin to happen or finish happening; they *were happening*.

Mientras. The word *mientras*, “while,” provides another case where choosing between the preterit and the imperfect is made simple: any verb or verbs governed by the idea contained in *mientras* will be expressed by the imperfect.

While she was studying, I was watching TV. *Mientras ella estudiaba, yo miraba la tele.*
While she studied, I watched TV. *Mientras ella estudiaba, yo miraba la tele.*

Mientras, by its nature, expresses that an action was ongoing, and the imperfect tense is used to express ongoing past actions in Spanish. Notice that, in English, the second sentence above uses the verb words “studied” and “watched,” which to some might suggest completed past actions. Do not think that every time you hear or think a verb that ends _____-ed, you will use preterit. Unfortunately, things are not quite that simple. For example, in English there are certain common verbs (like “have”) that we normally do not use in the was/were__ing form. It sounds strange to say: “Yesterday, when I arrived, I was having the book.” Nonetheless, the sentence, “Yesterday when I arrived, I had the book” translates into Spanish as: *Ayer, cuando llegué, tenía el libro.* ~~*Tuve el libro*~~ would be incorrect here. The same can be said for the most common verb in English, “to be.” In sentence #7 above, it would sound very strange to say, “When they got home, they *were being* tired,” but that is how the translation must be: *Cuando llegaron a casa, estaban cansados.* Having said all this, it is *usually* the case that English verbs that are in the form “was/were_____ing” will take the imperfect in Spanish. However, it is not at all true to say that if an English verb is not in the “was/were_____ing” form, then it will be in the preterit. As was stated above, context is all-important when deciding between the preterit and the imperfect tenses in Spanish. The best way to master the use of these two verb tenses is through practice.

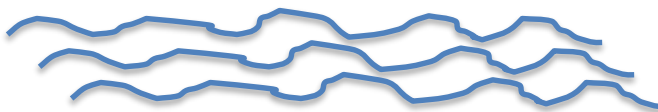
Three common paradigms.

Any combination of preterit and imperfect verbs may appear in a sentence, but there are three common patterns that occur repeatedly. Here they are.

1. A series of completed past actions. / — /, / — /, / — /, / — / ...

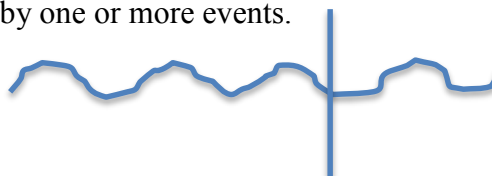
He woke up, showered, got dressed, and ate.
Él se despertó, se duchó, se vistió, y desayunó.

2. Two or more actions in parallel.



While she was reading, we were eating, and they were sleeping.
Mientras ella leía, nosotros comíamos, y ellos dormían.

3. One or more ongoing actions “interrupted” by one or more events.



They arrived while we were eating.
Ellas llegaron mientras comíamos.

While we were eating and drinking, they arrived and spoke to us for twenty minutes.
Mientras comíamos y bebíamos, ellas llegaron y nos hablaron por veinte minutos.

While these three patterns are by no means exhaustive, they should serve to give you a good idea of some ways in which the preterit and imperfect tenses are commonly employed in Spanish.

Exercise 14 E: A Brief Paragraph

Because context is often crucial for determining the correct tense when dealing with the preterit and the imperfect, practicing with paragraphs can be helpful. Here’s the English version of a paragraph:

"Yesterday was Wednesday. When Sarah woke up, it was seven thirty. It was sunny, but it was also cold. She got up, took a shower, dressed, and went to the dining hall. She saw Laura. Laura was wearing a red sweatshirt and jeans. They were eating breakfast and talking to each other when Felipe arrived. The three students talked for ten minutes, and then they went to class."

A good place to begin is to ask yourself what *happened* (as opposed to what *was happening*) in this paragraph. In other words, what events took place. Which verbs move the narrative along, and which, on the other hand, are either background or actions in progress. The actions are: Sarah **woke up**, **she got up**, **took a shower**, **dressed** and **went** to the dining hall. She **saw** Laura. They were eating breakfast and talking to each other when Felipe **arrived**. The three **talked** for ten minutes and then **went** to class.

All of the verbs in boldface are in the preterit. The rest of the verbs are in the imperfect.

Here’s the paragraph in Spanish:

Ayer era miércoles. Cuando Sarah se despertó, eran las siete y media. Hacía sol, pero también hacía frío. Ella se levantó, se duchó, se vistió, y fue al comedor. Vio a Laura. Laura llevaba una sudadera roja y los vaqueros. Ellas desayunaban y se hablaban, cuando Felipe llegó. Los tres estudiantes hablaron por diez minutos, y después (or entonces) fueron a clase.

Don't be upset if you found this exercise difficult. For native speakers of English, the preterit and imperfect can prove challenging initially. Keep practicing, and ask questions of your instructor. Many students find that they eventually make more errors with the *forms* of these verb tenses than with choosing which tense to use in a given context. Don't forget about the forms!

Exercises:

- 14 F. Think of a situation from this morning, yesterday, or last week, when you were doing something or something was going on and then some event occurred. This could be something as simple as walking to class when you see a friend, or eating when someone comes over to talk to you. Take turns with classmates describing *what was going on and what happened while it was going on*.
- 14 G. With one or more classmates, take turns stating three or four things that you did this morning, yesterday, or last week.
- 14 H. Practice with simultaneously ongoing past events. With classmates, describe a situation in which you or someone else was doing something while (*mientras*) others were doing something else at the same time.
- 14 I. With a classmate or two, practice by each choosing a different verb and then by making statements about the present, about when you were a child, about a one-time past event, and about a future event. For example, you might choose *tocar el piano* and say: *Cuando era niño/niña **tocaba** el piano, pero ahora no lo **toco** mucho. No lo **toqué** ayer, y no **voy a tocarlo** mañana tampoco.*

Grammar Point 30: English translations for the Preterit and Imperfect of certain Spanish verbs

As we have seen, although English does not have different verb tenses to accommodate verb *aspect* in the way that Spanish does, English can, nonetheless, express such differences in verb aspect. One way that English does this is by using the “was/were _____-ing” construction to convey what the imperfect tense expresses in Spanish. (However, as was mentioned above, English does not tend to use the was/were _____-ing form with certain verbs.) At other times English translates the preterit and the imperfect of certain verbs with different words. This grammar point will discuss the English translations for five Spanish verbs.

It is interesting that in Spanish the use of the preterit and imperfect is no different for these verbs than it is for any others. It is only when English needs to translate the difference between these Spanish verbs in the preterit and in the imperfect that English does not use the same words for both Spanish tenses. However, in every case, as you shall see, the preterit focuses on an event, on something that happened at a point in time, whereas the imperfect describes a state/condition, or

an action in progress or in the background, not an event. In other words, with the following “exceptional” verbs, the preterit does what it always does, and so does the imperfect. These verbs are only “exceptional” because English needs to use different words to convey the preterit vs. the imperfect meaning for each of them.

Haber. The verb *haber* is where *hay* comes from. The preterit of *hay* is **hubo**; the imperfect of *hay* is **había**:

- | | |
|--|---|
| 1. There were thirty people at the party. | Había treinta personas en la fiesta. |
| 2. There were three accidents last night. | Anoche hubo tres accidentes. |
| 3. Three accidents occurred/took place . | Hubo tres accidentes. |

- Note that in sentences #2 and #3, where *hubo* is used in Spanish, English may use “there were,” “there occurred,” or “there took place.” Here, each of these expressions describe an *event*, something that happened. **Había**, on the other hand, as you would expect from the imperfect tense, does not describe something that occurred, but rather something that was occurring at a certain time; or it offers a description, a background action or condition.

Conocer. *Conocer* means “to be acquainted with.” Can you think of what “being acquainted with” might mean as an event?

- | | |
|---|--|
| 1. I knew them when I was young. | Yo los conocía cuando era |
| 2. I met them at the party. | joven. Los conocí en la fiesta. |

By the way, *conocer* in the preterit refers only to making someone’s acquaintance, not to meeting them in the sense of a chance encounter [use *encontrar (ue)*] or an arranged appointment (use *reunir*).

Again, as with *haber*, the preterit expresses an *event*, and the common English translation is “met.”

Saber. This verb, “to know (facts/data)” is another that has two different English translations for the Spanish preterit and imperfect tenses:

- | | |
|---------------------------------|----------------------------|
| 1. We knew that before. | Sabíamos eso antes. |
| 2. We found that out yesterday. | Supimos eso ayer. |

Once more, in English “to find out” is an event, while “to know” is used as a description of an ongoing state or condition.

Querer. The special English translations of *querer* in the preterit have been discussed, briefly, in the fourth bulleted note of grammar point 22 in chapter 11.

- | | |
|--------------------------------------|----------------------------|
| 1. They wanted to leave. | Querían salir. |
| 2. They didn’t want to leave. | No querían salir. |
| 3. They tried to leave. | Quisieron salir. |
| 4. They refused to leave. | No quisieron salir. |

In #1 and #2, we don't have events, but rather descriptions of states or conditions. There is no indication in either sentence that any action was taken, only that they wanted, or didn't want, to take action. The imperfect forms of *querer* describe a volitional state, what was or wasn't wanted.

#3 and #4, on the other hand, both describe *events*. Both "trying" and "refusing" describe *occurrences*, events that took place (their attempt to leave and their refusal to leave).

Poder. As with *querer*, the preterit meanings of *poder* were brought up briefly in chapter 11, in grammar point 22.

- | | |
|--|------------------------------------|
| 1. She was able to swim. | <i>Ella podía nadar.</i> |
| 2. She wasn't able to swim. | <i>Ella no podía nadar.</i> |
| 3. She managed to swim. | <i>Ella pudo nadar.</i> |
| 4. She didn't manage/she failed to swim. | <i>Ella no pudo nadar.</i> |

Again, the preterit sentences talk about *events*, actual actions that took place (she *managed* to swim; she *failed* to swim). The imperfect sentences describe an ability, but in these sentences (#1 and #2), *no attempts or efforts were made*. The focus in the imperfect sentences is upon describing a capacity, a condition; the focus in the preterit sentences is upon *occurrences*, upon something that happened or something that failed to happen. (In English, the sentence "She was able to swim," could mean either that she knew how to swim, or that she actually did swim at a certain point in the past. In Spanish, however, there is no such ambiguity: if the imperfect is used the meaning is that "she knew how to swim;" if the preterit is used, it means that she did swim. As we would expect, the preterit expresses an action, the imperfect describes a state or condition.)

Exercises:

14 J. Did you know any of your classmates before coming to the university ("Before coming to the university" = *Antes de venir a la universidad . . .*)?

Where and when did you meet your best friend(s)?

14 K: What did you know before your last Spanish class, and what did you find out that you didn't know before? Did you learn/find out anything important to you in the past week (not necessarily about Spanish!)?

14 L. What were you able / not able to do as a child (*tocar un instrumento, jugar a un deporte, cantar o bailar, entender bien la ciencia o las matemáticas, etc.*). Can you remember a specific instance where you managed or failed to do something?

14 M. What has happened or taken place in the past month? *Haber* in the preterit is used to talk about such events as a concert (*un concierto*), a dance (*un baile*), a party (*una fiesta*), etc.

Think of the last party you went to. How many people were there? What was going on when you arrived? Were there people dancing, talking, playing music, etc.?

Capítulo 15: Hace dos años que visité a mis primos en Arizona

Vocabulario 15

To practice these words interactively, on a computer, click [here](#) and choose Chapter 15.

<u>en inglés</u>	<u>en español</u>
to be (very) sleepy	tener (mucho) sueño
to be right / to be wrong	(no) tener razón [<i>razón</i> is a feminine noun: <i>la razón</i>]
to be (very) lucky	tener (mucho) suerte
to be (very) hot [persons]	tener (mucho) calor
to be (very) hot [things]	estar (muy) caliente(s)
to be (very) cold	tener (mucho) frío
to be in a (great) hurry	tener (mucho) prisa
to be (very) ashamed	tener (mucho) vergüenza
to be in the mood to (do something)	tener ganas de + infinitive
to be (very) afraid of	tener (mucho) miedo de
to have to (do something)	tener que + infinitive
physical traits	los rasgos físicos
What does s/he look like?	¿Cómo es ella/él?
to have curly hair	tener el pelo rizado
to have straight hair	tener el pelo lacio
to have gray hair	tener el pelo canoso
to be bald	ser calvo/ -a/ -os/ -as
to have blue/brown/green eyes	tener los ojos azules/morenos/verdes
to be a redhead	ser pelirrojo/ -a/ -os/ -as
to be dark haired	tener el pelo moreno
to be fair haired	tener el pelo rubio
to be short [for persons]	ser bajo/ -a/ -os/ -as
each	cada [invariable; cada hombre; cada mujer]
almost	casi
already	ya
not yet	ya no
rather; enough	bastante
English	el inglés
French	el francés
Chinese	el chino
German	el alemán
Arabic	el árabe
Russian	el ruso
computer science	la informática
message	el mensaje
e-mail	el correo electrónico
e-mail message / text message	el mensaje de correo electrónico; el mensaje de texto
text messaging	la mensajería de texto
screen	la pantalla
keyboard	el teclado

to send a message	mandar/enviar un mensaje
man	el hombre
woman	la mujer
test	el examen
to (dis)obey	(des)obedecer [yo, present tense, <i>(des)obedezco</i>]
to deserve	merecer [yo, present tense, <i>merezco</i>]
to thank	agradecer [yo, present tense, <i>agradezco</i>]
to be in the habit (of doing something)	soler (ue) + infinitive
to return (to a place)	regresar (a synonym of <i>volver</i>)
to have just (done something)	acabar de + infinitive

- The first ten items in the vocabulary list function as do previously covered expressions with *hacer* and *tener*, such as *hacer (mucho) sol* [**to be** (very) sunny], *tener (mucho) hambre* [**to be** (very) hungry], and *tener (mucho) sed* [**to be** (very) thirsty]. All of these expressions in Spanish replace the English “to be” construction with “to have” or “to make.” As has been explained in an earlier chapter, it is important to use adjectives, usually *mucho* or *mucha* with these expressions, rather than ~~the adverb “very,”~~ (the Spanish ~~*mucho*~~). For example, in Spanish “to be very warm” is, literally, “to have much/a lot of warmth,” *tener mucho calor*. Notice that, in Spanish, the adjective for “much” or “a lot of” modifies the noun for *warmth*, which is different from what happens in the English counterpart expression, where the adverb *very* modifies the adjective *warm*.
- Notice that the word *vergüenza* has two dots over the ü. This phenomenon, called dieresis, alerts a speaker to pronounce what is usually a silent letter in Spanish, the *u* following a *g*. In words like *guitarra* and *llegué* the *u* does not sound; it serves only to make the *g* hard in front of *i* or *e*. However, if the *u* has two dots above it, as in *vergüenza*, the *u* is pronounced and not silent. The phenomenon of the *ü* is not common in Spanish, but it does occur in a number of words. Another example is seen in the Spanish word for “bilingual,” *bilingüe*.
- Be careful to distinguish the question, *¿Cómo es ella/él?* from the question *¿Cómo está ella/él?* The question with *estar*, as you would expect, asks about someone’s condition (are they well, sick, tired, etc.); the question with *ser* asks about what they are like (tall, loyal, intelligent, etc.).
- When describing physical characteristics in Spanish, as has been mentioned before, rather than possessive adjectives like *his*, *her*, *their*, and *our*, Spanish favors using the definite articles (*la*, *el*, *las*, *los*). So, to say “His hair is brown” in Spanish, you really say “He has the hair brown:” *Él tiene el pelo moreno*. Note that because *moreno* modifies *pelo* and not the person, the adjective would be masculine singular to describe a woman’s hair, too: *Ella tiene el pelo moreno*.
- *Cada* is an unusual Spanish adjective in that, like the numbers, it is invariable in form: *cada hombre*, *cada mujer*. ~~*Cado hombre*~~ is incorrect.

- Adjectives of nationality merit some commentary. As in English, these words may be used both as nouns and as adjectives: “Chinese is difficult for me (“Chinese” used as a noun); “a Chinese man, a Chinese woman” (“Chinese” used as an adjective). When used as an adjective, words expressing nationality, and which end in an *-o*, have the typical four forms: *un hombre chino, una mujer china, unos hombres chinos, unas mujeres chinas*. However, when adjectives of nationality end in a consonant in the masculine singular, the feminine singular adds *-a*, and the four forms look like this: *un hombre español, una mujer española, unos hombres españoles, unas mujeres españolas*, showing the pattern *-/-a/-es/-as*. This pattern is the same even when the adjective does not refer to a person: *un libro francés, una mesa francesa, unos libros franceses, unas mesas francesas*. [Compare *trabajador/-a/-es/-as*, an adjective presented earlier.]

En la clase.

- Laura: ¿Quieren Uds. ir conmigo al cine esta noche? Tengo muchas ganas de ver la nueva película de uno de mis actores favoritos.
- Felipe: Bueno, las ganas también tengo yo, Laura, pero mañana hay examen de español, y tengo que estudiar. ¿No piensas estudiar?
- Laura: Creo que puedo estudiar una o dos horas antes de ir al cine.
- Sarah: A mí también me gusta ir al cine, pero voy a estudiar esta noche para el examen.
- Felipe: ¿Quieres estudiar conmigo o prefieres estudiar sola?
- Sarah: Pues normalmente prefiero estudiar sola, pero ya estudié sola y a veces es bueno estudiar con otra persona.
- Felipe: ¿Nos vemos a las ocho en el centro estudiantil? Podemos tomar su café especial, comer algo, y estudiar.
- Sarah: Sí, a las ocho está bien.
- Felipe: Laura, ¿no quieres estudiar con nosotros esta noche? Podemos ir al cine *mañana* por la noche.
- Laura: Pues, está bien. Para mí, es mejor estudiar más para el examen, y prefiero no estudiar sola. Y me gusta mucho el café que sirven en el centro estudiantil por la noche. Los veo a las ocho.

Exercise:

- 15 A. Take turns asking and telling each other what you and/or your friends have to do today or tomorrow.
- 15 B. With one or more classmates, discuss what you like to do, or what someone you know likes to do, when you/they feel cold, warm, thirsty, or sleepy. For example: *Cuando mi madre tiene frío, se pone uno o dos suéteres*.
- 15 C. With one or two classmates, tell what you/your friends/your family members were doing last night at _____ o'clock. Practice with the imperfect tense.

- 15 D. Electronic messaging and practice with different tenses. Did you send a lot of e-mails or text messages when you were a child? More or fewer per day than you do now? Did you send any last night? Were you sending one when something surprising happened?
- 15 E. What have you and others just done?
What had you or others just done when something else happened? [For this exercise you need to have studied grammar point 32].

Grammar Point 31: How to express AGO in Spanish

There is no word in Spanish like the English word *ago*. Spanish has its own way of dealing with this common expression, although it is quite different, grammatically, from the English structure.

Hace + (time expression) + que + (verb in preterit tense)

Examples:

- | | | | | |
|----------------|--------------|------------|---------------------------|---|
| 1. <i>Hace</i> | tres minutos | <i>que</i> | <i>llegué</i> a la clase. | I arrived to class three minutes <i>ago</i> . |
| 2. <i>Hace</i> | una hora | <i>que</i> | <i>almorzamos</i> hoy. | We ate lunch an hour <i>ago</i> . |
| 3. <i>Hace</i> | dos años | <i>que</i> | nos <i>conocimos</i> | We met each other two years <i>ago</i> . |

[This structure also has an alternative expression, in which the sentence does not begin with the word *hace*. In this alternate form, the word *que* is not included. The three sentences above would be expressed as follows:

1. *Llegué a la clase hace tres minutos.* [Note: the word *que* does not appear in this version.]
2. *Almorzamos hoy hace una hora.*
3. *Nos conocimos hace dos años.*]

- Note that in either version of this grammatical expression, the verb, *hace*, is in the present tense. It is the other verb in these examples that is in the preterit. What you are saying, literally, is: “*It makes* (so much time) *that* (some preterit action happened).” So, for example, in the sentence, *Hace tres minutos que llegué a la clase*, what is literally being said is: “It makes three minutes that I arrived to class.” Notice that the two verb tenses in this English sentence match those in Spanish: “makes” for *hace* [present tense in both English and Spanish]; and “arrived” for *llegué* [both the English and Spanish verbs are in the past tense]. It is important to understand this construction with *hace* plus the preterit tense, because there is another *hace* construction that is identical to this one except that it has the second verb in the present tense. The translation of this other expression, as you can imagine, is different (it is presented below, in the next grammar point).

- The question that goes with this *ago* construction takes the form, *¿Cuánto tiempo hace que . . . ?* So, for example, the question that corresponds to #3 above would be: *¿Cuánto tiempo hace que ustedes se conocieron?* [or, alternatively, with the *vosotros/vosotras* form: *¿Cuánto tiempo hace que os conocisteis?*]

Exercises:

- 15 F. Think of your day so far. How long ago did you wake up? How long ago did you eat, have your first class, use your computer or phone, etc.
- 15 G. Take turns asking each other questions about how long ago they did something. For example, how long ago did you go to a concert, or ski, or dance, or eat Italian food, etc. If you have never done the thing you are being asked, you would answer not with this *hace* construction, but rather with a timely review of a previously studied negative construction: the Spanish for “I never did it.”

Grammar Point 32: Use of *hace* plus the present tense: how long something has been going on

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

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

- | | | | | |
|----------------|--------------|------------|-------------------------------------|---------------------------------------|
| 1. <i>Hace</i> | tres minutos | <i>que</i> | <i>estoy</i> aquí. | I've been here for three minutes. |
| 2. <i>Hace</i> | media hora | <i>que</i> | <i>comemos</i> . | We have been eating for half an hour. |
| 3. <i>Hace</i> | una hora | <i>que</i> | ellos/ellas <i>esperan</i> . | They've been waiting for an hour. |

[As with the *hace* construction with the preterit tense, *hace* with the present tense may also take an alternative form, in which the word *que* is not included, but the word *desde* (“since”) is added.

- | | |
|--|---|
| 1. <i>Estoy aquí desde hace tres minutos.</i> | [Note: the word <i>que</i> does not appear, and the |
| 2. <i>Comemos desde hace media hora.</i> | word <i>desde</i> is added.] |
| 3. <i>(Ellos/Ellas) esperan desde hace una hora.</i>] | |

The meaning of this construction might be expressed as: “It makes half an hour that we are eating lunch” (#2); or, literally, “We are eating lunch since it makes half an hour.]

- Note that in both of the *hace* + *que* constructions—the one followed by a verb in the preterit tense and the one followed by a verb in the present tense—*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 comimos.

We ate half an hour ago.

Hace media hora que comemos.

We have been eating for a half hour.

- Questions in this construction have the exact same structure as questions involving *hace* and the preterit.

¿Cuánto tiempo hace que están Uds. aquí?

How long have you been here?

¿Cuánto tiempo hace que Uds. llegaron?

How long ago did you arrive?

- This *hace* plus the present tense construction, when used negatively, tells how long it has been since something happened:

Hace dos semanas que no veo a mi familia.

I haven't seen my family in two weeks.

Hace tres meses que ella no va a casa.

She hasn't gone home in three months.

Finally, it bears at least mentioning that there are other time expressions involving *hacer* + *que* in which other tenses of the verb *hacer* are used. These will not be covered in this book, but here is one example, included only for your information: “We had been living in Spain for three years when my parents visited us there;” *Hacía tres años que vivíamos en España cuando mis padres nos visitaron allí.* (Literally: “It was making three years that we were living in Spain, when my parents visited us there.”)

Exercises:

- 15 H. How long have you been studying biology, or some other subject? How long has your family lived where it now lives? Practice asking each other questions and making statements about how long things have been going on.
- 15 I. How long has it been since you've done something? Using the *hace* construction with a negative present tense verb, make statements about what you haven't done in a while (gone to a movie, eaten at a fancy restaurant (*un restaurante elegante*), taken a philosophy course, etc.).

Grammar Point 33: ACABAR DE + infinitive

The verb *acabar* means “to end” or “to finish,” but it is also used in an idiomatic expression (that is, an expression that does not have the literal meaning of its individual parts), *acabar de + infinitive*, which has the meaning of “**to have just done something.**”

Examples:

- | | |
|-------------------------------|--|
| 1. We have just arrived. | <i>Acabamos de llegar.</i> |
| 2. What have they just done? | <i>¿Qué acaban de hacer (ellas/ellos)?</i> |
| 3. I’ve just eaten breakfast. | <i>Acabo de desayunar.</i> |

This expression is also used in the past tense, with *acabar* in the imperfect tense:

- | | |
|---|--|
| 1. <i>(Yo) Acababa de comer cuando llegaste.</i> | I had just eaten when you arrived. |
| 2. <i>Acabábamos de sentarnos para cenar cuando llamaron.</i> | We had just sat down to dinner when they called. |

When *acabar* is used in the imperfect tense in this construction, there will always be another clause, a group of words telling what happened next or later. This subsequent event will usually have a verb or verbs in the preterit tense. *Acabar* itself, however, when it is used in this *acabar* + infinitive construction, is not used in the preterit.

- Note that this expression with *acabar*, whether this verb is in the present or imperfect tense, can only mean “to have or had just done something.” So, for example, *Acabo de llegar* can only mean, “I have *just* arrived.” it cannot mean, “I have arrived.” This is true, too, for the use of *acabar* in the imperfect: *Acabábamos de sentarnos* only means, “We had *just* sat down;” it does not mean, “We had sat down.” In later chapters you will learn how to express what has or had happened in more general terms, when the present perfect and past perfect tenses are introduced.

Exercises:

- 15 J. With one or more classmates, look around the class and say what other classmates have just done. What have you just done? What has your instructor just done?
- 15 K. Have you ever just gotten into the shower when your phone rings, or just finished washing a car when it began to rain? Using *acabar* in the imperfect tense, plus *de* plus an infinitive, talk about such situations with a classmate or two. For example, Felipe might tell Sarah and Laura something like: *El sábado por la tarde, cuando yo acababa de lavar mi carro, comenzó a llover.*

Capítulo 16: Está lloviendo, pero no me molesta

Vocabulario 16

To practice these words interactively, on a computer, click [here](#) and choose Chapter 16.

<u>en inglés</u>	<u>en español</u>
to be worrisome to	preocuparle a uno/una
to be <i>very</i> pleasing to, to love	encantarle a una/uno
to seem (to someone)	parecerle a uno/una
to be bothersome to	molestarle a una/uno
to be fascinating to	fascinarle a uno/una
to be important to, to matter to	importarle a una/uno
to be interesting to	interesarle a uno/una
to resemble	parecerse a [yo present tense: <i>me parezco a . . .</i>]
to be wet	estar mojado/ -a/ -os/ -as
to get wet	mojarse
water	el agua [but <i>las aguas</i> ; this word is feminine]
umbrella	el paraguas
waterproof	impermeable
backpack	la mochila
to share	compartir
Thank you.	Gracias.
You're welcome; It's nothing.	De nada.
to have a cold	estar resfriado/ -a/ -os/ -as
a cold	un resfriado
above, over	sobre
boy / girl	el chico / la chica
here	aquí; acá (= "right here")
there	allí; ahí
good-bye	adiós
until later	hasta luego
new	nuevo/ -a/ -os/ -as
old	viejo/ -a/ -os/ -as
help	la ayuda
Help!	¡Socorro!; ¡Auxilio!
way, manner	la manera; el modo
to mean	significar; querer (ie) decir
What does that word mean?	¿Qué <i>quiere decir</i> esa palabra? [lit. "mean to say"]; ¿Qué <i>significa</i> esa palabra?
Mom	(la) mamá
Dad	(el) papá
truth	la verdad
Really? Truly?	¿de veras?
why	por qué
because	porque
then	entonces

to feel	sentir (ie, i)
feeling	el sentimiento
thing	la cosa
earth; the Earth	la tierra
moment	el momento
second (of time)	el segundo
problem	el problema [this word is masculine]
type	el tipo
to agree, be in agreement (with)	estar de acuerdo (con)
too much, too many	demasiado (adverb); demasiado/-a/ -os/ -as (adjective)
cat	el gato

- The verbs at the top of the vocabulary list for this lesson function grammatically as does the verb *gustar*. Such verbs are sometimes referred to as “reverse construction verbs,” because, unlike most verbs, where persons are the subjects/doers of the action and things are the direct or indirect objects, in these verbs things are usually the subjects and the persons involved are almost always the indirect objects. There is a grammar point in this lesson that presents in more detail how these verbs work.
- Be careful not to confuse the verbs *parecerle a uno/una* and *parecerse a*. The first is used to tell what something seems like to someone; the second is used to convey that someone or something *resembles* someone or something else. An example of the first verb would be: *Nos parece muy buena idea* (“It seems like a good idea to us”); an example of the second verb would be: *Janie se parece mucho a su madre* (“Janie resembles her mother a lot”).
- The Spanish word *paraguas* comes from the phrase *para aguas*. You know the word *para* as a preposition, but there is also a verb in Spanish, *parar*, which means “to stop.” So a *paraguas* is something that *stops waters* (raindrops). Now that you know this, what do you think the derivation of the word *parasol* would be?
- The Spanish word for “Good-bye,” *adiós*, is really a compound word, *a + Dios*, which literally means “to God.” Incidentally, the English phrase “Good-bye” is a shortened form of the archaic phrase, “God be with ye.”
- Notice that the words “why” and “because” are *por qué* and *porque*. They are clearly related and in fact the only difference in pronunciation is which syllable receives the stress.
- Spanish, like English, uses the word “second” (*el segundo*) in two senses: as a noun, it describes a small fraction of a minute; as an adjective or pronoun, it means the second in a series: *el primer libro, el segundo, y el tercero*.

En el centro estudiantil.

- Sarah: Felipe, estás mojado. ¿Llueve ahora?
 Felipe: Sí, está lloviendo.
 Laura: No lo sabíamos. Sarah y yo llegamos hace una hora, y hacía sol. ¡Ay! Tenemos clase en diez minutos y no me gusta la idea de estar mojada, en una clase, por una hora.
 Felipe: No sé por qué, pero no me molesta estar un poquito mojado. Cuando era niño me encantaba caminar en la lluvia.
 Sarah: Bueno, Laura, tengo un poncho impermeable dentro de la mochila. No es mucho, pero puedes compartirlo conmigo, si quieres. Si nos lo llevamos sobre la cabeza, vamos a llegar menos mojadas a la clase.
 Laura: Gracias.
 Sarah: De nada.
 DeMarcus: Y yo tengo un paraguas pequeño en la mochila. Mi mamá me lo compró. A ella le preocupan mucho los resfriados.
 Felipe: Acabo de mirar por la ventana. Me parece que ya no está lloviendo.
 Laura: Pues, ¡vamos a clase ahora!

Exercise:

- 16 A. *¿Qué tiempo te gusta o te molesta?* With one or two classmates, discuss what weather you like or dislike. Does it bother you when it rains? Do you use any rain gear? Do you carry a waterproof poncho or an umbrella? Do you like to ski? Does cold weather bother you?
- 16 B. *¿Qué te preocupa(n)?* Colds worry DeMarcus's mother. What worries you/your mother or father/your siblings or friends? Note the grammatical construction that is used with these verbs is the same as the one you learned for *gustar*: *A la madre de DeMarcus le preocupan los resfriados.*
- 16 C. With one or two classmates, tell what fascinates / is important / bothers, etc. you/your friends/your family members. Practice with the "reverse construction" verbs in the vocabulary list.
- 16 D. Do you have a cold? When did you last have one, and how long did it last (*tuve el resfriado por . . .*). What do you do when you have a cold? Do you drink a lot of orange juice? *¿Tomas aspirinas?*
- 16 E. *¿A quién te parece?* Do you resemble anyone in your family? Are there family members who resemble one another, or are there some who don't resemble each other at all?

Grammar Point 34: The Progressive Tense Construction and the Present Participle

Until now, each of the tenses that have been presented has contained all of the verb information in a single word. For example, the word *tuve* tells *who*, *when*, and *what* (it also contains another piece of information called the *mood*, which we will study in later chapters). Compare the English phrase, “I did study,” in which the *who*, *when*, and *what* are distributed among three words: “I” tells “*who*,” “*did*” tells *when* (past); and “*study*” tells *what*. With the progressive tense construction, the verb information in Spanish is divided between *estar* and another verb, for instance *estoy estudiando*, “I am studying.” As this same verbal construction is common in English, the progressive tense poses little conceptual difficulty, although, as we shall see, *the use of the present progressive is not exactly the same in Spanish and English*.

It should be understood that the progressive construction may always be replaced by another tense in Spanish. In the example above, “I am studying,” *estoy estudiando* could be replaced by *estudio*, which, as you have learned, has the following possible translations: “I study”, “I do study”, “I am studying” (and even “I will study / am going to study” in some cases).

The progressive tense construction, then, consists of the following:

a form of *estar* + the present participle of another verb

A. How to form the present participle:

The regular present participle of *-ar* verbs is formed by taking off the infinitive ending and replacing it with *-ando*. The regular *-er* and *-ir* present participles are formed by taking off the infinitive ending of the verb and replacing that with *-iendo*. For stem changing *-ir* verbs only, the stem change is incorporated into the present participle: *durmiendo*, *sirviendo*, *repitiendo*, etc.

Remember that when an unaccented *-i-* appears between vowels in Spanish, it changes to *-y-*. So the following forms have a *-y-* in the present participle (something that happens in the third-person forms of the preterit with these same verbs): *estás leyendo*, *estamos creyendo*.

Examples:

- | | |
|---|--|
| 1. <i>Nieva mucho aquí, pero no está nevando ahora.</i> | It snows a lot here, but it's not snowing now. |
| 2. <i>Ellos están sirviéndonos la cena.</i> | They are serving us dinner right now. |
| 3. <i>Los números. Ella los está diciendo ahora.</i> | The numbers. She is saying them now. |
| 4. <i>¿Estás estudiando o estás mirando la tele?</i> | Are you studying or watching television? |
| 5. <i>Estaban comiendo cuando llegamos anoche.</i> | They were eating when we arrived last night. |
| 6. <i>Este viernes, conduzco a San Francisco.</i> | This Friday I'm driving to San Francisco. |
| 7. <i>Voy al centro ahora mismo.</i> | I'm going downtown right now. |
| 8. <i>Ellas siguen leyendo.</i> | They continue to read. |
| 9. <i>Ellos continúan estudiando.</i> | They continue to study. |

- In all of these sentences, note that the progressive tense always has two verb words. One of these is a conjugated form of *estar* (or, occasionally, a form of *seguir*, *continuar* or

andar), and the other is always the present participle of another verb. In #4, for example, the word *mirando* could not be used by itself. It doesn't tell us who is doing the watching nor when they are doing the watching. In fact, *mirando* is not a conjugated verb; it is a participle, which means that it has no subject. The conjugated verb *estás* is needed to complete the verb, because it contains the subject; it tells us who or what is doing the action. The whole verb is *estás mirando*; both verb words are necessary in the progressive construction.

- In #2, the phrase “right now” has been added to the English translation. In English, the sentence, “They are serving us dinner,” could refer to an act in progress or to some future act (perhaps they are serving us dinner this weekend), but in Spanish the use of the progressive tense tells us that the act is *in progress* at the time it is described.
- Note that in #1-#4 the *present* progressive tense is used, and in #5 the *past* progressive tense is used. The progressive construction may be used in a number of different tenses. The past progressive tells what *was* going on at some past time, just as the present progressive tells what *is* going on in the present.
- In #5, *estaban comiendo* could easily be replaced by *comían*, the simple imperfect tense. In fact, in examples #1-#4 the progressive constructions could be replaced by the simple present tense. While you should be aware of the progressive construction in Spanish, there is nothing that cannot be expressed without it. It is an alternative verbal construction that puts the emphasis on the fact that an action is/is not, or was/was not, in progress at a certain time.
- In #2 and #3 you can see how object pronouns are treated with verbs in the progressive construction. The pronouns may either be attached to the end of the present participle, as in #2, or placed in front of the conjugated form of *estar*, as in #3. However, the object pronouns may never be placed between the conjugated verb and the present participle. Here's an example: either *estamos haciéndolo* or *lo estamos haciendo* are correct expressions for “We are doing it” (right now), but *estamos ~~lo~~ haciendo* is incorrect, because of the position of the object pronoun *lo*.
- Sentence #6 illustrates an important difference between the use of the progressive tense in Spanish and its counterpart in English. In Spanish, the progressive construction is used exclusively for acts in progress (hence its name, the *progressive*). In #6, my driving to San Francisco is not an act in progress, because it will not take place until “this Friday.” Note that the simple present tense must be used in Spanish to convey the idea that “I am driving to San Francisco later.” It would also be possible to say *Voy a conducir este viernes a San Francisco*. It would be incorrect to say: *Estoy conduciendo este viernes a San Francisco*. If an act is/was not in progress when it is described, do not use a progressive tense in Spanish.
- #7 illustrates that the progressive construction is not used with the verb *ir*: *estoy yendo* is incorrect.

- Sentences #8 and #9 show how two Spanish verbs, *seguir* (*i.i*) and *continuar*, are followed by the present participle and not by the infinitive. Another verb that may be followed by the present participle, instead of the infinitive, is *andar*. However, this use of the present participle, which is common in English, is limited to just a few verbs in Spanish. More will be said about the limits on the use of the present participle in the next chapter.
- Don't be confused by the term "*present* participle." The progressive construction may be used in other tenses than the present. The reason this participle is called the *present* participle (there is also a past participle, which we will meet in a later chapter), is because the progressive tenses always describe actions that are/were/will be *in progress*. The past participle, as its name implies, will be used to describe actions that already are/were/will be *over* when they are described. [If this seems confusing, think of the sentence, "I will have read that book by next Tuesday." Have you read the book yet? No. Still, the sentence describes an action—it happens to be a future action in this case—as being completed: "I will *have read*." Compare this last sentence to the sentence, "I will be reading that book on the train." Here the focus is on an act that will be in progress, and so the future progressive could be used. Participles do not correspond to *tenses* of verbs; they describe, rather, the *perspective* on the verbal action: "in progress" for the present participle, and "completed" for the past participle.]
- Finally, the present participle, in Spanish, is never used as a noun, something that is common in English. For example, "Seeing is believing," in Spanish, could never be translated as ~~*Viendo es creyendo*~~. To translate such a phrase, Spanish would use the infinitive (*Ver es creer*), "To see is to believe." This difference is something that will be addressed in a grammar point in the next chapter.

Exercises:

- 16 F. With classmates, take turns expressing the verb form given with an equivalent in a progressive tense. For example, if the verb is *salen*, the progressive equivalent would be *están saliendo*; if the verb is *salían*, the progressive equivalent would be *estaban saliendo*.
- | | | | |
|-------------|-------------|------------|---------------|
| 1. leo | 2. leemos | 3. viven | 4. habláis |
| 5. creíamos | 6. él salía | 7. duermes | 5. encuentran |
- 16 G. With one or two classmates, takes turns saying what you have just done (remember *acabar de*) and then what you are currently doing. What do you think your friends/family members are doing right now?
- 16 H. Say what you were doing at _____ o'clock yesterday. Use the imperfect progressive in place of the simple imperfect tense. Ask a classmate or two what they were doing at a certain time in the past.

Grammar Point 35: Verbs like *gustar*

As you know, the intransitive verb *gustar* means “to be pleasing to,” and is the verb that is usually used to translate the transitive English verb “to like.” There are other Spanish verbs that function grammatically the way that *gustar* does, and some of them are very commonly used. Such verbs are sometimes called “reverse construction” verbs, because the persons mentioned in the sentences tend not to be subjects but rather indirect objects. From the perspective of an English speaker, what is nice about the new verbs in this lesson is that most of them work the same way as their English counterparts. For example, the English verb “to be important to (someone)” or “to matter to (someone),” is used, grammatically, the way that the Spanish verb *importar*, or *importarle* (*a uno/una*), is used (see examples #1-#3 below). The one exception among these new verbs is the intransitive verb *encantar*, which is like a stronger version of *gustar* (and therefore does not act, grammatically, as does its English transitive counterpart): *encantar* tends to be translated as something like “to really, really like” or “to love” something (see examples #6 and #9).

Examples:

- | | |
|---------------------------------------|---|
| 1. That doesn't matter to me. | <i>Eso no me importa.</i> |
| 2. That doesn't matter to us. | <i>Eso no nos importa.</i> |
| 3. It doesn't matter to them, either. | <i>A ellos/ellas tampoco les importa.</i> |
| 4. It seems like a good idea to her. | <i>A ella le parece buena idea.</i> |
| 5. It does to me, too. | <i>A mí, también.</i> |
| 6. Laura loves New York City! | <i>¡A Laura le encanta la Ciudad de Nueva York!</i> |
| 7. Well, I don't! | <i>Pues, ¡a mí no!</i> |
| 8. Do dogs bother you? | <i>¿Te molestan los perros?</i> |
| 9. No, I love them! | <i>No, ¡me encantan!</i> |
| 10. And do they bother <u>you</u> ? | <i>Y ¿a ti te molestan?</i> |
| 11. No, not me either. | <i>No, a mí tampoco.</i> |

- As with *gustar*, the subjects of these verbs tend to be some third-person noun such as “this,” “that,” “idea(s),” or “dogs.” The people affected, again as was the case with *gustar*, are expressed as the indirect object, and an indirect object pronoun (*me, te, le, nos, os, les*) will appear in the sentence.
- In sentences where the indirect object pronoun may be confusing or ambiguous, a prepositional phrase, such as “*a ellas/ellos*” (#3), “*a ella*” (#4), or “*a Laura*” (#6) is added.
- While *importar, parecer, molestar, interesar, and fascinar* correspond to verbs that also take the indirect object construction in English (“to matter to,” “to seem to,” “to be a bother to,” “to be interesting to,” “to be fascinating to”), *encantar*, like *gustar*, does not. *Encantar*, which literally means “to be enchanting to,” is like a stronger form of *gustar* and corresponds to something like the English verb “to love” in the sense of sentence #6 above.

- Be careful not to try to translate forms of “to be” with these verbs. For example, “They are fascinated by that idea,” would be simply: *(A ellos/ellas) les fascina esa idea*. It would be incorrect to try to translate the “are” into Spanish with a form of *ser* or *estar*. Again, this is something you’ve seen already with the verb *gustar*, “to be pleasing to.”
- Sentences #5, #7, and #11 illustrate the need for care when agreeing or disagreeing with statements involving verbs like these. In English, if someone says, “I like ice cream,” someone might say, “**I** do, too.” In Spanish, however, you must remember that *Me gusta el helado* means, “Ice cream is pleasing *to me*,” and so, to agree, someone would say, *A mí, también* (“to me, too”). Using *yo* would be incorrect.

Exercises:

- 16 I. What fascinates you? What bothers your father or mother? What interests your friends? With classmates, take turns making statements using these verbs. Remember that the persons affected (fascinated, bothered, interested) will always be the indirect objects of the sentences, and that the subjects will be some third-person singular or plural noun, with which the verb will agree.
- 16 J. With one or more classmates, make statements comparing how two other people (perhaps your mother and father, or two of your siblings or friends) feel about different foods or kinds of music, or other things in your Spanish vocabulary. Example: *A mi hermana Nancy le encanta Florida, pero a mi otra hermana, Barbara, le molesta. A Barbara le encanta Massachusetts, donde hace menos calor.*

Capítulo 17: Mi familia ha viajado bastante

Vocabulario 17

To practice these words interactively, on a computer, click [here](#) and choose Chapter 17.

<u>en inglés</u>	<u>en español</u>
letter (written, not of the alphabet)	la carta [la letra refers to the alphabet]
therefore	por eso
said	dicho (irregular past participle of <i>decir</i>)
done	hecho (irregular past participle of <i>hacer</i>)
written	escrito (irregular past participle of <i>escribir</i>)
seen	visto (irregular past participle of <i>ver</i>)
put	puesto (irregular past participle of <i>poner</i>)
returned	vuelto (irregular past participle of <i>volver</i>); regresado
died	muerto (irregular past participle of <i>morir</i>)
discovered	descubierto (irregular past participle of <i>descubrir</i>)
opened	abierto (irregular past participle of <i>abrir</i>)
to break	romper
broken	roto (irregular past participle of <i>romper</i>)
to have (auxiliary verb)	haber [for irregular present tense see grammar]
on / upon _____ing	al + infinitive [“on/upon arriving” = al llegar]
classroom	el aula, <i>f.</i> ; el salón de clase; la sala de clase
semester	el semestre
party (not political)	la fiesta
to enter (a place)	entrar en <i>or</i> entrar a
to sit down	sentarse (ie)
ridiculous	ridículo/ -a/ -os/ -as
street	la calle
to use	usar
passion	la pasión [no accent in plural: las pasiones]
to count; to tell or recount	contar (ue)
bill; tab; check (as in a restaurant)	la cuenta
story; short story	el cuento
novel	la novela
magazine	la revista
newspaper	el periódico
literature	la literatura
poetry	la poesía
poem	el poema [this word is masculine]
play, drama	el drama; la comedia [<i>el drama</i> is masculine]
flower	la flor
mountain	la montaña
sea	el mar
ocean	el océano
river	el río
desert	el desierto

lake	el lago
mountain range	la cordillera
jungle	la selva
island	la isla
continent	el continente
north	el norte
south	el sur
east	el este
west	el oeste
direction; address	la dirección

- Past participles are words like “closed,” “broken,” “spoken,” etc.; there are a number of irregular past participles given in the vocabulary list. There is a grammar point in this chapter dedicated to the use of the past participle in the present perfect tense. Past participles are also used as adjectives in Spanish, something that happens in English as well. In this chapter you will learn how to form and use the past participle in Spanish.
- Spanish uses two different words to translate “letter:” an epistle or written correspondence is *una carta*; a letter of the alphabet is *una letra*.
- Spanish also uses two different words for the verb “to have:” *tener* denotes possession; *haber* is an auxiliary verb. Its use with the past participle, as well as the rules governing the formation of the past participle and the present perfect tense, are taken up below, in grammar point 33.
- The Spanish word *fiesta* means “party” in the sense of a social gathering. A political party is *un partido político*.
- The verb *contar* (*ue*) has two different meanings in Spanish: “to count” and “to tell or to recount a story.” For this reason, there are two nouns related to *contar*, the feminine noun, *la cuenta*, and the masculine noun, *el cuento*: the former refers to a bill, or a check in a restaurant; the latter means “story” or “short story.”
- Two of the words in this lesson, *el poema* and *el drama*, are masculine words ending in *-ma*. There is a family of nouns in Spanish that end in *-ma* but which are masculine. Another one you have seen is *el problema*. Not all words ending in *-ma* are masculine, but quite a few fairly common words are. Besides the ones already mentioned, two others are: *el programa*, “program;” and *el tema*, “theme.”
- *La dirección* has two or three different meanings. It is the word that translates the English “address,” as in the identification of someone’s residence (not a speech, which is *un discurso*). *La dirección* also means “direction,” both in the sense of orientation in space (south, east, etc.) as well as the job performed by the director of a film (e.g., *la dirección es de Alfonso Cuarón*).

En la clase.

Felipe: ¿Han visitado ustedes otros países?

Laura: Mi familia y yo visitamos Canadá hace dos años. Fuimos a Toronto, que me gustó mucho. También pasamos una semana en Montreal, donde hablan francés. Casi no entendí nada.

Sarah: Mi familia ha viajado bastante. He visto el río Amazonas y la selva de Brasil, y también he visto la montaña Aconcagua en los Andes. Fuimos una vez a Europa y África. He visitado cuatro continentes.

Felipe: He ido varias veces a México con mi familia, para visitar a unos tíos y primos que tengo allí. Viven cerca del océano Pacífico. Me encantó correr en la playa y nadar en el mar.

Laura: Mis padres dicen que puedo estudiar un semestre en Europa, Sudamérica, o Australia, si quiero. Todavía no he decidido. Jugar al fútbol en el equipo de la universidad es importante para mí.

Sarah: Pero puedes ir en un semestre cuando no hay partidos de fútbol.

Laura: Sí. Y la verdad es que me gusta mucho viajar. Me encanta conocer a otras personas, y también me gusta mucho comer cosas diferentes.

Felipe: Espero ir a estudiar en otro país por un semestre. Quiero tomar lecciones de guitarra en otro país.

Sarah: Yo pienso ir a un país donde hablan español. Quiero aprender a hablarlo bien.

Exercise:

17 A. *¿Viajaba mucho tu familia cuando eras niña/niño?* With one or two classmates, take turns saying whether or not you visited other countries. If you haven't, do you have family or friends who traveled to other parts of the world, or who have worked in other countries?

17 B. *¿En qué dirección?* With classmates, ask in what direction different places are. For example: *Para llegar a Canadá, ¿en qué dirección tienes que ir?*

17 C. *La literatura.* Do you like to read novels, magazines, the newspaper? Do you like to see and/or act in plays (to act in a play = *actuar en un drama*). Do you write stories or poems, or know somebody who does? Practice the vocabulary by asking each other questions.

17 D. *La geografía.* Do you like the mountains? Does your mother prefer the beach? Has your sister ever been to a jungle or a desert? Discuss such things with classmates. A useful phrase might be *(No) me gustaría + infinitive*, which means "I would (not) like to . . .". You can say what kinds of geographical features of our planet you would or would not like to see/visit/explore [=explorar].

17 E. *Cuando entraste hoy en el aula, ¿qué pasaba?* Practice preterit and imperfect by saying what was going on when you entered the classroom today. Who was studying? Who was chatting? Were there students on their phones? Was the professor there yet? Was anyone writing on the board?, etc.

Grammar Point 36: The Present Perfect Tense and the Past Participle

In the last chapter, you saw that the progressive tense construction did not contain all of the verb information in a single word, but rather split it up into two words, usually a form of *estar* and a *present participle* from another verb. For example, instead of “leo,” which can be translated as “I read,” “I do read,” “I am reading,” and sometimes even “I will (soon) read,” the two-word progressive form *estoy leyendo* is literally “I am” + “reading.” The similarities and differences between the progressive constructions in Spanish and English were also addressed in the last chapter.

In this chapter another tense that always divides the verb information into two words will be presented. This is the present perfect tense (called *el pretérito perfecto* in Spanish), and its use in Spanish parallels its use in English. Examples of the present perfect tense are: “I have read,” “We have seen,” and “You have eaten.” As you can see, in English the present perfect tense is composed of a form of the auxiliary verb “to have” and a past participle. In Spanish the present perfect tense consists of a present tense form of the auxiliary verb *haber* (this is the verb that *hay*, *hubo*, and *había* come from) plus the past participle of another verb:

present perfect tense = a present tense form of *haber* + the past participle of another verb

A. The forms of *haber* in the present tense:

The verb *haber* is irregular in the present tense. Here are the forms:

he	hemos
has	habéis
ha	han

- Do not confuse this verb with the verb *tener*, which also means “to have.” *Tener* is “to have” in the sense of possession: “I have a pencil,” *Tengo un lápiz*; “She doesn’t have her computer today.” *Ella no tiene hoy la computadora*. *Haber* is an auxiliary verb, which means that it “helps” other verbs. While there are expressions in Spanish in which the forms of *haber* are used alone, *haber* never expresses possession as *tener* does, and the forms of *haber* given above will almost always be used together with the past participle of another verb.
- Note that the only form of *haber* that is regular in the present tense is the vosotras/vosotros form, *habéis*.

B. How to form the past participle:

- The past participle of *-ar* verbs is formed by replacing the infinitive ending with ***-ado***: *hablar – hablado*; *estar – estado*; *empezar – empezado*; *cansar – cansado*.

- The past participle of *-er* and *-ir* verbs is regularly formed by replacing the infinitive ending with **-ido**: *comer* – **comido**; *vivir* – **vivido**; *ser* – **sido**.
- There are a number of irregularly formed past participles in Spanish, and these must be memorized:

<i>decir</i> :	dicho	<i>hacer</i> :	hecho
<i>escribir</i> :	escrito	<i>ver</i> :	visto
<i>poner</i> :	puesto	<i>volver</i> :	vuelto
<i>romper</i> (to break):	roto	<i>abrir</i> :	abierto
<i>morir</i> :	muerto	<i>descubrir</i> :	descubierto

Examples of the present perfect tense:

- | | |
|--|---|
| 1. <u><i>Hemos leído ese libro de historia.</i></u> | We <i>have read</i> that history book. |
| 2. <u><i>Ellas nos han servido la cena.</i></u> | They <i>have served</i> us dinner. |
| 3. <u><i>Los números. Ella nos los ha dicho.</i></u> | The numbers. She <i>has told</i> them to us. |
| 4. <u><i>¿Ya has estudiado la lección?</i></u> | <i>Have you already studied</i> the lesson? |
| 5. <u><i>No, todavía no la he estudiado.</i></u> | No, I <i>haven't studied</i> it yet. |
| 6. <u><i>¿Ya se han despertado ellos?</i></u> | <i>Have they awakened</i> yet? |
| 7. <u><i>Sí, pero todavía no se han levantado.</i></u> | Yes, but <i>they haven't gotten out of bed</i> yet. |

- In all of these sentences, note that the present perfect tense always has two verb words. One of these is always a conjugated form of *haber*, and the other is always the past participle, usually that of a different verb. In #4, for example, the word *estudiado* could not be used by itself. It doesn't tell us who did the studying, nor when they did the studying. In fact, *estudiado* is not a conjugated verb; it is a participle. The conjugated verb *has* is needed to complete the verb. The whole verb is *has estudiado*; both verb words are necessary in the present perfect tense.
- In #1, the past participle carries an accent over the *í*: *leído*, in order to maintain one syllable more than the infinitive, which is how the regular past participles are always pronounced. Without this added accent the word, ~~leido~~, would have two rather than three syllables. This addition of an accent occurs regularly for *-er* and *-ir* infinitives with stems that end in a strong vowel (a, e, o), such as *leer*, *creer*, and *roer* (=to gnaw).
- In #2, #3, #5, #6, and #7 you can see how object pronouns are treated with verbs in the present perfect tense. Unlike the progressive construction, where pronouns may either be attached to the end of the present participle or placed in front of the conjugated form of *estar*, object pronouns cannot be attached to past participles. They must precede the conjugated form of *haber* in all cases. In #3, for example, *Ella ha dicho nos los* would be incorrect.

C. Perfect tenses and past participles.

The present perfect tense is one of several perfect tenses, also called “compound tenses,” in both English and Spanish. The term “compound tense” reflects the fact that such tenses always consists of *two* words, which in Spanish are a form of *haber* and a past participle.

The word “perfect” in this context refers to the fact that perfect tenses always describe actions or conditions that are/were/will be completed from the point of view of the sentence. For example, “I have read the book” describes the act of reading as finished, whereas, by comparison, “I am reading the book,” which uses a present participle (reading), views the act of reading as in progress, not as completed. The past participle, like the present participle, may be involved with any tense (present, past, future, conditional). For example, consider this sentence: “By Sunday I will have finished this book for my philosophy class.” I haven’t finished the book yet, but, in the sentence, I am talking about a time when the reading of the book will already be completed. The tense of *will have finished* is the future perfect; it describes an act that will be completed from the perspective of the sentence, which is set sometime in the future.

If you have ever said the Spanish sentence, *Estoy cansado / Estoy cansada*, then you have already used a past participle. Past participles, both in Spanish and English, are commonly used as adjectives: *Han roto la ventana*, “They have broken the window” (present perfect tense); *Es una ventana rota*, “It is a broken window” (*broken* here is an adjective modifying “window”). Be careful not to treat past participles that are used with forms of *haber* as if they were adjectives. When used as a past participle, words like *hablado* and *comido* are invariable: *he hablado, hemos hablado, han hablado; has comido, habéis comido, han comido*. These same words, when used as adjectives, have four forms: *un taco medio comido, dos tacos medio comidos; una palabra hablada, unas palabras habladas*. There are also nouns in Spanish that are derived from past participles, such as *la entrada* (entrance) and *la salida* (exit). Just remember that when used with forms of *haber* in perfect tenses, the ending of the past participle is invariable.

Exercises:

- 17 F. With classmates, take turns saying what you, friends, and/or family members have already done today. Try to use some reflexive verbs and also to make some negative statements. (Remember that *already* is *ya*, and that *not yet* is *todavía no*.)
- 17 G. With one or two classmates, takes turns asking one another questions about what you each have or haven’t done this week, this semester, or this year.
- 17 H. *¿Qué has hecho en la vida?* With one or more classmates, talk about one or two very memorable experiences you have had. Alternatively, talk about what others have done that has impressed or distressed you [*impresionar; molestar*]. You might choose someone famous and say what they have done.

Grammar Point 37: Uses of the Infinitive

Almost since the first day of this course you have been using the infinitive after conjugated verbs; for instance, *Quiero ir*, “I want *to go*.” You have also used the infinitive after prepositions, for example in the verb construction for the future tense, *ir + a + infinitive*: *No voy a estudiar hoy*, “Today I’m not going to study.” These uses of the infinitive are fairly close to English

usage, but there are other uses of the infinitive in Spanish that illustrate differences between English and Spanish. Perhaps the most important of these differences is the use of the infinitive as the only *verbal noun* form in Spanish. The infinitive may be used as a verbal noun in English, although in English the *gerund* tends to be the verbal noun of choice. [A *gerund* is formed by adding *-ing* to a verb word (see below for explanations and comments)].

In the last lesson, it was mentioned that it is incorrect to use the present participle as a noun in Spanish. For example, in the sentence “Traveling is an education,” the word *traveling* is a gerund, that is, *a verbal noun*, and it is the subject of the sentence. Spanish does not use the present participle this way. Instead, in Spanish the sentence would be: ***Viajar es una educación***, which could be translated into English as “To travel is an education.” In English we have the option to use either the infinitive or the gerund (the gerund is more common, but either is correct); in Spanish, only the infinitive may be used as a verbal noun.

Examples:

- | | |
|--|---|
| 1. After <i>eating</i> , we left. | <i>Después de <u>comer</u>, salimos.</i> |
| 2. Without <i>thinking</i> twice, she jumped. | <i>Sin <u>pensarlo</u> dos veces, ella saltó.</i> |
| 3. I want to speak with him before <i>deciding</i> . | <i>Quiero hablar con él antes de <u>decidir</u>.</i> |
| 4. <i>Upon arriving</i> , they gave us presents. | <i><u>Al llegar</u>, nos dieron regalos.</i> |
| 5. <i>On leaving</i> , they turned off the lights. | <i><u>Al salir</u>, apagaron las luces.</i> |
| 6. <i>Playing</i> the guitar is important for him. | <i>(El) <u>Tocar</u> la guitarra es importante para él.</i> |
| 7. They love <i>playing</i> soccer. | <i>A ellos/ ellas les encanta <u>jugar</u> al fútbol.</i> |
| 8. They like <i>going</i> to the movies. | <i>A ellas les gusta <u>ir</u> al cine.</i> |
| 9. <i>Eating</i> so fast is a bad idea. | <i>(El) <u>Comer</u> tan rápido es mala idea.</i> |

- Sentences #1, #2, and #3 illustrate that, in Spanish, the only form of a verb that can be used after a preposition is the infinitive. *Después ~~comiendo~~ or después de ~~comiendo~~* are incorrect.
- In sentences #4 and #5, the expression *al + infinitive* is seen to translate what in English is a construction involving “Upon / On + _____-ing (gerund).”
- In sentences #6, 8, and 9, the English use of a gerund as a subject is translated either by the infinitive in Spanish, or by *El + infinitive*. English could use the infinitive here, although the gerund seems more common. For example, #6 could be “To play the guitar . . .” rather than “Playing the guitar . . .” In either case, the Spanish would be: *El tocar la guitarra . . .* or *Tocar la guitarra . . .* When an infinitive is used as a noun, the article *el* is sometimes used with it. This tells us that infinitives in Spanish are considered masculine, singular nouns.
- With *gustar* and *encantar*, the optional *el* before the infinitive is not used (see #7).
- Be careful translating English _____-ing words when you are speaking Spanish. This is a case where the two languages are different in their treatment of grammar. Now that you know how to form the present participle of a verb, never use it as a noun.

Exercises:

- 17 I. With a classmate or two, take turns stating one or two things that you do *upon* waking up, or *upon* arriving at your room or the dining hall, etc. Use *al* + an infinitive to translate *upon* -ing.
- 17 J. *Traveling, drawing, singing, eating Italian food, etc.* With one or more classmates, take turns saying what you like to do. Remember that all these words (traveling, drawing, etc.) when used as subjects, will be translated with infinitives in Spanish.
- 17 K. *Antes de, después de*, What do you, friends and/or family do before leaving in the morning, or after returning later in the day? Remember that because *de* is a preposition, only an infinitive may follow it if a verb is needed in Spanish. Example: *Después de despertarme, me ducho* (“After waking up, I shower.”).

Capítulo 18: Háganos el favor de traer más salsa

Vocabulario 18

To practice these words interactively, on a computer, click [here](#) and choose Chapter 18.

<u>en inglés</u>	<u>en español</u>
Be! [irregular usted command of <i>ser</i>]	sea
Be! [irregular usted command of <i>estar</i>]	esté
Give! [irregular usted command of <i>dar</i>]	dé
Go! [irregular usted command of <i>ir</i>]	vaya
Know [irregular usted command of <i>saber</i>]	sepa
irregular usted command of <i>haber</i>	haya
animal	el animal
ferocious	feroz /feroces
tortoise; turtle	la tortuga
rabbit	el conejo [bunny = <i>el conejito</i>]
lion, lioness	el león [plural <i>leones</i> (no accent)]; la leona
snake, serpent, viper	la culebra; la serpiente; la víbora
elephant	el elefante / la elefanta
whale	la ballena
giraffe	la jirafa
cheetah	la chita <i>or</i> el guepardo
I should like (a softened request)	(yo) quisiera
could you possibly___; would you mind?	hacer el favor de + infinitive
waiter	el camarero / la camarera; el mesero / la mesera
to try to_____	tratar de + infinitive
certainly, of course	por supuesto; ¡Cómo no!
immediately, right away	en seguida
to be appealing (to someone)	apetecerle (algo a uno)
to be happy about, to be gladdened by	alegrarse de
environment	el medio ambiente
pollution	la contaminación
air/water pollution	la contaminación del aire/ del agua
garbage	la basura
greenhouse effect	el efecto invernadero
factory	la fábrica
recycling	el reciclaje
product	el producto
biodegradable	biodegradable
disposable	desechable
ozone layer	la capa de ozono
nature	la naturaleza
natural resources	los recursos naturales
species	la especia / las especias
danger	el peligro
endangered species	las especies en peligro de extinción

ecology	la ecología
to protect	proteger [yo form, present tense: protejo]
to waste	desperdiciar
to throw out	echar; tirar
to pollute, to contaminate	contaminar
to conserve	conservar
to preserve, protect from	preservar
to recycle	reciclar
to reduce	reducir [yo form, present tense: <i>reduzco</i>]
to build, construct	construir [yo form, present tense: <i>construyo</i>]

- One of the grammar points in this lesson has to do with the formation and use of the *usted* and *ustedes* commands. Six of these commands are formed irregularly and so must be memorized, and that is why they are in the vocabulary list. The rest of the *usted/ustedes* commands follow rules that are introduced in a grammar point below. The form *haya* is not used as an *usted* command *per se*, but as these commands are very closely related to the subjunctive mood—a grammar point that is presented in a subsequent chapter—learning the form *haya* now will be very helpful later.
- For some animals, Spanish has different masculine and feminine forms, but for others this is not the case. *La tortuga*, or *la jirafa*, for example, could refer either to males or females of the species. To specify a *male* turtle/tortoise or a *male* giraffe, Spanish uses the word *macho*, which means “the male of an animal species,” so a male giraffe would be “una jirafa macho,” and a male tortoise/turtle would be “una tortuga macho.”
- Spanish, like English, has several words to refer to what most of us would call a “snake.” *Una víbora* is a poisonous snake.
- The word *quisiera* comes from the verb *querer*. It is a form of the past subjunctive, a grammar topic that will be presented in a later chapter. *(Yo) quisiera* is what is called a “softened request.” It is generally considered to be more polite than *quiero*, “I want,” and might be translated as “I should like . . .”
- The verb *apetecerle* (*algo a uno*) is grammatically like *gustar*, *encantar*, *importar*, etc.
- You may notice that the verb *alegrarse de*, used by the *camarero* in the dialogue below, is followed by the form *encante* and not by the form *encanta*. This is an example of the subjunctive mood, a topic that will be introduced in a subsequent chapter.
- *La contaminación* and *la extinción*, like *la dirección*, *la lección*, and many other words in the same family of Spanish nouns, end in *-ción* in the singular and *-ciones* (no accent) in the plural. All of these words, which usually correspond to English counterparts ending in *-tion*, are feminine.

Sarah, Laura, y Felipe están en un restaurante mexicano.

Felipe: ¿Podemos tratar de pedir en español?

Camarero: ¡Por supuesto! Pidan ustedes en español.

Sarah: ¿Es usted de México?

Camarero: Sí, señorita, soy de Guadalajara. ¿Les gusta la comida mexicana?

Laura: A mí sí. Me gustan más las tostadas de pollo.

Camarero: Lean ustedes el menú. Voy por las tortillas y la salsa y se las traigo en seguida.

Los tres: Gracias. (*Los tres leen el menú. Después de unos minutos, vuelve el camarero.*)

Camarero: Bueno, ¿qué les apetecen?

Sarah: Quisiera una chimichanga, por favor, de carne de res, arroz, y frijoles.

Laura: Una tostada de pollo para mí, por favor.

Felipe: Pues, ¡me gusta todo! Tráigame la especialidad de la casa: el plato que viene con un taco, una tostada, un burrito, y con arroz y frijoles.

Sarah: Y háganos el favor de traer más salsa para estas tortillas deliciosas, por favor.

Camarero: ¡Cómo no! Me alegro de que a ustedes les encante la cocina mexicana.

Exercise:

- 18 A. *Comparing animals.* With one or two classmates, take turns practicing comparisons (and superlatives if you have already studied that grammar point; it's in this chapter). Choose two animals and say which is faster, slower (=lento/ -a/ -os/ -as), bigger, smaller, more or less ferocious.
- 18 B. *Role playing.* With classmates, pretend you are in a restaurant, ordering in Spanish. Take turns being a person ordering and the person taking the orders.
- 18 C. *El medio ambiente.* With one or more classmates, take turns stating what problems face the environment. Is ecology an area of interest for you? Are there things you, or others you know, do to try to address some of the environmental problems in today's world?
- 18 D. *El mundo de los animales.* Where do the animals that are in the vocabulary list live? Are they active during the day or the night? Do you have a most or least favorite among the ones listed? Are you interested in whales, afraid of snakes, fascinated by elephants, or indifferent (=indiferente) to animals and nature?
- 18 E. *Reviewing verb tenses.* Thus far you have learned how to talk about the present, past, and future. You also know how to say what you have and haven't done. With one or more classmates, talk about whatever you like, but do try to stay within the vocabulary and the grammar you have learned.
- 18 F. *¿Qué (no) te apetece? / ¿Qué tratas de hacer?* Practice these two new verbs/phrases with one or more of your classmates.

Grammar Point 38: How to Form and Use *usted* and *ustedes* commands

Commands, or imperatives, are an important verbal feature of both English and Spanish. In English, the difference between the two sentences, “You are washing your hands,” and “Wash your hands,” is the difference between a declaration (the first sentence) and a command or imperative (the second sentence). As commands are verb forms, it should not be surprising that in Spanish these forms involve changes in the verb form endings. To give one example (more will follow, below): *Usted habla español* means “You [formal, singular] speak Spanish.” ¡*Hable usted español!* means “Speak [you formal, singular] Spanish!”

In Spanish there are five subjects that have command forms. There are *usted* and *ustedes* commands, *tú* commands, *nosotros/nosotras* commands, and *vosotros/vosotras* commands. There are no commands for the *yo* form. Aside from learning the commands for their own sake, as they are an integral part of the language and are used in Spanish about as much as they are in English, certain command forms of Spanish also form the basis of *the subjunctive mood*, a very important grammar phenomenon of Spanish that will be taken up after the commands are presented. The forms of the present tense of the Spanish subjunctive are most closely related to the forms of the *usted* and *ustedes* command forms, which are presented in this grammar point. Learning these command forms, then, will provide the foundation for learning and mastering the subjunctive mood later.

As always, when new verb forms are introduced, this grammar point will cover first how to form the *usted/ustedes* commands, and then how to use them.

A. How to form the regular *usted* and *ustedes* command:

The steps to follow to form the *usted* commands for all but six verbs in Spanish are these:

- Begin with the *yo* form of the present tense. Let’s take the following three verbs to help illustrate this formation process: *hablo*, *tengo*, and *pido*. The first of these is representative of regular verbs, the second is representative of verbs with irregular *yo* forms, and the third is representative of stem-changing verbs.
- Take off the *-o* of the form. We now have these stems: ***habl-***, ***teng-***, and ***pid-***.
- Think of the infinitive of the verb in question. For an *-ar* verb, add *-e* to the stem; for an *-er* or *-ir* verb, add *-a* to the stem. This gives us: ***hable***, ***tenga***, and ***pidá***.
- This is the *usted* command form. The *ustedes* command form adds *-n* to the *usted* form.

Examples:

1. Eat now. Don’t eat later.
2. Eat now. Don’t eat later.
3. Come at eight o’clock.
4. Don’t arrive too late.
5. Begin your test now.

Coma usted ahora. No coma más tarde.

Coman ustedes ahora. No coman más tarde.

Venga usted a las ocho. / Vengan ustedes a las ocho.

No llegue(n) usted(es) demasiado tarde.

Comience(n) usted(es) ahora el examen.

6. Look for the book, please. *Busque(n) usted(es) el libro, por favor.*
 7. Your hands. Wash them. *Las manos. Láveselas Ud. / Lávenselas Uds.*
 8. The books. Don't look for them here. *Los libros. No los busque(n) usted(es) aquí.*

- #1 and #2 illustrate two things: the affirmative and negative forms of *usted/ustedes* command are the same. The only difference is the addition of *no*: *coma(n)*; *no coma(n)*.
- Sentence #3 illustrates that verbs with irregular *yo* forms in the present tense form the *usted/ustedes* command regularly, that is, according to the rules outlined above: *vengo* yields *venga usted / vengan ustedes*. Never use the infinitive to form these commands; always begin with the first person singular present tense form of the verb.
- #4, #5, and #6 illustrate that some spelling changes are necessary to reflect the correct pronunciation of a command form. Applying the formation rules above, you would think that the *usted* command for *llegar* would be *Hege*, but this is incorrect because the pronunciation of this command in Spanish preserves the hard *-g* of the infinitive, and so the spelling must change to reflect this: *llegue* is correct. The same process yields *busque*, instead of *busee*, and *comience* instead of *comienze*. These are the same spelling changes that occur in the *yo* forms of the preterit tense of these verbs (and for the same reasons). While the spelling of, for instance, *busqué* and *busque* differ only by the accent mark over the preterit form, this difference is important and is reflected in syllabic stress. With the accent, the stress falls on the second syllable; without the accent, the stress falls on the first: *bus-qué* vs. *bus-que*.
- Sentences #7 and #8 illustrate how object pronouns are used with the commands. **Object pronouns, including reflexive object pronouns, are attached to affirmative commands** [#7]; for negatives they are placed between the *no* and the command form [#8].
- Note that accents will often be needed when affirmative commands have object pronouns attached to them. The rule for this is to preserve the original stress of the command form:

Examples:

1. Spanish. Speak it. *El español. Háblelo.* [accent on 3rd syllable from end]
 2. Spanish. Speak it to us. *El español. Háblenoslo.* [accent on 4th syllable from end]

In both of these examples, the original stress, which is on the *a* of *hable*, is preserved by writing an accent over it when one or more object pronouns are added.

B. How to form the six irregular *usted* and *ustedes* commands:

- There are six present tense *yo* forms that do not end in *-o*: *soy, estoy, doy, voy, sé, and he*. Therefore, the rules for forming the *usted/ustedes* commands cannot be applied to the verbs *ser, estar, dar, ir, saber, and haber*, because there is no final *-o* to remove to start the process. The six irregular *usted/ustedes* command forms must be memorized as vocabulary.

Here are the *usted* forms for these six verbs. The *ustedes* forms add *-n*:

<i>ser:</i>	<i>sea</i>	<i>ir:</i>	<i>vaya</i>
<i>estar:</i>	<i>esté</i>	<i>saber:</i>	<i>sepa</i>
<i>dar:</i>	<i>dé</i>	<i>haber:</i>	<i>haya</i>

Examples:

1. Be good.	<i>Sea usted bueno. / Sean ustedes buenos.</i>
2. Be here by ten.	<i>Esté Ud. aquí para las diez. / Estén Uds. . . .</i>
3. The books. Give them to me, please.	<i>Los libros. Démelos / Dénmelos, por favor.</i>
4. Don't go later. Go now.	<i>No vaya(n) después. Vaya(n) ahora.</i>
5. Know that it is true.	<i>Sepa(n) usted(es) que es la verdad.</i>
6. Let there be light!	<i>¡Que haya luz!</i>

- Although these commands are formed irregularly, note that the relation between the *usted* and *ustedes* commands is the same as for all other verbs: just add *-n* to the *usted* command to form the *ustedes* command.
- Also note that the object pronouns are used the same way with these irregular command forms as they are with the regularly formed commands: object pronouns are attached to affirmative commands and placed in between the *no* and the command form for negative commands.
- The irregular *usted* command form of *dar*, ***dé***, has an accent to distinguish it from *de*, the preposition “of” / “from.” The plural form ***den*** *ustedes* does not have an accent, because there are no other Spanish words spelled the same way. [*Den* will have an accent if two object pronouns are attached to it, as is true of any affirmative command form.]

Exercises:

18 G. Give the *usted* command forms of the following infinitives. Remember to begin the process of generating the command form with the *yo* form of the present tense:

1. <i>vivir:</i>	2. <i>decir:</i>
3. <i>no abrir:</i>	4. <i>no traer:</i>
5. <i>cargar</i> (to load; to charge):	6. <i>marcar</i> (to mark; to dial):

18 H. Give the *ustedes* command forms of the following infinitives:

1. <i>no salir:</i>	2. <i>volver:</i>
3. <i>viajar:</i>	4. <i>no empezar:</i>
5. <i>encontrar:</i>	6. <i>buscar:</i>

18 I. With one or more classmates, practice the placement of object pronouns with affirmative *usted* commands.

In this exercise, use *el libro* and *la computadora* for “it” and *los libros* and *las computadoras* for “them.”

- | | |
|-----------------|-------------------|
| 1. Look for it. | 2. Look for them. |
|-----------------|-------------------|

- | | |
|-------------------|---------------------|
| 3. Buy it. | 4. Buy them. |
| 5. Give it to me. | 6. Give them to me. |

- 18 J. Repeat the last exercise for *ustedes* commands. What changes and what does not?
- 18 K. Repeat exercises 18 I and 18 J for *negative* commands.
- 18 L. Make a list of four suggestions of what can be done to address the problems of the environment. Use two affirmative and two negative commands.

Grammar Point 39: The Superlative

The superlative, in both Spanish and English, is related to the unequal comparative. In English, for example, the unequal comparison, “Sarah is *taller* than Laura,” could be compared to the superlative, “Felipe is ***the tallest*** of the three.” In Spanish, these two sentences would be: *Sarah es más alta que Laura; Felipe es **el más alto** de los tres.*

- **To form the superlative, Spanish adds the definite article (*el, la, los, or las*) to the comparative form: *definite article + comparative form = superlative***

Examples:

- | | |
|---|---|
| 1. She is the smartest student in the class. | <i>Ella es la estudiante más inteligente de la clase.</i> |
| 2. He is the smartest student in the class. | <i>Él es el estudiante más inteligente de la clase.</i> |
| 3. They are the smartest students in the class. | <i>Ellos son los estudiantes más inteligentes de la clase.</i> |
| 4. They are the smartest students in the class. | <i>Ellos son los estudiantes más inteligentes de la clase.</i> |
| 5. They are the best students in the class. | <i>Ellos son los mejores estudiantes de la clase.</i> |
| 6. They are the worst students in the class. | <i>Ellos son los peores estudiantes de la clase.</i> |
| 7. She is not the tallest in the class. | <i>Ella no es la más alta de la clase.</i> |
| 8. He is the tallest in the class. | <i>Él es el más alto de la clase.</i> |

- Note that in sentences 1-4, the noun comes in between the definite article and the comparative form (*la estudiante más inteligente, el estudiante más inteligente, etc.*). This is because qualitative adjectives routinely follow their nouns in Spanish, as you have learned. (See the comment below, about sentences 5 and 6, for the exception to this rule.)
- Note that in all the sentences, the English word “in” of the phrase “in the class,” is translated by the Spanish *de*. This will always occur in the superlative construction, whenever a phrase that names the whole group is used: “the best actress in the world” = *la mejor actriz **del** mundo*; “the tallest man in the family” = *el hombre más alto **de** la familia*.

- In sentences #1 through #4, you can see that the choice of which definite article to use depends on the noun being described: *la más inteligente* for a female and *el más inteligente* for a male; *las más inteligentes* for females and *los más inteligentes* for males. This is the type of agreement you would expect. The important point is that in the superlative construction in Spanish, there must be some form of the definite article which, when added to the comparative form, produces a superlative.
- #5 and #6 illustrate how the irregular comparatives *mejor(es)* and *peor(es)* precede their noun in the superlative construction rather than follow it, an exception to what happens for other superlatives.
- Sentences #7 and #8 show that the noun may be omitted in this construction (this is also true in the English). In these sentences the omitted noun is *estudiante*. Note that the definite article and the adjective still agree in number and gender with the person described (*ella* or *él*).

Exercises:

- 18 L. Translate the following:
1. Felipe is funny. DeMarcus is funnier than Felipe. Janie is the funniest of the three.
 2. My sister is tall. My father is taller than she is. My brother Carlos is the tallest in the family.
 3. He's a good tennis player. She's a better tennis player than he is. The professor is the best tennis player in the university.
- 18 M. *Los amigos, los parientes, los otros estudiantes de la clase.* With one or more classmates, take turns describing family members, friends, and/or other students in the class. You should try to choose a characteristic (height, hair length, being funny, artistic, nice, etc.) and offer comparisons and superlatives.
- 18 N. *El/La/Los/Las mejores y peores.* With one or more classmates, take turns talking about movies, songs, actors, singers, sports teams, cities, restaurants, websites (website = el sitio web), philosophers, etc., expressing your opinion about the best/worst in the group. Be careful to remember that these two irregular comparisons precede, rather than follow, their nouns. Also don't forget that in Spanish it is the word *de*, not *en*, that expresses English "in" in phrases such as "the best/worst/tallest in the _____."
- 18 O. If you haven't done this already, with one or more classmates compare and contrast the animals whose names you know in Spanish. See exercise 18A.

Lección 19: Acabo de recibir un mensaje de texto de mi madre

Vocabulario 19

To practice these words interactively, on a computer, click [here](#) and choose Chapter 19.

<u>en inglés</u>	<u>en español</u>
Tell! [irregular tú command of <i>decir</i>]	di
Put! [irregular tú command of <i>poner</i>]	pon
Leave! [irregular tú command of <i>salir</i>]	sal
Be! [irregular tú command of <i>ser</i>]	sé
to be worth [irregular tú command is <i>val</i>]	valer
Go! [irregular tú command of <i>ir</i>]	ve
Come! [irregular tú command of <i>venir</i>]	ven
Have! [irregular tú command of <i>tener</i>]	ten
Do! [irregular tú command of <i>hacer</i>]	haz
homework	la tarea
patience	la paciencia
patient	el/la paciente (noun); paciente / pacientes (adjective)
courtesy	la cortesía
courteous	cortés/ corteses [Note: no accent on <i>cortes</i> es]
conciseness, concision	la concisión
concise	conciso/ -a/ -os/ -as
correctness, propriety	la corrección
correct, proper	correcto/ -a/ -os/ -as
strength, force	la fuerza
strong	fuerte / fuertes
facility, ease	la facilidad
difficulty	la dificultad
rapidity	la rapidez
careful	cuidadoso/ -a/ -os/ -as
care	el cuidado
hard, harsh, severe	duro [adjective and adverb]
silly, dumb, stupid	tonto/ -a/ -os/ -as
without worry, peaceful, tranquil	tranquilo/ -a/ -os/ -as
tranquility, peacefulness	la tranquilidad
peace	la paz [plural: <i>las paces</i>]
war	la guerra
long	largo/ -a/ -os/ -as [this word does not mean <i>large</i>]
possible	posible /-s [Note: only one –s in Spanish]
impossible	imposible /-s [Note: only one –s in Spanish]
normal	normal / -es
cute, sweet	lindo/ -a/ -os/ -as
amusing, funny	gracioso/ -a/ -os/ -as
poor	pobre/ -s
rich	rico/ -a/ -os/ -as
pretty, nice	bonito/ -a/ -os/ -as

beautiful, lovely	hermoso/ -a/ -os/ -as
ugly	feo/ -a/ -os/ -as
simple	sencillo/ -a/ -os/ -as
simplicity	la sencillez
silence	el silencio
silent	silencioso/ -a/ -os/ -as
complete	completo/ -a/ -os/ -as
true	verdadero/ -a/ -os/ -as
piece of advice	el consejo
by the way; on purpose	a propósito

- One of the grammar points in this lesson has to do with the formation and use of the *tú* commands. Nine of these commands are formed irregularly and so must be memorized, and that is why they are in the vocabulary list. The rest of these commands follow rules that are presented in a grammar point below.
- *Tranquilidad, facilidad, and dificultad* illustrate a fairly common noun ending in Spanish, *-dad*. This ending corresponds to the English *-ity* (though it is not the only way English *-ity* is translated into Spanish, as the words *rapidez*, “rapidity,” and *sencillez*, “simplicity,” show). All Spanish nouns ending in *-dad* are feminine.
- Be careful of the false cognate *largo/ -a/ -os/ -as*. This word means “long,” **not** *large*, which is *gran/grande* in Spanish.
- You may notice that there are a fair number of related adjective-noun pairs in the vocabulary list. One of the grammar points in this lesson deals with the formation of adverbs from related adjectives and nouns.

Sarah, Laura, y Felipe se hablan en español, como parte de un ejercicio de clase. Deben practicar los mandatos de la forma de tú.

- Laura: Acabo de recibir un mensaje de texto de mi madre. Me escribe consejos.
- Sarah: ¿Puedes decirnos en español los consejos de tu madre? ¿Son mandatos?
- Luisa: Bueno, sus consejos siempre son mandatos. Primero me dice que me quiere mucho. Entonces dice: Estudia mucho, Laura. No gastes tanto dinero. Y lava la ropa con frecuencia.
- Felipe: Cuando era niño, mis padres siempre me decían: “Acuéstate ahora. Es muy tarde.” Yo nunca quería ir a la cama para dormir.
- Sarah: Recuerdo que mi mamá siempre me decía: “Pon la mesa, por favor,” y “Levántate. No duermas más.”
- Laura: Cuando era niña, mis padres me decían: “Haz la tarea. No juegues tanto.” Si tengo hijos algún día, ¡nunca voy a darles mandatos!
- Sarah: No lo creo, Laura.
- Felipe: Yo creo que la disciplina es importante, ¡pero mis hijos no van a tener que acostarse temprano!

Sarah: Y los míos no van a tener que poner la mesa. ¡Voy a ser muy rica, y vamos a cenar todas las noches en restaurantes!

Exercise:

- 19 A. *Hay muchos adjetivos en la lista de vocabulario.* Practice the new vocabulary by describing friends and/or family members who have (or do not have) some of these characteristics.
- 19 B. With classmates, take turns stating what you think is beautiful, cute, ugly, etc.
- 19 C. *Cuando era niño/niña, ¿qué (no) te gustaba?.* With one or more classmates, take turns stating what you particularly liked/didn't like about your life then. Are things different now?
- 19 D. *El fin de semana.* With one or more classmates, talk about your plans for this weekend, or what you did last weekend.
- 19 E. Suggest two topics for you and one or more classmates to discuss. Try to come up with ideas that will allow you to practice Spanish you already have, rather than topics that require vocabulary and grammar you do not yet know.

Grammar Point 40: How to Form and Use tú commands

There are significant similarities and also significant differences between the *usted/ustedes* commands and the *tú* commands. The main difference is that while both the affirmative and the negative *usted/ustedes* imperatives have the same form [*hable, no hable; tengan, no tengan*], with the *tú* commands the affirmative and the negative forms are different, as you will see below. In this lesson you will learn how to form both affirmative and negative *tú* commands, and also how to use them.

A. How to form the regular *tú* affirmative command:

The regular *affirmative* *tú* command is identical to the third person singular form of the present tense:

Examples:

- | | |
|-----------------------------------|--|
| 1. Eat now. | <i>Come</i> ahora.. |
| 2. Speak Spanish, please. | <i>Habla</i> español, por favor. |
| 3. Arrive at eight o'clock. | <i>Llega</i> a las ocho. |
| 4. Begin your test now. | <i>Comienza</i> ahora el examen. |
| 5. The book. Look for it, please. | <i>El libro.</i> <i>Búscalo</i> , por favor. |
| 6. Your hands. Please wash them. | <i>Las manos.</i> <i>Lávatelas</i> , por favor. |

- As you can see, each of the six *tú* commands in these sentences is a verb form you have seen already. It is context that tells you whether the Spanish word *come*, for example, means “s/he/”your grace” is eating” or “Eat!” (you-my-friend), and whether *busca* means “s/he/ your grace” looks for” or “Look for” (*tú*).
- Normally the word *tú* is not included with the informal, that is, the *tú* command, the way that the words *usted* and *ustedes* are included with the formal commands.
- The regular affirmative *tú* command forms do not depend on the *yo* form of the present tense, as was the case with the *usted/ustedes* imperatives. Their form depends rather on the third person singular form of the verb (except for the irregulars, which are covered below).
- #5 and #6 show that object pronouns, including the reflexive pronouns, are attached to affirmative *tú* commands, just as they are to affirmative *usted/ustedes* commands.
- Note that *Lávate las* uses the reflexive pronoun that corresponds to the *tú* form, which is *te*, and not *se*, the reflexive pronoun that is used for *usted* and *ustedes* (sentence #6).
- Note that accents will often be needed when affirmative *tú* commands have object pronouns attached to them. The rule for this is the same as for the *usted/ustedes* commands: the idea is always to maintain the original stress of the *tú* command. In #5, this means adding an accent on the third syllable from the end (*búscalo*), and in #6 putting an accent on the fourth syllable from the end of the word (*lávate las*). In both cases, the original stress of the command form is preserved.

B. How to form the irregular affirmative *tú* commands:

There are nine irregular affirmative *tú* command forms, which must be memorized as vocabulary.

ser: ***sé***
decir: ***di***
poner: ***pon***
tener: ***ten***
valer: ***val***

ir: ***ve***
venir: ***ven***
salir: ***sal***
hacer: ***haz***

Note that ***haz*** has a -z, in order to preserve the sound the -c has in *hacer*.

- ***Ve*** is the affirmative *tú* command of two different verbs: *ir* and *ver*. It is context that lets you know which meaning is intended.
- Note that ***di*** is the irregular affirmative *tú* command of ***decir***, not of ~~*dar*~~, although it has the same form as the first person preterit of *dar*.

- There is an accent over the *tú* command for *ser*, *sé*, to distinguish it from the object pronoun *se*. You will recognize that with the accent, *sé* is both the affirmative *tú* command, “Be,” as well as the first person present tense form of *saber*, *sé*, “I know (a fact).” Context clarifies which meaning is intended.
- The verb *valer* means “to be worth.” The affirmative command *val* is not used very often, but it is listed here to make the list of irregular affirmative *tú* commands complete.
- There is a little chant that has proven helpful to some students as a mnemonic device, i.e., a memory aid, for remembering the irregular affirmative *tú* commands. In written form, it looks like this:

di, pon
di, pon,
sal, sé,
val, ve,
ven, ten, haz.

Examples:

- | | |
|---------------------------------------|--|
| 1. Be good. | <i>Sé bueno/buena.</i> |
| 2. Come here. | <i>Ven acá [acá means “right here.”]</i> |
| 3. Do it now, not later. | <i>Hazlo ahora y no después.</i> |
| 4. Leave at six in the morning. | <i>Sal a las seis de la mañana.</i> |
| 5. The number. Tell it to us, please. | <i>El número. Dínoslo, por favor.</i> |
| 6. Set the table, please. | <i>Pon la mesa, por favor.</i> |

So there are two sets of affirmative *tú* commands, the regulars and the irregulars, just as there were regularly and irregularly formed *usted/ustedes* commands. Now let’s look at how the negative *tú* command is formed.

C. How to form the negative *tú* commands:

All negative *tú* commands are formed by adding –s to the negative *usted* command.

Examples:

- | | |
|---|--|
| 1a. Don’t do that. (<i>usted</i>) | <i>No haga usted eso.</i> |
| 1b. Don’t do that. (<i>tú</i>) | <i>No <u>hagas</u> eso.</i> |
| 2a. Don’t speak English here. (<i>usted</i>) | <i>No hable usted inglés aquí.</i> |
| 2b. Don’t speak English here. (<i>tú</i>) | <i>No <u>hables</u> inglés aquí.</i> |
| 3a. The books. Don’t leave them there. (<i>usted</i>) | <i>Los libros. No los deje Ud. allí.</i> |
| 3b. The books. Don’t leave them there. (<i>tú</i> .) | <i>Los libros. No los <u>dejes</u> allí.</i> |
| 4a. Don’t leave yet. (<i>usted</i>) | <i>No salga usted todavía.</i> |
| 4b. Don’t leave yet. (<i>tú</i>) | <i>No <u>salgas</u> todavía.</i> |
| 5a. Don’t go to bed late. (<i>usted</i>) | <i>No se acueste tarde usted.</i> |
| 5b. Don’t go to bed late. (<i>tú</i>) | <i>No te <u>acuestes</u> tarde.</i> |

- In all cases, whether the *usted* command is formed regularly (#s 1, 2, 3, 5) or irregularly (#4), always add *-s* to get the *negative tú* command. There are no exceptions. So the negative *tú* command, along with the *usted* and *ustedes* commands, have forms based on the first person singular (*yo* form) of the present tense. **Never use the affirmative *tú* command to form the negative *tu* command.** The form of the affirmative *tú* command is always different from its negative counterpart.
- Note that verbs with irregular *tú affirmative* commands, like *salir* (*sal*), still form their *negative* command by adding *-s* to the form of the *usted* command (#4). For example, “Leave” and “Don’t leave,” for *tú*, would be: *Sal; no salgas*.
- #5 illustrates that reflexive pronouns always match the person that is the subject of the verb. For *usted*, the correct reflexive pronoun is *se*; for *tú* the correct reflexive pronoun is *te*.

Exercises:

19 F. Give the affirmative tú command forms for the following infinitives:

- | | |
|---------------------|-------------------|
| 1. <i>vivir</i> : | 2. <i>decir</i> : |
| 3. <i>caminar</i> : | 4. <i>salir</i> : |
| 5. <i>hacer</i> : | 6. <i>ir</i> : |

18 G. Give the negative tú command forms for the following infinitives:

- | | |
|------------------------|----------------------|
| 1. <i>no salir</i> : | 2. <i>no vivir</i> : |
| 3. <i>no ir</i> : | 4. <i>no decir</i> : |
| 5. <i>no caminar</i> : | 6. <i>buscar</i> : |

18 H. With one or more classmates, practice the placement of object pronouns with affirmative and negative *tú* commands. Remember that object pronoun placement rules are the same for both *usted/ustedes* commands and for *tú* commands.

In this exercise, use *el libro* and *la computadora* for “it” and *los libros* and *las computadoras* for “them.”

- | | |
|-------------------|---------------------|
| 1. Look for it. | 2. Look for them. |
| 3. Buy it. | 4. Buy them. |
| 5. Give it to me. | 6. Give them to me. |

18 I. Repeat the last exercise making the commands negative. What changes and what does not?

18 J. What are some commands that children might hear from their parents? Use *tú* forms and try to include both regular and irregular commands and both affirmative and negative commands.

Grammar Point 41: Adverb Formation

You already have seen quite a number of adverbs in Spanish, words such as *antes*, *después*, *pronto*, *cómo*, *cuando*, and sometimes words such as *demasiado*, *poco*, and *mucho* (these last three are examples of words that may serve as either adjectives or adverbs in Spanish). Adverbs such as the ones listed in the last sentence need to be memorized as vocabulary; there is no rule to explain how to form them.

Other adverbs, however, can be formed by rule, and two families of such adverbs are presented here: adverbs formed from adjectives and adverbs formed using *con* + a noun.

A. How to form adverbs from adjectives:

- **Add the ending *-mente* to the feminine singular form of the adjective:**

<u>adjective</u>	<u>feminine singular form</u>	ADVERB
rápido	rápida	<u>rápidamente</u>
difícil	difícil	<u>difícilmente</u>
fuerte	fuerte	<u>fuertemente</u>

Examples:

- | | |
|---|--|
| 1. Janie said it comically. | <i>Janie lo dijo cómicamente.</i> |
| 2. He did it quickly. | <i>Él lo hizo rápidamente.</i> |
| 3. She reads Spanish easily. | <i>Ella lee fácilmente el español.</i> |
| 4. They go out frequently. | <i>(Ellos/Ellas) Salen frecuentemente.</i> |
| 5. She speaks concisely, correctly and rapidly. | <i>Habla concisa, correcta, y rápidamente.</i> |

- If the adjective form has a written accent, the adverb will maintain it (*fácil-fácilmente*). (See sentences #s1, 2, 3, 5)
- If there are two or more adverbs in a row, only the final adverb ends in *-mente* (#5).
- Sometimes, certain adjectives also serve as adverbs. You already know some of these: *mucho*, *poco*, *demasiado*. The word *rápido*, for example, frequently replaces *rápidamente*.

6. How to form adverbs with certain nouns:

- Just as in English one may say, “They did it patiently,” or “They did it *with patience*,” so too, in Spanish, the preposition *con* is used in front of nouns to produce adverbial phrases: *Lo hicieron con paciencia*.

Examples:

- | | |
|---|-----------------------|
| 1. <i>Él lo hizo con rapidez.</i> [compare this sentence to #2 above] | |
| 2. <i>Ella lee el español con facilidad.</i> [compare to #3 above] | |
| 3. <i>Salen con frecuencia.</i> [compare to #4 above] | |
| 4. <i>Él lo leyó con cuidado.</i> | He read it with care. |
| 5. <i>Él lo leyó cuidadosamente.</i> | He read it carefully. |

Exercises:

- 19 K. Using adjectives and nouns that you know, make statements about how or how often you do certain things. What do you do (or *not* do) frequently, carefully, quickly, correctly, patiently, etc.
- 19 L. With one or more classmates, take turns describing how or how often family members and friends do certain activities.
- 19 M. With one or more classmates, take turns talking about movies, songs, actors, sports teams, cities, restaurants, websites (website = el sitio web), philosophers, etc., stating how or how often they do certain things. [The word for a role is *el papel*, and “to play a role” may be either *hacer un papel*, *interpretar un papel*, or *desempeñar un papel*.]

Capítulo 20: Queremos que nos acompañes

Vocabulario 20

To practice these words interactively, on a computer, click [here](#) and choose Chapter 20.

<u>en inglés</u>	<u>en español</u>
to want	querer (ie)
to know (facts)	saber
O how I hope that	ojalá (que) + subjunctive
to hope	esperar
to recommend	recomendar (ie)
to insist	insistir (en)
to accompany, to go with	acompañar
to advise, to give advice	aconsejar
to think; to believe	pensar; creer
it's (not) recommendable (that)	(no) es recomendable (que)
it's (not) advisable (that)	(no) es aconsejable (que)
it's (not) necessary (that)	(no) es necesario (que)
it's (not) important (that)	(no) es importante (que)
government	el gobierno
destiny; destination	el destino
information	la información
secret	el secreto
pain	el dolor
news; a notice	la(s) noticia(s)
harm; a hurt	el daño
field	el campo
basic rights	los derechos fundamentales
law	la ley
pleasure	el placer
army	el ejército
navy	la marina; la armada
the Marines	los marines
company, business enterprise	la compañía; la empresa
attention	la atención
but rather	sino (que) [pero = but; sino (que) = but rather]
to change	cambiar
error	el error
curious, strange, odd	raro/-a/ -os/ -as
salt	la sal
pepper	la pimienta
(the) mind	la mente
system	el sistema [a masculine noun]
program	el programa [a masculine noun]
business	el negocio or los negocios
businessman/businesswoman	el hombre de negocios / la mujer de negocios

boyfriend / girlfriend (romantic)	el novio / la novia
permission	el permiso
air	el aire
Christmas	la Navidad
Hanukkah	la Januká; la Hanukkah
Kwanzaa	el Kwanzaa or Kwanza
Ramadan	el Ramadán
Easter	la Pascua
photo, photograph	la foto, la fotografía [<i>la foto</i> is a feminine noun]
motorbike, motorcycle	la moto, la motocicleta [<i>la moto</i> is a feminine noun]

- Several of the verbs in the vocabulary for this lesson have been covered before. They are repeated here to help you practice with *indicative and subjunctive moods*, which are explained in grammar point 42, below.
- The word *ojalá* has an interesting history. Moors, Muslims from Africa, invaded Spain in 711, and they conquered most of the country. A “Reconquest” began in the north of Spain, but the Muslims were finally defeated only in 1492, after almost eight centuries of Arab presence in parts of Spain. During the eight centuries from 711 to 1492, many Arabic words entered Spanish. One of them has come down to us as *ojalá*, “may God (Allah) grant that.” Today this Spanish word is still in use; it may be followed by *que* or directly by a dependent noun clause with the verb always in the subjunctive mood, something explained in a grammar point below that is dedicated to introducing the subjunctive mood.
- The vocabulary contains several “impersonal” phrases of the form “(no) es + adjective + infinitive (or , instead of the infinitive, + que + verb in the subjunctive mood). Here’s an example of how these phrases are used: *Es importante dormir bastante cada noche*; *Es importante que tú duermas bastante cada noche*. The infinitive follows these impersonal constructions when there is no personal subject (*Es importante dormir . . .*), but if a specific subject is mentioned after the impersonal expression, then *que* + subjunctive is used (*Es importante que tú duermas . . .*). The grammar points in this chapter begin to discuss the forms and uses of the subjunctive mood, and these impersonal phrases will come in handy for some of the exercises in this lesson.
- *El campo*, “field,” is used in Spanish much as it is in English. It is a word that may refer to a geographical field, where you might have a picnic, or a professional field, such as medicine, law, computer science, or someone’s field of academic study.
- Pero and Sino (que). Spanish has two words / phrases to express English “but.” You are familiar with *pero*. *Sino* may be translated as “but rather,” and is used when the second part of the sentence directly contradicts information from the first part. Consider these example sentences: *No es Felipe, pero alguien llama a la puerta*, “It’s not Felipe, but somebody’s at the door;” *No es Carlos, sino Juan*, “It’s not Carlos, but rather Juan.” The word *que* is used whenever a clause follows *sino*: *No es Carlos, sino que es Juan*.

(Clauses are defined and discussed in the grammar points of this chapter.)

- *El novio* and *la novia* used to mean “fiancé” and “fiancée.” Later they acquired the meaning of “boyfriend” and “girlfriend.” In today’s Spanish you will also commonly hear *el compañero*, *la compañera* to refer to a partner of a romantic relationship.
- In Spanish, the shortened forms of *la fotografía* and *la motocicleta*, *la foto* and *la moto* respectively, are common. They retain the gender of the longer form—they are both feminine nouns—even though in the shortened forms each word ends in an *-o*: so *una foto vieja* is correct, *una foto viejo* is not; *una moto cara* (expensive), not *una moto caro*.

La profesora González les pide a los estudiantes que se hablen en español y que practiquen el subjuntivo.

- Felipe: Espero que haga buen tiempo mañana, porque quiero jugar al tenis con DeMarcus.
- Sarah: A mí no me gusta jugar al tenis, pero también espero que haga buen tiempo mañana, porque quiero caminar al parque y tomar el aire después de tantos días de lluvia.
- Laura: Pues, yo espero que mis padres me manden dinero. No tengo casi ninguno. Pero si hace buen tiempo mañana, por qué no vamos al centro para tomar el chocolate caliente de la nueva tienda que se llama *Delicias*. ¡Es el mejor chocolate del mundo!
- Sarah: Muy buena idea. Me encanta el chocolate allí.
- Laura: Entonces, Sarah y yo vamos a ir, y queremos que nos acompañes, Felipe.
- Felipe: Me gusta mucho el chocolate caliente, pero ¿a qué hora piensan ir ustedes? No voy a terminar con el tenis hasta más o menos las dos de la tarde.
- Sarah: No veo ningún problema. Podemos ir a las tres, si quieren.
- Laura: Las tres está bien para mí. Y si quieren invitar a otros amigos, mejor.
- Sarah: Vamos a reunirnos en el centro estudiantil a las tres, entonces.
- Felipe: Perfecto. Después de ganar mi partido con DeMarcus, voy a querer celebrar.

Exercise:

- 20 A. ¿Celebra tú familia la Navidad, Januká, el Kwanzaa, o el Ramadán? Cuando eras niño/niña, ¿celebraba fiestas tu familia? ¿Qué hacía para celebrar? ¿Todavía celebras las mismas fiestas, o hay otras fiestas que celebras ahora?
- 20 B. Choose an activity that you used to do and still do. Describing to a classmate or two what the activity is will give you practice with different tenses of the verb. Have you done this activity recently? Did you do it yesterday? Are you going to do it tomorrow?
- 20 C. *El fin de semana*. With one or more classmates, talk about your plans for this weekend, or what you did last weekend.
- 20 D. Suggest two topics for you and one or more classmates to discuss. Try to come up with ideas which will allow you to practice Spanish you already have, rather than topics that require vocabulary and grammar you do not yet know.

Grammar Point 42: The Subjunctive Mood

Up until now, all of the tenses you have learned in Spanish have been in the indicative mood: the present, progressive, preterit, imperfect, present perfect, and future (IR + a + infinitive) are all indicative tenses. They were not called present *indicative*, preterit *indicative*, imperfect *indicative*, etc., because the indicative was the only mood you knew, and so the distinction between the indicative mood and the subjunctive mood was unnecessary. Now this distinction is important, and this grammar point is designed to explain why this is so. To begin with, it is worth stressing that the subjunctive is not a tense (there are four tenses of the subjunctive mood commonly used in Spanish today); it is a mood, a term that is explained and discussed below.

Every conjugated verb in Spanish that you have learned may be thought of as containing four distinct pieces of information: vocabulary, subject, tense, and mood. For example, if we take the verb form *tengo*, we can see that it tells us the *what* of the verb, *possession*, the *who* of the verb, *yo*, and the *when* of the verb, *present tense*. *Tengo* also contains an additional piece of information, the *mood*, which is *indicative*. The word *tenga* also contains the same first three pieces of information (the same *what*, *who*, and *when*) as *tengo*, but its mood is subjunctive rather than indicative. As we proceed in this lesson and those that follow, what this distinction between indicative and subjunctive moods means, and also how each is used in Spanish, will be discussed in detail.

To begin our discussion of mood we can offer the following working definition: *a mood, speaking grammatically, is a verb system*. In very general terms, *the indicative mood indicates*, that is, it states facts and gives information, and refers to events or information which are definite in the mind of the speaker; *the subjunctive mood, on the other hand, expresses or reflects a subjective attitude toward information*, or refers to events and information that are not definite in the mind of the speaker, or about which the speaker has doubts or other subjective feelings (such as desire, denial, approval or disapproval). In order to understand these differences, some fundamental grammar concepts need to be mastered, and this grammar point will address this need. Before turning to these basic grammar concepts, however, it may be helpful to consider the use of the subjunctive mood in English.

Exercise. Choose the correct verb.

- 1a. The king (live, lives) in a castle.
- 1b. Long (live, lives) the king!
- 2a. If I (was, were) you, I would go.
- 2b. I (was, were) a child when that happened.
3. It's critical that you (be, are) here tomorrow before eight o'clock.

In sentences 1a and 1b, the correct responses are *lives*, for 1a, and *live*, for 1b. 1b, which means something like “We hope the king will live a long time,” uses what is a present, third person subjunctive form in English, “live.” Sentence 2a, “If I were you, I would go,” uses the past subjunctive; “If I ~~was~~ you” is considered nonstandard English. In 2b, on the other hand, the past indicative *was* is correct. The first four sentences illustrate that both the indicative mood and the subjunctive mood are used in English, although, as we shall see, the subjunctive mood is used much more extensively in modern Spanish than it is in modern English. Sentence #3 is, today, a

less clear-cut case of whether subjunctive (*be*) or indicative (*are*) should be used. The subjunctive is correct here, but the indicative is probably not incorrect. Languages change over time, and although it may pain some grammarians to admit it, how the majority of native speakers use a language determines, over time, what is considered correct. English has evolved a good deal since, say, Shakespeare's time, and it will continue to change for as long as it is spoken. For #3, I would say that either form is acceptable, although this would not have been true some decades ago. (Not every teacher of grammar would agree with my assessment here.)

The point to be made here is that English does have a subjunctive mood, although it is currently used in only a fraction of the ways in which it is employed in Spanish. We turn now to examining the Spanish subjunctive, beginning with the grammatical concepts of clause and conjunction.

Clauses and Conjunctions.

A clause is any group of words that contains a subject and a verb. It is important to remember that in Spanish, verb words almost always contain their subject, so a one-word clause would not be unusual. As an example, consider the word *corro*, "I run." This is a one-word clause, because it contains a subject and a verb. Clauses may be either independent or dependent (dependent clauses are sometimes called subordinate clauses). The distinction between independent and dependent clauses will be an important one for determining whether or not to use the subjunctive mood, because the subjunctive, when it is used in Spanish, is found primarily in dependent clauses.

Consider the following clauses:

1. we are traveling
2. that we are traveling

The first of these is an example of an independent clause, so called because it can stand on its own; it does not depend on another clause to complete its meaning. "We are traveling" could be a complete sentence. The second clause, however, "that we are traveling," is a dependent or subordinate clause that could not stand alone as a complete sentence. It could be completed in any number of ways. For example, the independent clause "*They know*" could be inserted in front of this clause: "They know that we are traveling." By itself, however, "that we are traveling" is a *dependent* clause.

The word "that" in "that we are traveling," is a conjunction. If we consider the sentence, "They know *that* we are traveling," we see how the word "that" serves to *join* the dependent clause "we are traveling" to the independent clause, "they know." The word "conjunction" may be broken down into "con" and "junction," which suggests the idea of *joining with*.

The most common conjunction in Spanish is *que*, "that." Two points bear emphasis here: one concerns the Spanish translation(s) for the English word "that;" and the second involves the optional use of the conjunction "that" in English when a dependent clause is joined to an independent clause, compared to the mandatory use of *que* in Spanish in the same circumstances.

How to translate “that” into Spanish.

You may remember the discussion of “How do you say *the* in Spanish?” There were four possible answers (*el, la, los, las*), depending on the context. Even more relevant to this discussion of how to translate “that” into Spanish is a previous discussion about how to translate the word *her*. In English, the word “her” may be an adjective, a direct object pronoun, an indirect object pronoun, or the object of a preposition. Consider the phrases “her book” (*su* libro), “her books” (*sus* libros), “They call her ‘Laurie’” (*le* llaman “Laurie”), “We see her” (*La* vemos), and “for her” (para *ella*). “Her”, then, could be translated *su, sus, le, la, or ella*, depending on the part of speech needed. Something similar happens with the word “that.”

Examples:

- | | |
|---|--|
| 1. We know <i>that</i> . | <i>Sabemos eso.</i> |
| 2. I want to buy <i>that</i> sweater and <i>that</i> shirt. | <i>Quiero comprar ese suéter y esa camisa.</i> |
| 3. They know <i>that</i> we are traveling. | <i>Saben que viajamos.</i> |
| 4. They know we are traveling. | <i>Saben que viajamos.</i> |

- In #1, “that” is a *pronoun*, referring to something not stated explicitly in the sentence. In #2, each “that” is an *adjective*, and in #3 “that” is a *conjunction*. Context will tell you which “that” you are translating into Spanish, just as context determines which Spanish word for “her” and which Spanish word for “the” you need to use.
- In sentence #4 note that the English omits “that” altogether. In English, the use of the conjunction “that” is often optional. *This is rarely the case in Spanish*, and for the purposes of this course a good rule of thumb is to say that it is never the case in Spanish. It doesn’t matter that #3 contains “that” in English and #4 does not; in Spanish both sentences must have the conjunction *que*, because there are two clauses that need to be joined, and in Spanish this almost always means that a conjunction is needed. The most common Spanish conjunction, *que* (there are others), is the appropriate one here.

Grammar Point 43: Forms of the Present Subjunctive and Some Uses in Noun Clauses

A. The Forms of the Present tense of the Subjunctive Mood:

As was mentioned above, there are four tenses of the subjunctive mood that are commonly used in Spanish today. We begin with the present tense of the subjunctive mood. You already know the present subjunctive forms as commands. The *usted/ustedes* commands (and also the forms of the negative *tú* commands) are also forms of the present subjunctive. Like these commands, the present subjunctive is regularly formed by starting with the *yo* form of the present indicative, removing the final *-o*, adding *-a* for *-ER/-IR* verbs and *-e* for *-AR* verbs. Using the resulting form as a template, you then generate the other five forms of the subjunctive conjugation. The following table shows **the present subjunctive forms** for *hablar, tener, and dormir (ue)*.

	HABLAR	TENER	VOLVER (ue)	DORMIR (ue,u)
yo	<i>hable</i>	<i>tenga</i>	<i>vuelva</i>	<i>duerma</i>
tú	<i>hables</i>	<i>tengas</i>	<i>vuelvas</i>	<i>duermas</i>
ella, él, Ud.	<i>hable</i>	<i>tenga</i>	<i>vuelva</i>	<i>duerma</i>
nosotros/as	<i>hablemos</i>	<i>tengamos</i>	<i>volvamos</i>	<i>durmamos</i>
vosotras/os	<i>habléis</i>	<i>tengáis</i>	<i>volváis</i>	<i>durmáis</i>
ellas/os, Uds.	<i>hablen</i>	<i>tengan</i>	<i>vuelvan</i>	<i>duerman</i>

- Note that the forms for the first person singular (*yo*) and the third person singular (*ella, él, Ud.*) are always the same in the present subjunctive tense. A subject pronoun is used whenever necessary to avoid confusion.
- The forms of *tener* illustrate how the irregular first person form *tengo* is reflected in the forms of the present subjunctive. Never try to form the subjunctive from the infinitive.
- The *nosotras/nosotros* forms of *volver (ue)* illustrate a general rule in Spanish. When the first person form used to generate the present subjunctive belongs to a stem changing -AR or -ER verb, such as *volver (or encontrar)*, the *nosotros/nosotras* and *vosotras/vosotros* forms of the subjunctive do not have the stem change. This parallels the rule for the indicative forms of stem-changing verbs, where the stem change occurs only in the *yo, tú, él/ella/Ud.* and *ellas/ellos/Uds.* forms, not the *nosotros/nosotras* or *vosotros/vosotras* forms. For example, *encontrar (ue)*, in the indicative and the subjunctive, has these forms:

indicative: *encuentro, encuentras, encuentra, encontramos, encontráis, encuentran*
 subjunctive: *encuentre, encuentres, encuentre, encontremos, encontréis, encuentren*

The pattern is the same for both the indicative and the subjunctive: the stem change occurs only in the *yo, tú, él/ella/Ud.* and the *ellas/ellos/Uds.* forms. **This is true for all -AR and -ER stem-changing verbs.**

- The *nosotros/nosotras* and *vosotras/vosotros* forms of *dormir (ue,u)* show a **phenomenon that affects all -IR stem changing verbs in the present subjunctive** (and *only* the -IR stem changing verbs; the -AR and -ER stem changing verbs do not have this change). Whereas the corresponding indicative forms are *dormimos* and *dormís*, the subjunctive forms change the -o to -u, resulting in *durmamos* and *durmáis*. [Compare *encontrar (ue)* and *volver (ue)*, which have the present subjunctive forms *encontremos, encontréis, volvamos, and volváis*; they do not change in the way -IR verbs such as *dormir* or *pedir* do (for *pedir (i,í)*, the *nosotras/os* and *vosotros/as* present subjunctive forms are *pidamos* and *pidáis*, showing a change from the indicative *pedimos and pedís*).]

For -IR stem changing verbs, the two stem changes given in the parentheses after the infinitive contain the information you need to form the present subjunctive. The first change occurs in all of the singular forms of the present subjunctive and in the third person plural form. The second change occurs in the first and second person plural forms,

as illustrated above.

- The six verbs for which the *usted* commands are formed irregularly, form the present subjunctive just as you would expect:

ser	sea , seas, sea, seamos, seáis, sean
dar	dé , des, dé, demos, deis, den
estar	esté , estés, esté, estemos, estéis, estén
ir	vaya , vayas, vaya, vayamos, vayáis, vayan
saber	sepa , sepa, sepa, sepamos, sepáis, sepan
haber	haya , hayas, haya, hayamos, hayáis, hayan

B. Some Uses of the Present Tense of the Subjunctive Mood in Dependent Noun Clauses.

The difference between independent and dependent clauses has been mentioned briefly, above, and will come up repeatedly as we discuss the indicative and subjunctive moods in this and subsequent chapters. Another important consideration involving dependent clauses has to do with whether they function as nouns, adjectives, or adverbs in a sentence. We shall begin working with dependent *noun* clauses in this lesson.

A dependent noun clause is one that can be replaced, grammatically, with a noun. For example, in the sentence, “They know that we are traveling,” the clause “that we are traveling” could be replaced by a noun like “something;” *They know something*.

A Helpful Hint for working with Noun Clauses.

Dependent noun clauses always function as the direct object of the sentence in which they appear. For example, in the sentence “They know that we are traveling,” the dependent clause answers the question, “What do they know,” which means it serves as the direct object of the independent clause verb “know.” Because dependent noun clauses are always the direct object of the verb in the independent clause, the independent clause will come first in the sentence, and the dependent noun clause always comes second. (In Spanish it would sound just as strange to say *Que viajamos, saben*, as it would be to say in English “That we are traveling, they know?”).

Therefore, *the first verb in sentences that have dependent noun clauses will almost always be in the indicative mood*, whether or not subjunctive needs to be used in the verb form of the dependent noun clause. Examples of this will be included below.

In general, two conditions must be satisfied before the subjunctive can be used in a dependent noun clause (and we shall spend considerable time practicing with this):

1. **There must be a change of subject: that is, the subject of the dependent clause must be different from the subject of the independent clause.**

AND

2. **The verb in the independent clause must constitute a subjunctive “trigger;”** it must provide *a reason for the subjunctive to be used*. (The concept of “subjunctive trigger” will become clearer with the following examples.)

Examples:

- | | |
|-----------------------------|-----------------------------|
| 1. We want to leave. | <i>Queremos salir.</i> |
| 2. We want you to leave. | <i>Queremos que salgas.</i> |
| 3. We know you are leaving. | <i>Sabemos que sales.</i> |

Comments:

- In #1, there is a “subjunctive trigger” in the independent clause, a form of the verb *querer*. *Querer* is a subjunctive trigger because it expresses a desire (the criteria for what constitutes a subjunctive trigger are presented below in the next section of this grammar point, section C). So we might expect the next verb to be in the subjunctive, but it is not. Remember that two conditions must be met before the subjunctive is used in a dependent noun clause. One, as we have seen, has been met: the independent clause verb is a form of *querer*, a subjunctive trigger. However, the second condition, that there be a change of subject from the independent clause to the dependent noun clause, is not met in sentence #1. *Nosotros/Nosotras* is doing the wanting in the independent clause, and the same *nosotras/nosotros* will be doing the leaving, if and when it happens.

In this scenario, when there is a subjunctive trigger in the independent clause, but there is no change of subject from the independent to the dependent clause, the infinitive is used. (Using the infinitive after a conjugated verb is something you have been doing since very early on in the course.) The English and Spanish sentences are grammatically identical: a conjugated verb followed by an infinitive. In fact, this example does not contain a noun clause at all, because an infinitive does not have a subject. The subject of *salir* depends on the first verb, in this case one that it in the *nosotros/nosotras* form (compare: *yo quiero salir, tú quieres salir, ellas/ellos quieren salir, etc.* Each has a different subject, but *salir* is present in each case.).

- Sentence #2 seems very similar to sentence #1 in the English version, but in Spanish sentences #1 and #2 are quite different. #2 shows that, in English, an infinitive is used even when the subjects of the independent and dependent noun clauses are different. In #2, as in #1, “we” are doing the wanting, but in #2, unlike #1, “you” will be doing the leaving, if and when it occurs.

So in #2 we see not only a subjunctive trigger in the independent clause (*queremos*), but we also see a change of subject, from “we” to “you.” Both conditions for the use of the subjunctive in the dependent noun clause have been met, and so the subjunctive mood must be used in the verb of the dependent clause: instead of *salir* the verb must be *salgas*.

When there is a subjunctive trigger in the independent clause, AND there is a change of subject from the independent to the dependent clause, the subjunctive must be used in the dependent noun clause.

Note that the verb *querer*, in the independent clause, is not in the subjunctive, but rather in the indicative. The verb that serves as a subjunctive trigger is commonly in the indicative mood. It *causes* the subjunctive to be used in the dependent clause, but it is

not, itself, in the subjunctive mood.

- #3 illustrates a third distinct scenario. In this sentence there is a change of subject from the independent to the dependent noun clause (from “we” to “you”), but the verb in the independent clause, a form of *saber*, is not a subjunctive trigger. *Saber* does not express a wish or desire, nor does it express an attitude of wanting to influence the action in the dependent clause. By its nature, *saber* reflects what the speaker believes to be a simple declaration of fact: “you are leaving.”

If there is a change of subject from the independent to the dependent noun clause, but the verb of the independent clause is not a subjunctive trigger, then the verb of the dependent noun clause will be conjugated in the indicative mood.

These three scenarios, illustrated by the three sentences we have just considered, constitute the possible grammatical structures for dependent noun clauses in Spanish.

One potential trap for an English speaker is to translate word for word into Spanish. This will not work whenever there is a subjunctive trigger and a change of subject (scenario #2): *Queremos tú salir* is incorrect; *Queremos que tú salir* and *Te queremos salir* are also incorrect.

To summarize: If there is a change of subject from the independent to the dependent clause, then *when the verb in the independent clause expresses such things as emotion, doubt, denial, preference, wish or an indirect command, the verb in the dependent clause must be in the subjunctive mood.* (Emotion, doubt, denial, preference, wish and indirect command are subjunctive triggers, something that the next section explores and explains in greater detail.)

C. Some Criteria for “Subjunctive triggers:” Wanting, Wishing, and Desiring to influence the actions of others.

We have seen that forms of *querer*, in the independent clause, will trigger the use of the subjunctive in a dependent noun clause. There are other criteria for defining subjunctive triggers, and each will be considered in its turn. In this lesson, besides *wanting* or *wishing*, let’s look at verbs in the independent clause that express a desire to influence the action of the dependent clause.

Examples.

- | | |
|---|---|
| 1. May God grant that it not rain today! | <i>Ojalá (que) no llueva hoy.</i> |
| 2. DeMarcus tells us that she arrives on Tuesday. | <i>DeMarcus nos dice que ella llega el martes.</i> |
| 3. DeMarcus tells us to arrive on Tuesday. | <i>DeMarcus nos dice que lleguemos el martes.</i> |
| 4. The professor doesn’t want us to study more. | <i>La profesora no quiere que estudiemos más.</i> |
| 5. The professor recommends that we study more. | <i>El profesor recomienda que estudiemos más.</i> |
| 6. The professor doesn’t ask us to study more. | <i>La profesora no nos pide que estudiemos más.</i> |
| 7. The professor thinks we are studying a lot. | <i>El profesor piensa que estudiamos mucho.</i> |
| 8. The professor hopes we are studying a lot. | <i>La profesora espera que estudiemos mucho.</i> |
| 9. The professor hopes we will study a lot. | <i>El profesor espera que estudiemos mucho.</i> |

Comments

- #1 contains the Spanish word *ojalá*, which was discussed in the vocabulary comments. The origin of this word is Arabic, and it has the meaning of “I hope that,” or “O that . . . “ Originally it meant “May Allah grant that . . . “ *Ojalá* is always followed by the subjunctive (here *llueva*, from the verb *llover*, “to rain.”) The word *que* is optional with this expression.
- Sentences #2 and #3 illustrate that the same verb, in this case *decir*, may at times be a subjunctive trigger and at other times not be a subjunctive trigger. The important point is to figure out what the relationship of the independent clause verb is to the dependent noun clause: is the verb expressing a wish or desire?; is it attempting to influence the action in the dependent noun clause?; or is it merely relaying information, declaring what the speaker believes to be the facts of the matter at hand?

In #2 what DeMarcus is doing is giving us information. There is no attempt on his part to influence what we or she may do. In #3, however, the sense of “to tell” is different. Here, DeMarcus clearly hopes to influence what we do; he *wants* us to arrive on Tuesday. #3, then, expresses a want or wish of DeMarcus’s, while #2 does not; in #2 DeMarcus is not expressing any wants or desires, nor is he trying to influence what anyone does.

For these reasons, the dependent noun clause verb in #2 (*llega*) is in the indicative mood, and the dependent noun clause verb in #3 (*lleguemos*) is in the subjunctive. If you understand sentences #2 and #3, you are on your way to having a good grasp of when to use the subjunctive mood or the indicative mood in dependent noun clauses.

- #4 illustrates that when a verb of wanting, wishing, or desiring is used negatively, it is still a subjunctive trigger.
- #5 and #6 present two other verbs, *recomendar* (*ie*) and *pedir* (*i,i*) that can express a desire to influence the action in the dependent noun clause. Again, in #6 it doesn’t matter that the verb *pedir* is used negatively (“the professor *doesn’t* ask us to study more”); it is still considered a subjunctive trigger in Spanish.
- Sentence #7 presents what may seem surprising, that the verb *pensar*(*ie*) is not a subjunctive trigger. Neither is the verb *creer*, “to believe.” The idea seems to be that a speaker who thinks or believes something, is merely telling what, to her/him, are facts, and is not expressing any subjective feeling about what is going on in the dependent noun clause. Be careful with these two verbs. Later we shall see, when we consider the criteria of doubt, negation, and denial, that these verbs, when used negatively, *do* trigger the subjunctive in dependent noun clauses. When used affirmatively, however, as they will be in this chapter, these two verbs are not subjunctive triggers.
- In #8 we see the verb “to hope,” *esperar*. This verb, whether used positively or negatively, is a subjunctive trigger, as it expresses a wish or desire.

- #9 illustrates how the present tense of the subjunctive mood may be used to translate the future tense. There is a future subjunctive tense in Spanish, but it is no longer used in general parlance; in the Spanish that is spoken and written today, the future subjunctive has been replaced, almost completely, by the present subjunctive. So in sentence #9, “The professor hopes we *will study* a lot,” where the action in the dependent noun clause is in the future, but where the subjunctive mood is necessary because of the triggering phrase “The professor hopes that,” the solution in Spanish is to use the present subjunctive tense (*estudiemos*). An alternative solution, and one that is useful if there is any doubt as to when the action in the dependent noun clause is occurring, is to use the IR + A + infinitive structure in the subjunctive: *El profesor espera que vayamos a estudiar mucho*.

Finally, the placement of object pronouns with conjugated verbs in the subjunctive mood is exactly what it is for verbs in the indicative mood. (It is *not* the same as the placement of object pronouns with affirmative commands.)

- | | |
|--|---|
| 1. The books. I want you to have them. | <i>Los libros. Quiero que los tengas.</i> |
| 2. The computer. We want you to give it to them. | <i>La computadora. Queremos que se la des.</i> |
| 3. The shirt. I hope she'll be able to buy it. | <i>La camisa. Espero que ella pueda comprarla.</i> |
| | (Alternative: <i>La camisa. Espero que ella la pueda comprar.</i>) |

Exercises:

- 20 E. Using the three examples involving *querer* and *saber* above as a model, write down one thing you want to do, one thing you want someone else to do, and one thing you know (or think, or believe) someone else is doing or will do soon. Be careful to use the infinitive, the indicative, or the subjunctive, according to which grammatical scenario you are expressing. Your instructor will decide if/how you will share your sentences with the rest of the class or hand them in. Here are the example sentences:
- | | |
|-----------------------------|-----------------------------|
| 1. We want to leave. | <i>Queremos salir.</i> |
| 2. We want you to leave. | <i>Queremos que salgas.</i> |
| 3. We know you are leaving. | <i>Sabemos que sales.</i> |
- 20 F. With one or more classmates, take turns making recommendations to the college dean, president, or provost about what you'd like to see done (or not done) at your school. Try to stay within the vocabulary and grammar you have learned.
- 20 G. With one or more classmates, take turns making statements beginning with *Ojalá*. What do you hope they'll serve for dinner tonight? What movie(s) do you hope to see soon? What trip(s) do you hope to take? Let your imagination range freely on this exercise, but do try to stay within the vocabulary and grammar that you know.
- 20H. Are there things that your parents or friends (or roommate(s) = *compañero/compañera de cuarto*) insist get done? Insist that you do? Prefer that you do? Recommend or suggest that you do?

Capítulo 21: No es verdad que sea muy fácil para mí

Vocabulario 21

To practice these words interactively, on a computer, click [here](#) and choose Chapter 21.

<u>en inglés</u>	<u>en español</u>
to deny	negar (ie)
to doubt	dudar
It is doubtful that	Es dudoso que
It's true that	Es verdad que
It's certain that	Es cierto que
It's obvious that	Es obvio que; es patente que
to be sure (of)	estar seguro/ -a/ -os/ -as (de)
It is (not) to be hoped that	(no) Es de esperar que + subjunctive
police	la policía (the force); el/la policía (policeman/woman)
doctor (medical)	el médico/ la médica; el doctor / la doctora
nurse	el enfermero / la enfermera
firefighter	el bombero / la bombera
employee	el empleado / la empleada
boss	el jefe; la jefe or la jefa
supervisor	el supervisor / la supervisora
teacher	el maestro / la maestra
lawyer	el abogado / la abogada
pastor	el pastor / la pastora
priest, priestess	el sacerdote / la sacerdotisa
soldier	el/la soldado
to fill; to fill out	llenar
to fill out a form	llenar un formulario
within, inside (of)	dentro (de)
against	contra
forehead	la frente
the front	el frente
opposite (location)	frente a
to be ready	estar listo/ -a/ -os/ -as
to be clever, astute	ser listo/ -a/ -os/ -as
forward (direction)	adelante
up; upwards	arriba
together	junto/ -a/ -os/ -as
sufficient	suficiente
equal	igual / iguales
equality	la igualdad
reality	la realidad
security	la seguridad
(the) face	la cara

expensive	caro/ -a/ -os/ -as
to suppose	suponer [conjugated like <i>poner</i>]
to kill	matar
to give birth	dar a luz; parir
size	el tamaño
lady	la dama [<i>las damas</i> also means checkers (game)]
gentleman	el caballero
baby, infant	el bebé; el niño / la niña
partner; couple; pair	una pareja
pair (of shoes, socks, etc.)	un par (de)
to miss or to long for	extrañar
foreigner; abroad	el extranjero / la extranjera; el extranjero

- Several of the entries in the vocabulary for this lesson illustrate how the same, or similar, words in one language may be translated differently in another, or how a single word or expression in one language may translate to two or more meanings in another. The Spanish word *frente*, for example, is one of a handful of Spanish words whose meaning depends on whether it is masculine or feminine. Both *el frente* and *la frente* exist, but their meanings are dissimilar. Some other words that fit this pattern include *la capital* (“capital city”) and *el capital* (“financial capital”), *el cura* (“priest”) and *la cura* (“cure”), and *el pez* (“fish”) and *la pez* (“pitch, tar”).
- The way to say “Ladies and gentlemen” in Spanish is “*Damas y caballeros*.” These two nouns also correspond to “Ladies” and “Men” when referring to rest rooms. Another meaning of *las damas* is checkers, the board game. *El extranjero* may refer to a man from a foreign country, or to a foreign country itself, as in the sentence, “She lives abroad,” *Ella vive en el extranjero*.
- Although the two words *el par* and *la pareja* may each, in certain circumstances, be translated as “pair,” they are not interchangeable. A pair of socks could never be *una pareja*, nor could a romantic couple be referred to as *un par*. Some of the subtleties of Spanish vocabulary take time to understand fully (the same is true, of course, of English vocabulary or the vocabulary of any language). The purpose of raising a few such vocabulary subtleties here is to make you aware that Spanish and English often display different approaches to how some things are conceived/understood.
- *Pastor(a)*, besides meaning a pastor of a church congregation, also has the meaning of shepherd/shepherdess. This coincidence of meanings is likely related to the Christian metaphor of Christ as a shepherd who ministers to his flock of believers.
- Both *estar* and *ser* are used with the adjective *listo/ -a/ -os/ -as*, but, again, they are never interchangeable.

En la clase de español.

Laura: Creo que el español es muy fácil para ti, Felipe.

- Felipe: Bueno, mis abuelos siempre hablan castellano con mis padres, y por eso lo he escuchado mucho en mi vida. Pero yo siempre he hablado inglés. Entonces, para mí es bastante fácil comprender el español, pero no hablarlo. No creo que la clase de español sea tan fácil para mí como para Sarah.
- Sarah: Pues, es verdad que puedo entender la gramática, si la estudio, pero no es verdad que la clase sea fácil para mí. Para mí es a veces difícil entender cuando la Profesora González nos habla rápidamente.
- Laura: Para mí, es difícil entender en la clase y también es difícil entender la gramática.
- Felipe: Sarah y yo estudiamos juntos a veces. Si quieres, puedes estudiar con nosotros.
- Sarah: Sí, claro. Me gusta estudiar con otras personas, por lo menos a veces.
- Laura: Gracias, pero no sé si quiero estudiar con ustedes. Ustedes estudian mucho. Yo estudio, pero también me gusta hacer otras cosas.
- Sarah: No estoy segura de que estudiemos más que tú, Laura. Esta noche vamos a estudiar español una hora en la biblioteca. Pensamos comenzar a las ocho y terminar a las nueve.
- Laura: ¿Una hora, nada más? Entonces, nos vemos a las ocho, y a las nueve vamos a tomar un café, ¿les parece?

Exercises:

- 21 A. Do you prefer to study alone (solo, sola) or with others (junto/junta con otras personas), or a little of both? Discuss this with one or more classmates. Prepare 2-3 sentences to present your point of view.
- 21 B. The vocabulary has several words that describe professions or types of work (doctor, teacher, lawyer, employee, soldier, etc.). Do any of these professions interest you? Why or why not? Do you know any people in these professions, or do you have friends that are interested in one or more of them?
- 21 C. What did you do this past week? Prepare 2-3 statements about your activities over the last week or so.
- 21 D. *Preterit and Imperfect.* Think of something that happened or something you did recently. Where were you when this event occurred? What time was it? Was anyone else there? What was the weather like at the time, or was that not relevant? The point of this exercise is to describe the circumstances (background) along with the event, so that you use both imperfect and preterit tenses.

Grammar Point 44: Certainty, Doubt, Denial and Negation of Dependent Noun Clauses

In the previous lesson, you learned that the subjunctive is used in dependent noun clauses whenever: (1) there is a change of subject from the independent to the dependent noun clause;

AND (2) whenever the independent clause expresses a wish or a hope, or a desire to influence the action in the dependent noun clause. An example of this would be the sentence: *Ojalá que no llueva hoy*. You also learned that the indicative mood is used in dependent noun clauses when the independent clause expresses the idea that the action in the dependent noun clause is seen merely as information—a reporting of what the speaker knows—with no indication of a hope, wish, or desire to influence the action of the dependent clause. An example of this is illustrated in the sentence, *Sabemos que ella vive en Wyoming*. Finally, you saw that when there is no change of subject from the independent to the dependent clause, the infinitive is used instead of a conjugated verb in either the indicative or subjunctive moods: *Quieren salir*.

Another set of criteria for determining whether the indicative or the subjunctive mood will be used in dependent noun clauses involves determining whether the independent clause expresses, on the one hand, certainty, or on the other hand doubt, denial, or negation concerning the action in the dependent noun clause. When the independent clause expresses certainty, the indicative is used in the dependent noun clause; when the independent clause expresses doubt, denial or negation, the subjunctive is used in the dependent noun clause.

Examples:

- | | |
|---|--|
| 1. <i>Es verdad que hay una fiesta mañana.</i> | It's true that there's a party tomorrow. |
| 2. <i>Es verdad que no hay fiesta mañana.</i> | It's true that there's no party tomorrow. |
| 3. <i>No es verdad que haya fiesta mañana.</i> | It's not true that there's a party tomorrow. |
| 4. <i>No es verdad que no haya fiesta mañana.</i> | It's not true that there isn't a party tomorrow. |
| 5. <i>Dudamos que haya una fiesta mañana.</i> | We doubt there's a party tomorrow. |
| 6. <i>No dudamos que hay una fiesta mañana.</i> | We don't doubt that there's a party tomorrow. |
| 7. <i>Es posible que haya una fiesta mañana.</i> | It's possible that there's a party tomorrow. |
| 8. <i>Es imposible que haya una fiesta mañana.</i> | It's impossible that there's a party tomorrow. |
| 9. <i>¡Es imposible estudiar con tanto ruido!</i> | It's impossible to study with so much noise! |
| 10. <i>Es imposible que salgas inmediatamente.</i> | It's impossible for you to leave immediately. |

Comments.

- In the independent clauses of sentences #1, 2, and 6, *there is certainty* in the mind of the speakers about whether or not there is a party tomorrow (“It’s true” and “We don’t doubt”). Therefore, in the dependent noun clauses that follow these expressions of certainty, *the indicative mood is used*.
- In #3, 4, 5, the independent clauses express *denial or doubt* (“It’s not true,” “We doubt.”) Therefore, in the dependent noun clause that follows these expressions, *the verb is in the subjunctive mood*.
- Note that in #7 the “subjunctive trigger” is *Es posible*, a phrase that does not express negation or denial, but rather expresses possibility. In Spanish, possibility is not enough to result in the use of the indicative in a dependent noun clause. There must be certainty. [*No es posible* will also cause the subjunctive mood to be used in the verb of the dependent clause, because it constitutes a denial.]

- Sentence #8 illustrates an important point about “certainty.” It must be *positive* certainty to be followed by the indicative mood. If it is negative certainty—and “It’s impossible” is such a certainty—then the subjunctive will still be triggered in the dependent noun clause. The reason is that *Es imposible*, while expressing a (negative) certainty, is expressing a denial, and a denial results in the use of the subjunctive in a dependent noun clause.
- Note that it does not matter whether the verb in the dependent noun clause is negated or not, for example “there is a party” or “there isn’t a party.” *What matters is the expression in the independent clause.* This expression will determine the mood of the verb in the dependent noun clause, and this dependent noun clause verb may be negative or positive (compare sentence #1 with sentence #2, and sentence #3 with sentence #4).
- #9 shows that impersonal expressions (expressions in the form of *Es + adjective*) may be followed by the infinitive. This occurs when there is no change of subject. This grammatical structure is just like English.
- #10 illustrates how the common English phrase “for + noun/pronoun + infinitive” cannot be translated literally into Spanish. The reason is that there is a change of subject (the subject of *Es imposible* is the impersonal “it;” the subject of the second verb is “you”). An English phrase such as “you to go,” which is called a personal infinitive structure, is much rarer in Spanish. [There are a handful of verbs in Spanish that may use such a construction, but they will not be studied in this chapter, and it is a good idea to avoid translating any personal infinitive literally, because such literal translation, in this case, reinforces a use of English grammar that is usually incorrect in Spanish.]
- *Pensar* and *Creer*. In the last chapter you learned that when forms of *pensar* (ie) and *creer* are used affirmatively in an independent clause, the verb in the following dependent noun clause is in the indicative mood. When these verbs are used negatively in an independent clause, the verb in any noun clause which follows them will be in the subjunctive mood, because *no pensar que* and *no creer que* express doubt, or denial, or negation, which you now know require the subjunctive to be used in the verb of a dependent noun clause: *Pienso que ellas están aquí*; but, *No pienso que ellas estén aquí*.

Exercises:

21 E. Using the dependent noun clause “that they are here” make complete sentences by beginning with the following phrases and making any changes necessary. The first two are done as examples:

- | | | |
|----------------------------|----------------------------|---------------|
| 1. Es posible que . . . | Es posible que estén aquí. | (subjunctive) |
| 2. Es cierto que . . . | Es cierto que están aquí. | (indicative) |
| 3. No es posible que . . . | | |
| 4. Es verdad que . . . | | |
| 5. Pienso que . . . | | |
| 6. Él duda que . . . | | |
| 7. No dudamos que . . . | | |
| 8. Ella no niega que . . . | | |

9. Es imposible que. . .

10. No es imposible que . . .

- 21 F. With one or more classmates, take turns stating what your friends or family members may be doing right now. Phrases such as *(no) es posible*, and *(no) es probable* will be followed by the subjunctive, while phrases like *creo que*, *pienso que*, and *estoy seguro/segura que* will be followed by indicative in the dependent noun clause. (Remember that these last three phrases, when used negatively, will be followed by the subjunctive).
- 21 G. What do you (not) believe or think? What do you (not) doubt. With one or more classmates, practice with the affirmative and negative forms of these phrases. In all cases, the important thing to determine is whether or not the phrase expresses (positive) certainty on the one hand, or doubt, denial, or negation, on the other.

Grammar Point 45: Present Perfect Subjunctive Tense: Forms and Use in Noun Clauses

The Present Perfect tense of the Subjunctive Mood is very easy to form, and the use of this tense in dependent noun clauses is the same as the use of the present subjunctive, that is, it is used whenever there is a change of subject and a “subjunctive trigger” is present in the independent clause.

The present perfect subjunctive is formed by using the present subjunctive form of *haber* plus the past participle:

yo	haya hablado, haya comido, haya vivido, haya dicho, etc.
tú	hayas hablado, hayas comido, hayas vivido, hayas dicho, etc.
ella, él, Ud.	haya hablado, haya comido, haya vivido, haya dicho, etc.
nosotros/as	hayamos hablado, hayamos comido, hayamos vivido, hayamos dicho, etc.
vosotras/os	hayáis hablado, hayáis comido, hayáis vivido, hayáis dicho, etc.
ellas/os, Uds.	hayan hablado, hayan comido, hayan vivido, hayan dicho, etc.

Examples:

- | | |
|--|--|
| 1. We hope they have arrived. | Esperamos que ellos/ellas hayan llegado. |
| 2. We think they have arrived. | Pensamos que ellas/ellos han llegado. |
| 3. It's possible that they have arrived. | Es posible que hayan llegado. |

Comments:

- In #1, there is a “subjunctive trigger” in the independent clause, a form of the verb *esperar*, which expresses our hope about their arrival. There is also a change of subject

from the independent to the dependent noun clause: WE are doing the hoping, but THEY are doing the arriving. Therefore, the subjunctive mood must be used in the dependent clause. The tense to use is the present perfect subjunctive, *hayan llegado*, because it means “have arrived.”

- Sentence #2 has the same change of subject that we see in #1, but there is no subjunctive trigger in the independent clause (“We think,” used affirmatively), and so the indicative mood must be used in the dependent noun clause. The tense to use is the present perfect indicative, *han llegado*.
- #3 illustrates another situation requiring the use of the subjunctive in the dependent noun clause. The impersonal expression *Es posible que* is a subjunctive trigger (it does not express positive certainty, and therefore indicates some doubt in the mind of the speaker), and so “they have arrived” is translated as *hayan llegado*, using the present perfect subjunctive.
- There are no new concepts concerning the subjunctive or indicative in noun clauses in this grammar point. The present perfect subjunctive is the second tense of the subjunctive mood that has been presented (the present subjunctive was the first, and there are two others, which will be presented in later chapters). This grammar point illustrates that when you need to use the subjunctive, and when the tense you need is the present perfect, there is a present perfect subjunctive tense and it is what you should use.

Exercises:

- 21 H. Using exercise 21 E above, replace the clause “that they are here” with “that they have returned” (*que han/hayan vuelto*).
- 21 I. With one or more classmates, take turns making statements with *Ojalá* followed by the present perfect subjunctive tense. What do you hope has or hasn’t happened? Let your imagination range freely in this exercise, but do try to stay within the vocabulary and grammar you know.
- 21 J. Think of some things that have or haven’t happened recently, or that may have or may not have happened recently, and make statements about them. For example, “I think my parents have sent me money,” or “It’s not true that my roommate has studied Spanish before,” or “I doubt that my sister has gotten up yet today.”
- 21 K. What do others think, hope, doubt, believe is (im)possible? With one or more classmates, make statements about your family and friends. Try to use plural as well as singular subjects.

Capítulo 22: Quiero hacer un viaje que me lleve al extranjero

Vocabulario 22

To practice these words interactively, on a computer, click [here](#) and choose Chapter 22.

<u>en inglés</u>	<u>en español</u>
to be happy (about)	alegrarse (de)
It's a shame (that)	Es (una) lástima (que) + subjunctive
What a shame (that)	¡Qué lástima que + subjunctive
to (not) be surprising to	(no) sorprenderle a uno [grammatically like <i>gustar</i>]
to (not) be surprising to	(no) extrañarle a uno [grammatically like <i>gustar</i>]
It's (not) logical	(no) es lógico
It's (not) good (that)	(no) es bueno (que)
It's (not) bad (that)	(no) es malo (que)
It's (not) sad	(no) es triste
to fear	temer
to suspect	sospechar
(a) pet	una mascota
song	la canción
to lend	prestar
to borrow	pedir prestado/ -a/ -os/ -as
“an arm and a leg”	“un ojo de la cara”
inexpensive	barato/ -a/ -os/ -as
skyscraper	el rascacielos
corkscrew	el sacacorchos
dishwasher	el lavaplatos
swimming pool	la piscina
ticket	el boleto
one-way ticket	el boleto de ida
round-trip ticket	el boleto de ida y vuelta
suitcase	la maleta
to pack a suitcase	hacer la maleta
luggage	el equipaje
to take a trip	hacer un viaje
flight	el vuelo [“to fly” is <i>volar (ue)</i>]
pilot	el /la piloto
to wait in line	hacer cola
to get on, to board	subir a
to get off of	bajar de
passenger	el pasajero / la pasajera
tourist	el / la turista
traveler	el viajero / la viajera
waiting area	la sala de espera
seat	el asiento
airport	el aeropuerto
to make a stopover (in)	hacer escala (en)

to go through security	pasar por la seguridad
to go through customs	pasar por la aduana
to go abroad	ir al extranjero
to stay in a place, to lodge	alojarse
to stay in a place, to remain	quedarse
souvenir	el recuerdo
to take (a lot of) pictures	sacar (muchas) fotos
besides	además
to take (a person); to carry	llevar (you also know it means “to wear” clothing)
passport	el pasaporte

- Impersonal expressions, which often consist of *es* + an adjective (such as *es bueno*, *no es triste*, *es lástima*), unless they convey positive certainty (*es cierto*, *es verdad*, *es patente*, *es obvio*), are followed by the subjunctive if there is a change of subject: *Es triste que no puedan asistir*; *No es bueno que hayan desaparecido*. This means that an expression such as *(no) es lógico* will trigger the subjunctive in dependent noun clauses, even if, to some people, this expression might seem similar to *es obvio*. Of course, if there is no change of subject, impersonal expressions may be followed by an infinitive: *Es lógico salir temprano*; *Es malo dormir solamente cuatro horas cada noche*.
- The verb *extrañar* was introduced in a previous chapter, with the meaning “to miss,” “to long for:” *Extraño mucho la comida de mi mamá/papá*, “I miss my mom’s/dad’s cooking a lot.” A second, different, meaning of *extrañar* is “to be surprising or strange” to someone, and, as the vocabulary states, when used this way *extrañar* functions grammatically like *gustar*, *importar*, *molestar*, etc. In this meaning, also, it is commonly followed by the conjunction *que* and a dependent noun clause with the verb in the subjunctive mood: *Me extraña que Sarah no **haya llegado** todavía* (“It surprises me / seems strange to me that Sarah has not arrived yet”).
- *Sospechar* is like *creer* and *pensar* in that it is followed by the indicative when used affirmatively. *Sospechar*, like these other two verbs, is seen as providing information rather than expressing an emotion about the action in the dependent clause: *Sospechamos que ella no lo **ha** hecho todavía*.
- The verb “to lend” is *prestar* in Spanish, and grammatically it works the way its English counterpart does. However, “to borrow” in Spanish is *pedir prestado*, and it has the meaning of something like “to ask to be lent something.” Grammatically, the objects one is asking for will determine the number and gender of the adjective *prestado*/ *-a*/ *-os*/ *-as*: *Le pedí prestados dos libros a Miguel*, “I borrowed two books from Miguel,” or “I asked Miguel to lend me two books.” If I had asked for only one book, *prestado* would be used. If I had asked to borrow his computer, the sentence would be: *Le pedí prestada la computadora*.
- The expression in English, “an arm and a leg,” refers to something that costs someone dearly (“His new car cost him an arm and a leg” = He paid a *whole* lot for it). Spanish has an equivalent to this corporal metaphorical expression, which is *un ojo de la cara*: *Su*

carro le costó un ojo de la cara, “His car cost him an arm and a leg (literally “an eye of his face”).

- There is a small family of nouns in Spanish that correspond to such English combination words as “sky+scraper” and “dish+washer.” Each of the Spanish words uses a formula: all the resulting words are masculine; and all of them combine a third person singular verb form with a plural form of a noun. So, as the word in Spanish for “cork” is *corcho*, and the verb to take out is *sacar*, a “cork-taker-outer,” or “corkscrew” is a *sacacorchos* (literally “an ‘it takes out corks’”), the result of combining *saca* with *corchos*. Other Spanish words of this type are *rascacielos* (“to scrape” is *rascar*; “the skies” are *los cielos*), and “dishwasher” (*el lavaplatos*). A previous word that fits into this category is *el cumpleañeros*, literally “it completes years.”

En la clase de español.

Sarah: ¿Cómo están ustedes hoy?

Laura: Estoy muy bien. Dormí nueve horas anoche y me siento fantástica.

Felipe: ¡Ay! Temo que esté enfermándome. Me duele el cuerpo y no me encuentro bien.

Sarah: ¡Qué lástima que estés enfermo, Felipe! ¿No tienes un concierto este sábado?

Felipe: Sí, mi grupo musical toca el sábado a las nueve en el centro estudiantil. Es posible que yo no pueda participar, o por lo menos que no cante.

Laura: Es lástima que estés mal, Felipe, pero por favor, no te sientes tan cerca. No quiero enfermarme.

Felipe: Es verdad. Hoy voy a sentarme solo.

Sarah: Y tú, Laura, ¿tienes planes para el fin de semana?

Laura: No, pero quiero hacer algo que me divierta. ¿Y tú?

Sarah: Pienso ir al concierto del conjunto de Felipe. Me gusta mucho su música, y el grupo ha comenzado a componer canciones originales.

Exercise:

22 A. With one or more classmates, discuss a trip you have taken. Where did you go? Did you go alone or with others? Where did you stay? What did you do? Did you take a lot of pictures? What did you like most/least about the trip?

22 B. When you travel, how do you prefer to travel? Do you like to fly? Do you have a passport, or plan to get one soon? Are there specific countries you would really like to visit? Why? [The expression, “*Me gustaría* visitar _____” is a useful one here. It means, “I would like (to visit).”]

22 C. What did you do this past week? Prepare 2-3 statements about your activities over the last week or so. (Repeating exercises such as this one helps to reinforce your use of the past tenses and their forms, and also allows you to incorporate newer vocabulary and grammar each time.)

22 D. Do you or your family members have pets? Is there a kind of animal you like/don’t like as a pet? Why (not)?

Grammar Point 46: Dependent Adjective Clauses: Subjunctive and Indicative

We have been discussing *dependent noun clauses* in the last two chapters. It is now time to consider *dependent adjective clauses*. It may be helpful to recall that a clause is any group of words that contains a subject and a verb. As mentioned before, in Spanish, where conjugated verbs contain their subjects, it is possible for a clause to consist of just one word, such as *tienes*, *hablo*, and *comimos*. Dependent noun clauses are clauses that act as nouns (direct objects) in their sentences. *Adjective clauses are groups of words with a subject and verb that act as adjectives.*

For example, in the sentence, “I have a car that didn't cost a lot of money,” the dependent clause “that didn't cost a lot of money” acts as an adjective, modifying the word “car.” This clause could be replaced by a word like “inexpensive,” to yield the sentence: “I have an inexpensive car,” where the adjective “inexpensive” describes “car.”

An adjective clause, then, like an adjective, always modifies a noun, which is called the antecedent. In the example above, the antecedent is car, because this is the noun modified by the adjective clause “that didn't cost a lot of money.”

The rules for determining whether or not the verb in the dependent adjective clause will be in the indicative or the subjunctive mood are different than the rules governing dependent noun clauses. For dependent noun clauses the verb expression in the independent clause is the determining factor, but for adjective clauses *the primary consideration*, not surprisingly, *will be the antecedent*, the word the adjective clause modifies.

There is really only one rule for determining whether the verb in an adjective clause is in the subjunctive or the indicative mood:

When the antecedent is indefinite or negative in the mind of the speaker, the verb in the dependent adjective clause must be in the subjunctive mood. Conversely, if the antecedent is definite in the mind of the speaker, the verb in the dependent adjective clause will be in the indicative mood.

Examples:

- | | |
|---|---|
| 1. Busco <u>un libro</u> que sea interesante. | I'm looking for a book that is interesting. |
| 2. Tengo <u>un libro</u> que es interesante. | I have a book that's interesting. |
| 3. Aquí no hay <u>nadie</u> que hable chino. | There is no one here who speaks Chinese. |
| 4. Aquí hay <u>alguien</u> que habla chino. | There is someone here who speaks Chinese. |
| 5. Vemos a <u>un hombre</u> que está cantando. | We see a man who is singing. |
| 6. No vemos a <u>nadie</u> que esté cantando. | We don't see anyone who is singing. |
| 7. ¿Conoces a <u>alguien</u> que hable chino? | Do you know anyone who speaks Chinese? |
| 8. Sí, conozco a <u>alguien</u> que habla chino. | Yes, I do know someone who speaks Chinese. |
| 9. No, no conozco a <u>nadie</u> que hable chino. | No, I don't know anyone who speaks Chinese. |

Comments.

- In sentences #1 and #2, the antecedent is the same, “un libro.” In the first sentence I am *looking for* an interesting book, which means that it is an indefinite book for me. It doesn’t matter whether or not I believe there are plenty of interesting books around; in this sentence the book mentioned is indefinite in the mind of the speaker: it may or may not exist. So, the antecedent in #1 is indefinite, and therefore the verb in the dependent adjective clause is in the subjunctive, *sea*.

In sentence #2, the antecedent is definite, because I *have* an interesting book, it is a definite book in the mind of the speaker, and so the verb in the dependent adjective clause is in the indicative, *es*.

- In #3, the dependent adjective clause, “que hable chino,” modifies *nadie*, a noun that refers to a non-existent person. The antecedent, then, is non-existent, and so the verb in the dependent adjective clause is in the subjunctive mood, *hable*.

In #4 the antecedent is *alguien*, and we know that this someone is here, so in this sentence *alguien* refers to a definite person. The antecedent is therefore definite, and so the verb in the dependent adjective clause is in the indicative mood, *habla*.

- In #5 the antecedent “hombre” is definite because we are seeing him. We may not know him, but he is clearly a definite person in the mind of the observers. The dependent clause verb reflects this fact by employing the indicative form *está cantando*.

In #6 the antecedent is *nadie*, which as we have seen, is always non-existent, and so the verb in the dependent adjective clause is in the subjunctive, *esté cantando*.

- Sentence #7 illustrates an important point about the word *alguien*. Unlike *nadie*, which is always non-existent, *alguien may be either definite or indefinite, depending on the context*. In sentence 7 the speaker is asking a friend if s/he knows anyone who speaks Chinese. Obviously, for the speaker this *alguien* is indefinite, or the speaker would not ask the question. The dependent clause verb is, accordingly, the subjunctive form *hable*.
- #8 and #9 show two possible responses to the question asked in #7. If the person asked does know someone who speaks Chinese then the antecedent *alguien* is now definite, and the verb in the dependent clause is now the indicative form, *habla*.

In #9 the response is in the negative, the antecedent is *nadie*, which is always non-existent, and so the verb in the dependent adjective clause is subjunctive, *hable*.

- Note that in most of the English sentences (#3-9), the antecedent is “who” rather than “that.” In Spanish, however, ~~*quien*~~ would be incorrect in each of these sentences; *que* is the correct choice. The word *que* is used to introduce dependent adjective clauses, just as it was to introduce dependent noun clauses previously considered.

As with dependent noun clauses, dependent adjective clauses, by their nature, can never begin a sentence; they will always follow the independent clause. (It is just as strange to say in Spanish “*Que sea barato, busco un carro*,” as it is to say in English “That is inexpensive, I am looking for a car.”). So, **as with sentences with noun clauses, the first verb (that is, the verb in the independent clause) of sentences with dependent adjective clauses is almost always in the**

indicative mood. As with noun clause sentences, it is the second verb where you need to decide which mood to use, subjunctive or indicative, according to the rule given above, which governs the mood of verbs in dependent adjective clauses.

Exercises:

22 E. Using the dependent adjective clause “that is fast” to modify the antecedent “a computer,” make complete sentences by beginning with the following phrases and making any changes necessary. The first two are done as examples:

1. Tengo una computadora . . . *Tengo una computadora que **es rápida**.* (indicative)
2. Busco una computadora . . . *Busco una computadora que **sea rápida**.* (subjunctive)
3. Aquí no hay ninguna computadora . . .
4. Janie tiene una computadora . . .
5. ¿Tienes una computadora . . .
6. Si, tengo una computadora. . .
7. No no tengo ninguna computadora . . .
8. Ella quiere comprar una computadora . . .
9. Ella compró una computadora. . .
10. Ella ha comprado una computadora . . .

22 F. With one or more classmates, take turns stating what kind of house, friend(s), job, life, spouse, pet, computer, car, etc. you *want*. [*Quiero/Busco un_____ que . . .*]

22 G. Now take turns stating what kinds of car, computer, friend(s), house, etc. you *have*.

**Grammar Point 47: Another Reason to Use Subjunctive in Dependent Noun Clauses:
Emotion**

In the previous chapters, several criteria for using the subjunctive mood in dependent noun clauses have been presented, among them *Ojalá (que)*, wishing, wanting, and desiring to influence the action occurring in the dependent noun clause; also doubt, denial, and negation. Another common “subjunctive trigger” is emotion.

Examples:

- | | |
|--|---|
| 1. We are happy you are here today. | <i>Nos alegramos de que estén aquí hoy.</i> |
| 2. It’s a shame you can’t come with us. | <i>Es lástima que no puedas acompañarnos.</i> |
| 3. What a shame that our team is losing! | <i>¡Qué lástima que nuestro equipo esté perdiendo.</i> |
| 4. I like that there’s pizza today. | <i>Me gusta que haya pizza hoy.</i> |
| 5. I don’t like it that there’s pizza again. | <i>No me gusta que haya pizza otra vez.</i> |
| 6. It surprises us that they’re here. | <i>Nos sorprende/extraña que ellas estén aquí.</i> |
| 7. It surprises us to be here. | <i>Nos sorprende/extraña estar aquí.</i> |
| 8. I like the shirt you’re wearing today. | <i>Me gusta la camisa que llevas hoy.</i> |

Comments:

- In sentences 1 - 6, the subjunctive mood is used for the verb in the dependent noun clause because the verb in the independent clause expresses emotion, and there is a change of subject in each case.
- It makes no difference whether the emotion is positive or negative (see examples #4 and #5); an expression of emotion in the independent clause will result in the use of the subjunctive in a dependent noun clause.
- Note that English does not always contain the conjunction explicitly. For example, #1 could be: “We are happy *that* you are here today.” Remember that whether or not the English sentence has a conjunction, *if there is more than one clause in Spanish, the sentence should contain a conjunction*. Unlike English, where the use of the conjunction is often optional, in Spanish the use of the conjunction, whenever there is more than one clause, is almost always necessary.
- Sentence #7 shows that when there is no change of subject from the independent clause, the infinitive is used. You have seen this use with this grammar already, in the previous two chapters.
- #8 illustrates that care must be taken when you identify a dependent clause. #8 begins with the same verb expression as #4 and #5, but look carefully at the dependent clause in #8. The clause “(that) you’re wearing today” is not a noun clause but rather an adjective clause that modifies “shirt.” As the shirt in this instance is definite (it must be if I am seeing it), the verb in the dependent (adjective) clause is in the indicative, for the reasons explained in the previous grammar point of this chapter.

Summary of “subjunctive triggers” for dependent noun clauses: WEDDING and WEIRDO

Some teachers of Spanish offer the following mnemonic devices (=memory aids) to help students remember the kinds of expressions in the independent clause that result in the use of the subjunctive in dependent noun clauses whenever there is a change of subject. While, for some people, neither of these mnemonic words may include *all* of the subjunctive triggers (Is *possibility*, which is not represented here, always the same as *doubt?*), they are presented here for the interested student.

W wishing, wanting
E emotion
D doubt
D denial
I influence; imperative (=commands)
N negation
G God grant that

W wishing, wanting
E emotion
I influence; imperative (=commands)
R recommendation/suggestion
D doubt, denial
O *Ojalá*

Exercises:

- 22 H. What do you like or dislike? What surprises you? What “enchants” you (*encantar*)? Write at least three sentences that express emotion in the independent clause and use subjunctive in the dependent noun clause. Also write at least one sentence that has no change of subject, and therefore employs an infinitive after the independent clause verb, instead of a conjugated verb in the subjunctive.
- 22 I. With one or more classmates, take turns making statements based on the information contained in the two mnemonic devices WEDDING and WEIRDO.
- 22 J. Using the expressions *es posible que*, *no es posible que*, *es imposible que*, and *no es imposible que*, take turns making statements that employ the dependent noun clause construction. Do you understand why each of these expressions triggers the use of the subjunctive in dependent noun clauses?
- 22 K. Dependent Noun and dependent Adjective clauses. Using the expressions, “(No) me gusta que . . . + dependent noun clause, on the one hand, and “(No) me gusta el/la/los/las NOUN + dependent adjective clause, on the other, take turns making statements with others in the class. Here is an example of each kind of clause:
 No me gusta que tengamos la clase de español a las ocho de la mañana. (noun clause)
 No me gusta el libro que tengo que leer para la clase de historia. [adjective clause (with a definite antecedent)]

Capítulo 23: Me gustan mucho los aretes que llevas hoy

Vocabulario 23

To practice these words interactively, on a computer, click [here](#) and choose Chapter 23.

<u>en inglés</u>	<u>en español</u>
unless	a menos que + subjunctive
provided (that)	con tal de + infinitive; con tal (de) que + subjunctive
in case of	en caso de + infinitive; en caso de que + subjunctive
so that	para + infinitive; para que + subjunctive
before	antes de + infinitive; antes (de) que + subjunctive
whenever	cuando
across, through	a través de
to cross	atravesar (ie)
around	alrededor de
along, throughout	a lo largo de
building	el edificio
to rent	alquilar
rent (noun)	el alquiler
glasses	las gafas; los lentes; los anteojos
sunglasses	las gafas de sol; los lentes de sol; los anteojos de sol
contact lenses	las lentillas (Spain); las lentes o las lentes de contacto
instead of	en vez de
on time, in time	a tiempo
to be busy	estar ocupado/ -a/ -os/ -as
to be worried	estar preocupado/ -a/ -os/ -as
life	la vida
death	la muerte
roommate	el compañero de cuarto; la compañera de cuarto
friendship	la amistad
hope	la esperanza
faith	la fe
charity	la caridad
pierced ears	orejas con agujeros
jewelry	la joyería
jewel	la joya
gem	la piedra preciosa
gold	el oro
silver	la plata
bronze	el bronce
copper	el cobre
bracelet	la pulsera
necklace	el collar
earring	el pendiente; el arete; el aro; el zarcillo
nose ring	un aro/ un pendiente de la nariz
ring (on finger)	el anillo

pearl	la perla
jade	el jade
ruby	el rubí [plural: los rubíes]
diamond	el diamante
emerald	la esmeralda
sapphire	el zafiro
tattoo	el tatuaje
date, appointment	la cita
blind date	la cita a ciegas
computer date	la cita por computadora

- The English word *before* has three related, but distinct, translations into Spanish, depending upon whether it is an adverb, a preposition, or a conjunction. (This is also true of the English word *after*). Consider the following sentences:

- | | |
|-----------------------------------|--|
| 1. They left before. | <i>Salieron antes.</i> |
| 2. They left before eating. | <i>Salieron antes de comer.</i> |
| 3. They will leave before we eat. | <i>Van a salir antes (de) que comamos.</i> |

In #1, *before* is an adverb, and is simply *antes* in Spanish. In #2, where *before* comes before a noun (the gerund “eating”), it acts as a preposition; the adverb *antes* is converted into a preposition by adding *de*. The phrases *antes comer* and *antes comiendo* are incorrect in Spanish. In #3, *before* joins two clauses and, therefore, is a conjunction. In Spanish, either *antes de que*, which adds *que* to the preposition *antes de*, or *antes que*, in which the prepositional *de* is replaced by the conjunction *que*, are possible when *before* is a conjunction. The phrase *antes de comamos* is incorrect. The point that is being made here is that the English word *before* (and also the English word *after*), like *the*, and *her*, and *that*, which have been discussed before, does not have a unique translation into Spanish. You must consider the grammatical use of *before* in the sentence, and then decide whether to use the adverb *antes*, the preposition *antes de*, or the conjunction *antes (de) que*.

- The word *gafas* is more common in Spain, the words *lentes* and *anteojos* are more common in Latin America. Note also the regional differences in the translation of *contact lenses*.

En la clase de español.

- Sarah: Hola, Laura. Me gustan mucho los aretes que llevas hoy. No tengo nada de oro.
 Laura: Gracias. Mis padres me los regalaron cuando me gradué en el instituto. La verdad es que prefiero la plata al oro. No sé por qué.
 Felipe: He pensado en llevar un arete, pero todavía no he decidido hacerlo. Tengo un tatuaje en la espalda.
 Sarah: ¿Tienes un tatuaje? ¿De qué?
 Felipe: Es un león. No es muy grande. Me gustan los leones.
 Laura: Yo tengo uno de un pez en el hombro izquierdo.

- Sarah: No tengo ningún tatuaje, pero para mi cumpleaños voy a hacer que me pongan un agujero en la nariz.
- Laura: Y ¿Cuándo es tu cumpleaños?
- Sarah: Pues, dentro de dos semanas.
- Felipe: Ah, ¡pues tendremos que celebrar!

Exercise:

- 23 A. *¿Te gusta la joyería?* With one or more classmates, talk about jewelry and/or gems. Are you interested in being a jeweler (un joyero / una joyera)? Do you buy jewelry for others? Do you know people who like jewelry a lot or not at all? Do you use jewelry? If so, do you prefer certain metals or precious stones to others?
- 23 B. *¿Tienes tatuajes?* Do you have tattoos? If you don't, do you think you'll get one someday; if you do have a tattoo, do you plan to get more? Why or why not? Do you like or dislike the idea of tattoos? *¿Te gustaría ser un(a) artista de tatuajes?*
- 23 C. What will you do this coming weekend? Write 3 statements about your planned activities. When will you do each one? Will you do each one alone or with others? With one or more classmates, take turns reading your statements, and then discussing whether you've done these activities before (when you were a child, recently, never).
- 23 D. *Regalos (gifts).* Do you remember any gifts that you especially liked? Did you receive them or give them? When you buy gifts, do you think about what to get for a long time, do you buy the first thing you think of, or does it depend? [It depends (on) = depende (de)]

Grammar Point 48: The One-Word Future Indicative Tense

Before we study a third type of dependent clause, the dependent adverbial clause, it makes sense to learn the one-word future indicative tense, which is often used in sentences with dependent adverbial clauses. You already have learned how to express the future in Spanish with IR + A + infinitive, a very common structure in Spanish. There is also an alternative to the IR + A + infinitive construction, and it, too, is used in Spanish. As you will see, the formation of the one-word future indicative tense is unlike that of previous verb tenses in several ways.

Forming the simple future indicative tense:

FUTURE ENDINGS FOR ALL VERBS IN SPANISH

hablar	+	-é -ás
comer	+	-á -emos
vivir	+	-éis -án

So: *hablaré, comeré, viviré; hablarás, comerás, vivirás; hablará, comerá, vivirá*, etc.

Comments.

- For the future indicative tense there is only one set of endings, which is used for *-ar*, *-er* and *-ir* verbs.
- **Note** that three of the endings [those for *yo*, *nosotros(as)* and *vosotras(os)*] begin with the letter *-e*, and the other three endings (those for *tú*, *él/ella/Ud.* and *ellas/ellos, Uds.* begin with the letter *-a*).
- **Note** also that the *nosotras(os)* ending is the only one of the six endings that does *not* have a written accent; the other five forms have accents.
- *The endings of the future indicative tense are regularly attached to the infinitive*, unlike other tenses where the endings are attached after the infinitive ending is removed. As an example, consider the ending *-é*, which we have seen before in the preterit tense. *Hablé* and *hablaré* both have the same ending, but the ending is attached, in the preterit tense, to the stem of the infinitive (*habl-*), whereas in the future tense the ending is attached to the entire infinitive: *hablaré*.

There are several important **verbs that have irregular stems** for the future. These must be memorized. Do note, however, that *the endings for these verbs are the same as for all other verbs in the future*:

decir:	dir-	(so: <i>diré, dirás, dirá, diremos, diréis, dirán</i>)
haber:	habr-	
hacer:	har-	
poder:	podr-	
poner:	pondr-	
querer:	querr-	
saber:	sabr-	
salir:	saldr-	
tener:	tendr-	
venir:	vendr-	

Uses of the Future Indicative Tense:Examples:

- | | |
|---|--------------------------------------|
| 1. <i>Tú leerás y yo prepararé la cena.</i> | You'll read and I'll prepare dinner. |
| 2. <i>Escribirán la carta mañana.</i> | They'll write the letter tomorrow. |

This “one-word future tense” is not used as much in Spanish as the future tense is in English, for two reasons. First, because the IR + A + INFINITIVE construction is very common for expressing future action. Secondly, it is also common in Spanish to use the simple present tense for actions in the near future:

- | | |
|--|---|
| <i>Vas a leer y yo voy a preparar la cena.</i> | (or, <i>Tú lees y yo preparo la cena.</i>) |
| <i>Van a escribir la carta mañana.</i> | (or, <i>Escriben la carta mañana.</i>) |

Nonetheless, the one-word future indicative *is* used in everyday Spanish, and therefore it should be learned. [When we study the conditional tense (“I would go,” “You would study,” “We would like,” etc.) knowing the future forms well will make learning the conditional very easy.] Another reason for learning the Spanish one-word future tense is that it has one common use that does not have a common English equivalent: to express probability.

The Future of Probability

A special use of the one-word future indicative tense in Spanish--and perhaps its most common use--is to express probability in the present:

Examples:

- | | |
|---------------------------------------|---|
| 1. ¿Dónde estará Laura? | Where can Laura be? |
| 2. No sé. Estará en su cuarto. | I don't know. She's probably in her room. /
She'll be in her room. |

Comment:

- Each of these example sentences could have two distinct meanings, one indicating probability in the present and the other referring to a future action. For example, #1 could mean: “Where can Laura be?” / “Where is she probably at this moment?,” both of which express probability in the present. On the other hand, this sentence could also mean, “Where will Laura be?,” referring to a future situation. It is context that clarifies which meaning of the future tense is intended in Spanish. In English, although it is not very common, we do have a construction that is somewhat akin to this use of the future to express probability in Spanish. For example, if someone wants to express the idea that her mother is probably working right now (but she isn't sure), she could say, of course, “My mother is probably working right now.” She could also say, “My mother will be working right now.” A second example is: “My sister will be asleep” can mean, in colloquial English, “My sister is probably asleep now.”

Exercises:

- 23 E. *En cinco o diez años.* What will you do in the next five to ten years? Write four simple sentences using the one-word future indicative tense. You might say where you will live and or work, whether you will live in a house or an apartment, whether or not you'll be married, etc.
- 23 F. With one or more classmates, take turns stating what your friends and/or family members are probably doing right now. Use the one-word future indicative tense to express the probability. Examples: *Mi mamá estará trabajando. Mi hermana estará durmiendo.*
- 23 G. Past, Present, Future. Choose an activity that you have always done (this could be as simple as getting up or going to bed). Using the imperfect, the preterit, and the one-word future tense, describe what you *used to do*, *what you did yesterday/recently*, and *what you will do tomorrow or in the future*.

Grammar Point 49: The Subjunctive with Six Adverbial Conjunctions

So far you have studied dependent noun clauses and dependent adjective clauses. A third type of dependent clause, the adverbial clause, is, as its name implies, a group of words that contains a subject and a verb, and which acts as an adverb in a sentence. Adverbs modify verbs and answer questions like *why*, *when*, and *how*. Dependent adverbial clauses show similarities to dependent noun and adjective clauses, but they also show obvious differences. Below are six examples of dependent adverbial clauses in English, and two in Spanish. The dependent adverbial clauses are in italics, and the conjunctions are, additionally, in bold:

Examples:

1. We'll eat dinner **when** *Sarah and Laura arrive*.
2. **Unless** *they object*, we'll do it tomorrow.
3. **Whenever** *I have money*, I go to the movies.
4. I go to the movies **whenever** *I have money*.
5. The professor speaks slowly **so that** *we'll understand*.
6. We'll wash the car **before** *we take the trip*.
7. Lo haré **cuando** *(yo) tenga tiempo*.
8. **Cuando** *(yo) tenga tiempo*, lo haré.

Comments:

- Unlike noun and adjective clauses, *dependent adverbial clauses may precede the independent clause of the sentence* (compare #3 and #4, and also #7 and #8). Because this is so, with dependent adverbial clauses you must consider each clause in order to determine which one is the independent clause and which one is the dependent clause.
- As with dependent noun and adjective clauses, dependent adverbial clauses are always introduced by a conjunction. However, unlike noun and adjective clauses, the conjunction

in adverbial clauses is not simply the word *que*, although this word does appear as part of several adverbial conjunctions. In the above examples, in English, besides the conjunction *so that*, we also have the following conjunctions: *before*, *whenever*, *when*, and *unless*.

- There are different kinds of dependent adverbial clauses: for example, contingency clauses (examples #2 and #5) and time clauses (#1, 3, 4, 6, 7, 8). We will study both of these types. In this grammar point we focus almost exclusively on contingency clauses, leaving the focus on time clauses for a succeeding chapter.
- Sentence #7 shows that with dependent adverbial clauses, the subject that follows the conjunction need not be different from the subject of the main clause. This is because some adverbial conjunctions—and *cuando* is one example— have no corresponding prepositional form, and therefore the infinitive—the verb form we use in Spanish after a conjugated verb or a preposition—cannot be employed (infinitives are used after prepositions, but after conjunctions only conjugated verbs may be used).

In this lesson, you will learn six adverbial conjunctions that are always followed by the subjunctive mood. Here they are (they are also in the vocabulary):

<i>a menos que</i>	unless
<i>con tal (de) que</i>	provided that
<i>en caso de que</i>	in case
<i>para que</i>	so (that)
<i>sin que</i>	without
<i>antes (de) que</i>	before

The first five of these conjunctions are conjunctions of contingency, and the sixth, *antes (de) que*, is a time conjunction that will be studied more closely in a later chapter. The important point here is that all six of *these adverbial conjunctions always require the subjunctive mood in the dependent clause, unless the infinitive may be used*. Five of these conjunctions have a corresponding prepositional form and so may be used with an infinitive, but none of these conjunctions may ever be followed by a verb in the indicative mood. [The conjunction *a menos que* does not have a corresponding prepositional form; the others do, and they are these: *con tal de*, *en caso de*, *para*, *sin*, and *antes de*. All of these prepositions or prepositional phrases may be followed by an infinitive, when there is no change of subject between the independent clause and the dependent adverbial clause (see Example #3, below).]

Examples:

- | | |
|--|--|
| 1. We won't go unless you go, too. | <i>No iremos a menos que (tú) vayas, también.</i> |
| 2. Provided that they lend me the car, I'll drive. | <i>Con tal que me presten el carro, manejaré.</i> |
| 3. Before we leave, we'll help you clean up. | <i>Antes de salir, te ayudaremos a limpiar.</i> |
| 4. Before they leave, we'll help you clean up. | <i>Antes que salgan, te ayudaremos a limpiar.</i> |
| 5. He wants to leave without anyone knowing. | <i>Él quiere salir sin que nadie lo sepa.</i> |
| 6. In case it rains, take the umbrella. | <i>En caso de que llueva, lleva el paraguas.</i> |

Comments:

- In all of the sentences where these conjunctions are used, they are followed by verbs in the subjunctive mood. (In #3, where the infinitive *salir* is used instead of the subjunctive, we have the preposition *antes de*, not the conjunction *antes de que*. See the next comment.)
- Compare #3 and #4. In #3, there is no change of subject from the independent clause, “we’ll help you clean up,” to the dependent adverbial clause, “Before we leave,” and so the infinitive is used. To do this, the conjunction *antes (de) que* is first shortened to the preposition *antes de*, and then the infinitive may follow. In #4, however, where there is a change of subject from “we” to “they,” the verb *salir* must be conjugated, and it is, therefore, in the subjunctive mood. *If you ever find yourself using the indicative mood after any of these six adverbial conjunctions, you’ll know that you have made a mistake.*

- 23 H. Write four sentences using four different conjunctions (or their corresponding prepositional phrases) from this list of six.
- 23 I. With one or more classmates, take turns making statements that use these six adverbial expressions. Remember to use the subjunctive if the verb after the conjunction is conjugated, or to use the infinitive if there is no change of subject and a corresponding prepositional form of the conjunction is available. In no case should you use the indicative mood in a dependent adverbial clause after any of these six conjunctions.
- 23 J. *Con tal (de) que and a menos que*. What will your friends or family members do, provided that something else happens first? What will they not do unless something else happens first?

Capítulo 24: Cuando termine la clase . . .

Vocabulario 24

To practice these words interactively, on a computer, click [here](#) and choose Chapter 24.

<u>en inglés</u>	<u>en español</u>
when; whenever	cuando
while	mientras (que)
as soon as	tan pronto como
as soon as	en cuanto
before	antes de + infinitive; antes (de) que + subjunctive
after	después; después de; después de que
until	hasta (que)
since	desde (que)
often	a menudo
sometimes / at times	a veces
seldom, hardly ever	raras veces
usually	normalmente; por lo general
each time, every time, whenever	cada vez (que)
every day; every night; etc.	todos los días; todas las noches; etcétera
to sadden	entristecer
to greet	saludar
opera	la ópera
to get divorced	divorciarse
to get engaged	comprometerse
to graduate (from)	graduarse (<i>en</i>) [<i>yo me gradúo</i>]
driver's license	el carné de conducir; el permiso de conducir
Thanksgiving (holiday)	el Día de Acción de Gracias
Christmas Eve	la Nochebuena
New Year's Eve	la Noche Vieja
toast (celebratory)	el brindis
surprise party	la fiesta de sorpresa
to celebrate	celebrar
party pooper, wet blanket	el aguafiestas
dance	el baile
to give a party	dar una fiesta
to get into trouble	meterse en un lío; meterse en líos
to fall in love (with)	enamorarse (de)
to dream	soñar (ue)
to dream about	soñar con
laptop computer	la computadora portátil
pastime	el pasatiempo
to ride a bicycle	andar en bicicleta; montar en bicicleta
to take a walk	dar un paseo
to watch a video/DVD	mirar un vídeo/DVD
to spend time with friends	pasar tiempo con las amigas/ los amigos

track (oval)	la pista
to jog	trotar
treadmill	la rueda de andar
to ride a horse, to ride horseback	montar a caballo; andar a caballo
mountain climbing	el alpinismo
rock climbing	la escalada en roca
hiking	el excursionismo
gear (equipment)	el equipo
helmet	el casco
birth	el nacimiento

- In the previous lesson, the three translations for the English word *before* were discussed. What was said about *before* also holds true for *after*. In English, *after* can be an adverb, a preposition, or a conjunction. The three corresponding Spanish forms are: *después* (adverb); *después de* (preposition); and *después (de) que* (conjunction).
- A couple of common *brindis* in Spanish: *Amor, salud y dinero, y tiempo para gozarlos* (“Love, health, and money, and time to enjoy them”); and, for a group standing in a circle, *Para arriba, para abajo, para el centro, para adentro* (“Up, down, to the center, and down the hatch!”).
- The Spanish verb *enamorarse* is like the English expression, not used too much anymore, “to become enamored of,” which may help you remember that the preposition to use with *enamorarse*, when you need one, is *de*, and not ~~*en*~~.
- The preposition used with *soñar (ue)* to dream, when you want to say, “to dream of or about,” is *con*, not ~~*de*~~: *Ella soñó con su madre* = She dreamt about/of her mother.
- The Spanish expression for a laptop computer, *una computadora portátil*, literally means “a portable computer.” The adjective *portátil* is a useful one to know; it is used wherever English uses “portable.”
- *El casco* refers to a helmet that is part of sports equipment. The word *yelmo* also exists in Spanish, but it refers to a helmet associated with [a warrior’s] armor.
- *El equipo*, besides meaning “sports team,” can also refer to “equipment,” or to “gear” that is used in an activity.

En la clase de español.

- Felipe: Buenos días, chicas. ¿Qué piensan hacer hoy cuando termine la clase?
- Laura: Yo voy a estudiar cuando la clase termine. Hay un partido de fútbol mañana, y el equipo de fútbol tiene que estar en el autobús a las cinco esta tarde.
- Sarah: Cuando termine la clase pienso ir al centro estudiantil para comer algo. No pude desayunar hoy y tengo mucha hambre. Y tú, Felipe, ¿qué vas a hacer?

- Felipe: Cuando termine la clase, DeMarcus y yo vamos al centro comercial, a la tienda de música. Busco cuerdas para la guitarra. ¡Ojalá tengan algo que sirva! Yo iba a preguntarles si querían acompañarnos.
- Lauara: No creo que deba ir con ustedes. No puedo leer ni trabajar en los autobuses, y tengo bastante tarea para lunes. Por eso quiero trabajar hasta las cuatro o las cinco.
- Sarah: Puedo ir con ustedes, pero solamente si comemos antes de ir a la tienda de música.
- Felipe: No veo ningún problema. DeMarcus y yo siempre comemos cuando vamos al centro.
- Sarah: Entonces sí, puedo acompañarlos. Gracias por invitarme.

Exercise:

- 24 A. *Cuando yo sea mayor . . .* Write 3 sentences about what you think you'll be doing when you're older. If you want to mention a specific age, you can use the expression, *Cuando (yo) tenga ___ años . . .* The verbs in the independent clauses of your sentences should be in the future tense.
- 24 B. What do you like to do when you have time? Do you like to ride a bike, visit museums, write poetry, play videogames (los videojuegos) or sports? How about your friends and family members? Are there activities mentioned in the vocabulary list that you'd like to try? Are there places near your school where someone can hike, mountain climb, or rock climb? With one or more classmates, take turns making statements about hobbies or pastimes.
- 24 C. What did you used to do on weekends when you were younger? With one or more classmates, take turns talking about activities you did habitually as a child.
- 24 D. *La actividad física.* Is exercise a part of your weekly routine? Do you think it's important? Are there classes in physical fitness at your school? Do you know people for whom physical exercise is very important?

Grammar Point 50: Dependent Adverbial Time Clauses and One-time Events

In the last chapter you learned primarily about dependent adverbial clauses of *contingency*. In this lesson the focus is on another type of adverbial clause, dependent adverbial *time* clauses. Unlike dependent adverbial clauses of contingency, in which the mood of the verb in the dependent clause can never be in the indicative, with dependent adverbial time clauses, the verb might be in the subjunctive or it might be in the indicative mood.

The criterion for determining whether to use the indicative or the subjunctive mood (or, sometimes, the infinitive) for the verb in the dependent adverbial time clause, consists of two questions, although the second question can be replaced by a simple rule, as we shall see below: (1) Has the action in the dependent time clause already happened?; and (2), If the action in the dependent adverbial time clause already has occurred, did it occur before the action in the independent clause? The second question involves only one adverbial time conjunction, *antes (de) que*, which you have learned is always followed by the subjunctive. We shall return to consider the special case of *antes (de) que* below, but for now you should focus on the first question: Has the action in the dependent adverbial time clause occurred?

Examples:

- | | |
|---|--|
| 1. We ate after they arrived. | <i>Comimos después (de) que llegaron.</i> |
| 2. After they arrived, we ate. | <i>Después (de) que llegaron, comimos.</i> |
| 3. We'll eat as soon as they arrive. | <i>Comeremos tan pronto como lleguen.</i> |
| 4. We'll eat after they arrive. | <i>Comeremos después (de) que lleguen.</i> |
| 5. We ate after we arrived. | <i>Comimos después de llegar.</i> |
| 6. We'll eat after we arrive. | <i>Comeremos después de llegar.</i> |
| 7. We'll eat when we arrive. | <i>Comeremos cuando lleguemos.</i> |
| 8. We'll eat before they arrive. | <i>Comeremos antes (de) que lleguen.</i> |
| 9. We ate before they arrived. | <i>Comimos antes (de) que llegaron.</i> |
| 10. We ate before we arrived (before arriving). | <i>Comimos antes de llegar.</i> |

Comments.

- With dependent adverbial time clauses that describe an action that has not yet occurred, the one-word future tense is very commonly used in the independent clause of the sentence, as opposed to the IR + A+ infinitive form of the future tense. However, the IR + A + infinitive form may be used as well.
- Sentences #1 and #2 illustrate something we have seen before with dependent adverbial clauses: the dependent adverbial clause may precede or follow the independent clause. This is different from what we saw with both dependent noun and dependent adjective clauses. However, English usage is the same: dependent noun and adjective clauses always follow their independent clauses, but dependent adverbial clauses may either precede (#2) or follow (#1).
- In #5 and #6, note that when there is no change of subject from the independent to the dependent clause, the infinitive may be used. Even though in the English of #5 and #6 we see the dependent clauses, “after we arrived” (#5) and “after we arrive” (#6), they could be replaced by “after arriving,” which is not a clause (because it has no subject), without confusion: “We’ll eat after arriving.” “After arriving” works in English because there is no change of subject. When there is no change of subject after a conjunction such as *después (de) que*, which has a corresponding prepositional form (*después de*), the infinitive may be used. In #7, where there is also no change of subject from the independent to the dependent clauses (“we” is the subject in both clauses), the infinitive cannot be used, because the conjunction *cuando* does not have a corresponding

prepositional form, and infinitives, in Spanish, may follow prepositions, but not conjunctions. (Exception: there are a few idiomatic phrases, the most common of which is *tener que + infinitive*, but in those the word *que* does not function as a conjunction.)

- Look at the mood of the verb in the dependent adverbial time clauses in #s1-4 and #s7-8. If you ask yourself if the action in the dependent adverbial time clause has happened, you will see, in each case, that when the answer is yes, the indicative mood is used (#1 and #2). When the answer is no (#s 3, 4, 7, 8), the subjunctive mood is used for the verb in the dependent clause.
- The question, “Has the action in the dependent adverbial time clause occurred?” tells you which *mood* to use in the dependent adverbial time clause. However, it does not tell you which *tense* to use. In #1 and #2, the preterit tense (of the indicative mood) is used; in #s 3, 4, 7, and 8, the present tense (of the subjunctive mood) is used. *Always determine the correct mood of the verb in a dependent clause first, and then determine the appropriate tense of that mood.*
- In sentence #9 the action in the dependent clause, “before they arrived” did occur (they did, according to this sentence, arrive). However, they arrived only *after* “we ate,” which is the action in the independent clause. Therefore, *when the action in the independent clause occurred, the action in the dependent clause had not yet happened.* If you think about it, this is always true for any action that follows the conjunction *antes (de) que*. By its nature, *before* always introduces an action that has, or had, not occurred when the action in the independent clause took place. For this reason, the conjunction *antes (de) que* is always followed by a verb in the subjunctive mood, even in the past. (The form *llegaran* is one you have not seen yet. It is a form of the past subjunctive, a tense that will be introduced in a subsequent chapter.)

Antes (de) que is the only time conjunction that is always followed by the subjunctive mood. In a sense, because it is unique this way, it is easy to determine what mood of the verb to use after *antes (de) que*: the subjunctive.

#10 shows that the infinitive can be used after *antes de*, when there is no change of subject between the independent and dependent clauses (compare #s5 and 6, where we see *después de + infinitive* under the same circumstances, i.e., no change of subject).

Although dependent adverbial time clauses may be introduced by any of several conjunctions, they are fairly easy to identify, because all of these conjunctions *refer to time*. A partial list includes *cuando*, *mientras*, *tan pronto como*, *en cuanto*, *antes (de) que*, *después (de) que*, *hasta que*, and *desde que*. These are all in the vocabulary list for this chapter. Three of these conjunctions have corresponding prepositional forms and may therefore be followed by an infinitive, when there is no change of subject between the independent and dependent clauses. Besides *antes de* and *después de*, *hasta* is also a preposition. The other time conjunctions do not have corresponding prepositional forms, and so cannot be followed by infinitives, even when there is no change of subject.

Exercises:

- 24 E. *Tan pronto como / En cuanto.* What will you do as soon as you graduate [graduarse]? How about as soon as you have a job, or as soon as you move to another city, state, or country? Write three sentences, being careful to use the subjunctive in the dependent adverbial clause. Put the adverbial clause first in at least one of your sentences.
- 24 F. *Past, Present, Future.* With one or more classmates, take turns describing the same action in the past and the future. For example, you might say that today you ate breakfast after attending a class, and that tomorrow you will also eat breakfast after attending a class. Depending upon which conjunction(s) you choose, you may be able to use the infinitive instead of conjugating the verb of a dependent adverbial time clause.
- 24 G. Using the last exercise as a guide, make statements including friends and family as well as yourself. Make the subjects of the independent and dependent clauses different.

Grammar Point 51: Dependent Adverbial Time Clauses and Habitual Action

In the preceding grammar point, all of the actions described were one-time events (“We ate when they arrived,” “We will eat when they arrive,” etc.). Another common use of adverbial time clauses, in both Spanish and English, is to talk about habitual actions in either the past or the present. The question you ask to determine which mood to use in the dependent adverbial clause when describing habitual actions is the same as for one-time events: *Has the action in the dependent adverbial time clause occurred?* For descriptions of habitual actions, the answer is always: “Yes, the action in the dependent clause has already occurred, repeatedly.” Therefore, the indicative mood will be used in the dependent adverbial time clause (except, of course, after the conjunction *antes de que*, which, as you now know, is *always* followed by the subjunctive, unless it can be shortened to *antes de + infinitive*, when there is no change of subject.) For descriptions of habitual action, the verb in the independent clause will usually be in the same tense as the verb in the dependent clause.

Examples:

- | | |
|--|--|
| 1. Whenever I have money, I go to the movies. | <i>Cuando tengo dinero, voy al cine.</i> |
| 2. We never eat until my parents get home. | <i>Nunca comemos hasta que llegan mis padres.</i> |
| 3. As soon as they visit us, we always go skiing. | <i>En cuanto nos visitan, vamos a esquiar.</i> |
| 4. They always clean the house before she arrives. | <i>Siempre limpian la casa antes que ella llegue.</i> |
| 5. Before we leave, we always eat dinner. | <i>Antes de salir, siempre cenamos.</i> |
| 6. We always eat dinner after we go out. | <i>Siempre cenamos después de salir.</i> |
| 7. Whenever I had money, I went to the movies. | <i>Cuando tenía dinero, yo siempre iba al cine.</i> |

Comments:

- Note that in all the sentences except #4 (which uses *antes que*), the verbs of the dependent adverbial time clauses are in the indicative mood, as they refer to actions that have taken place already.
- Note that all the verbs in the independent clauses are also in the same tense as the verb in the dependent adverbial time clause. In #s 1-4 the tense is the present (although in #4 the mood is different—subjunctive—the tense is still the same, the present). In sentence #7 the habitual action described is in the past, and, as we would expect, both verbs are in the imperfect tense (*tenía* and *iba*), which is the tense used in Spanish to describe habitual past actions.
- In #4 the verb in the dependent adverbial time clause is in the subjunctive mood, even though the action described is habitual and has happened already. This is because the conjunction here is *antes que*, which may never be followed by the indicative mood.
- #5 and #6 illustrate how the infinitive is used, when there is no change of subject from the independent to the dependent clause, if the conjunction has a corresponding prepositional form. Notice that this works for *antes de* as well as for *después de*. The rule you have learned is that *antes (de) que* may never be followed by the indicative; the infinitive construction is, however, permitted when there is no change of subject, because *antes (de) que* can be reduced to the preposition *antes de*, which may be followed by an infinitive.

Exercises:

- 24 H. Using adverbial time conjunctions (or the corresponding prepositional forms for those that have them), write three statements involving habitual action. Put at least one of them into the past tense, which will mean the imperfect, the tense used to talk about habitual action in the past. (Do not use *antes (de) que* for the sentence you put in the past.)
- 24 I. *Cuando limpio el carro, siempre llueve.* Remembering that *cuando* translates both English “when” and “whenever,” take turns with classmates making statements about what always/never happens when other actions occur. Does your phone always ring when you’re in the shower? Does the weather always/never cooperate when you plan outdoor activities? You do not have to be categorical (“always”/“never”) in your statements. You could, for example, use phrases such as “usually,” “sometimes,” and “often.”
- 24 J. *Reviewing noun and adjective clauses.* With classmates, practice the dependent noun and adjective clause constructions that you have learned. What is making you happy or sad today [alegrar / entristecer]. What do you want/hope/wish? What kind of friend, house, pet, job, etc. will you be looking for in the future?

Capítulo 25: ¿Qué harías si ganaras la lotería?

Vocabulario 25

To practice these words interactively, on a computer, click [here](#) and choose Chapter 25.

<u>en inglés</u>	<u>en español</u>
as if	como si + past subjunctive
free time	el tiempo libre
free (costing no money)	gratis [adverb and adjective of invariable form]
answer (noun)	la respuesta
to assure	asegurar
question (inquiry)	la pregunta
question (issue)	la cuestión
accidentally	por casualidad
to quit (a job)	renunciar
lottery	la lotería
nothing to do (in the sense of idleness)	nada que hacer
nothing to do (with)	nada que ver (con)
excellent	excelente
major (not academic)	muy importante; serio/ -a/ -os/ -as; grave/ -es
minor (not academic)	menor/ es; de poca importancia; secundario/-a/-os/-as
plan	el plan
energy	la energía
sugar	el azúcar
oil, petroleum	el petróleo
oil (on food; also, "motor oil")	el aceite
steel	el acero
stainless steel	el acero inoxidable
next year; next week	el año que viene; la semana que viene
outside, outdoors	fuera, afuera
inside, indoors	dentro, adentro; en casa
to continue	continuar; seguir
career	la carrera
wealth	la riqueza
poverty	la pobreza
justice	la justicia
injustice	la injusticia
human being	el ser humano
situation	la situación
to promise	prometer
promise (noun)	la promesa
sun	el sol
moon	la luna
star	la estrella
planet	el planeta [this noun is masculine]
cloud	la nube

wind	el viento
sea	el mar
totally	totalmente
floor	el piso; el suelo
wall (of a room)	la pared
ceiling	el techo; el cielo raso
age	la edad
sight	la vista
voice	la voz [plural: <i>las voces</i>]
gift	el regalo

- The English word *question* may have several translations in Spanish. Two of the more common are *la pregunta*, which is an inquiry for information, and *la cuestión*, which means something like “issue:” *la cuestión del aborto* = “the question or issue of abortion.” The two Spanish words *pregunta* and *cuestión* are not interchangeable.
- Two phrases from the vocabulary list illustrate something that has been mentioned before: the dangers of translating too literally from English into Spanish. The English phrase “nothing to do,” is used in two different ways, as these sentences show: “I have nothing to do today;” “That has nothing to do with it.” The appropriate Spanish phrases for these are, respectively: *No tengo nada que hacer hoy*, and *Eso no tiene nada que ver*. These two phrases demonstrate how important it is to consider the *meaning* of what you are trying to say, and not just to translate word for word.
- Spanish phrases with *que viene* are common. Literally, this phrase means “that is coming,” and it is a common way to talk about next week, next month, or next year.
- You learned the verb *seguir* (*i,i*) in an earlier chapter. Like *seguir*, *continuar* can mean “to continue.” Both of these verbs are unusual in that they are not followed by infinitives in Spanish. Instead of the infinitive, it is the *-ando / -iendo* forms that follow these verbs. For example, *Ellas siguen cantando*, “They continue singing” or “They continue to sing;” *Ellos continúan estudiando*, “They continue studying,” or “They continue to study.” Sentences like *Ellas siguen ~~a-cantar~~*, or *Ellos continúan ~~a-estudiar~~* are incorrect.
- In Spanish, the words for “wealth” (or “riches”) and for “poverty” clearly reflect their connection to *rico* and *pobre*. Notice that the *-c-* of *rico* changes to *-qu-* in front of *-e*, in order to maintain the hard *k* sound: *la riqueza*.
- The Spanish for “human being,” *el ser humano*, illustrates something you learned earlier, that Spanish uses the infinitive (*ser*) where English often favors the gerund {the *-ing* form of the noun (here, *being*)}.
- *El planeta*, as the vocabulary notes, is a masculine noun. There is another masculine noun like *el planeta*, *el cometa*, another cognate that refers to a heavenly body. Interestingly,

the word for “kite” in many Spanish-speaking countries is *la cometa* (feminine).

- *La pared* is not the word you would use for a freestanding wall (like the Great Wall of China: *La Gran Muralla China*). Wall in this sense is *el muro* or *la muralla*.

La Profesora González les ha preguntado a los estudiantes ¿qué harían con más tiempo libre y/o dinero?

- Laura: Si tuviera un millón de dólares, compraría una casa grande con piscina.
 Felipe: Con más tiempo libre, yo tocaría la guitarra mucho más, y con más dinero me gustaría comprar un avión y visitar otros países del mundo.
 Sarah: Primero, compraría una casa para mis padres, y entonces, si tuviera el dinero y el tiempo, viajaría a Nueva Zelanda y Australia. Me parecen países muy interesantes, y me encantan los animales de Australia.
 Laura: Me gustaría también viajar. Iría a muchos países para ver los mejores equipos de fútbol. También iría a los juegos olímpicos.
 Felipe: Si pudiera, me gustaría tener lecciones de música con mis artistas favoritos.
 Sarah: ¿Les daríais dinero a organizaciones que trabajan por la justicia?
 Felipe: Yo sí. Y también daría una parte a mi iglesia.
 Laura: Si tuviera mucho dinero, claro que querría eliminar la pobreza y la injusticia del mundo, pero creo que para hacerlo sería necesario tener billones y billones de dólares.

Exercise:

- 25 A. *Indoor / outdoor activities*. What activities do you like to do indoors? Which activities do you prefer to do outdoors? Do you have a favorite season of the year for certain activities?
- 25 B. ¿Te interesa la astronomía? ¿Te gusta mirar las estrellas? ¿Has visitado alguna vez un planetario o un observatorio? ¿Te gustaría ser astrónomo / astrónoma? ¿Por qué (no)?
- 25 C. Write a short paragraph of about five sentences, using at least three different tenses. You might say what you did yesterday or when you were a child, what you are doing now or have done, and what you hope to do tomorrow or in the future. Be prepared to hand in your paragraphs or to share them with classmates, according to what your instructor tells you.
- 25 D. With one or more classmates, take turns saying something you want to do, something you want another/others to do, and something that someone else or some other people want you to do. Alternatively, you could describe a change you want your school to make.

Grammar Point 52: The Spanish Conditional

Forming the Spanish Conditional:

In Spanish, as in English, the conditional forms express what would occur. In Spanish, *the forms of the conditional are closely related to the forms of the future tense*, as the conditional endings are added to exactly the same verb form as the future endings (see examples below). *Furthermore, the endings of the conditional are also endings you have used before*: they are exactly the same as the -ER/-IR endings of the imperfect (*ía, ías, ía, íamos, íais, ían*). So, if you know your irregular future stems and the regular imperfect endings for -er and -ir verbs, there is nothing new to memorize for the formation of the conditional. You only need to remember the new way in which these two formerly learned elements are combined: future stem + imperfect -er/-ir endings.

The forms of the Spanish conditional are composed of:

1. The future tense “stem” (which is often the infinitive) +
2. The imperfect indicative endings for -ER and -IR verbs

<u>Future “stem”</u> +	<u>imperfect –er/-ir endings</u>	<u>CONDITIONAL</u>	<u>MEANING</u>
hablar-	ía	HABLARÍA	I <i>would speak</i>
comer-	ías	COMERÍAS	You <i>would eat</i>
vivir-	ía	VIVIRÍA	S/he / Ud. <i>would live</i>
sabr-	íamos	SABRÍAMOS	We <i>would know</i>
har-	íais	HARÍAIS	You <i>would do</i>
pondr-	ían	PONDRÍAN	They / Uds. <i>would put</i>

- As was the case with the future tense, verbs that are formed regularly in the conditional use the entire infinitive, and not just the infinitive stem. For example, the verb *comer*, in the *tú* form, would be *comerías* in the conditional, “you would eat.” Compare this form to the imperfect tense form *comías*, “you were eating.” The endings are the same; the difference resides in what the endings are attached to (*com-* for the imperfect; *comer-* for the conditional).
- The first and third person singular forms are identical in the conditional, and so the subject pronouns are used whenever necessary to avoid confusion. This pattern is one you have seen already in the imperfect indicative and the present subjunctive tenses, and will see again in the past subjunctive forms, when they are introduced.

Examples:

- | | |
|---|--|
| 1. She said she <i>would do</i> it. | <i>Ella dijo que lo haría.</i> |
| 2. With more money, I <i>would buy</i> a car. | <i>Con más dinero, yo compraría un carro.</i> |
| 3. <i>Would you mail</i> it for us? | <i>¿Lo enviarían ustedes por nosotros?</i> |
| 4. Pablo <i>would not talk</i> so much. | <i>Pablo no hablaría tanto.</i> |
| 5. Could you bring us more salsa, please? | <i>¿Podría traernos más salsa, por favor?</i> |
| 6. It was probably about nine when we returned. | <i>Serían las nueve cuando volvimos.</i> |

7. When I was a child, my family *would go* to the beach every summer.

Cuando era niño/niña, mi familia iba a la playa todos los veranos.

Uses of the Spanish Conditional:

Comments.

- The conditional tense in Spanish is used much as the conditional in English. One common use of this tense is to express future with respect to the past (just as the future tense expresses future with respect to the present). This common use of the conditional is illustrated in #1, *Ella dijo que lo haría*. (Compare, *Ella dice que lo hará*, “She says she will do it,” which uses the same construction in the present.)
- Sentence #2 illustrates how the conditional may be used with prepositional phrases such as “Con más dinero,” o “Con más tiempo libre.” While such a construction is possible in Spanish, it would be more common to hear, just as in English, something like: “If I had more money, I would travel more.” In order to make such a sentence in Spanish, however, you need to know the forms of the past subjunctive and also how *si* clauses work in Spanish, two topics that will be presented later in this lesson.
- In #5 the form *podría*, the conditional of *poder*, shows how the conditional is often used in softened requests. *¿Podría traernos más salsa, por favor?* is a softened form of the command, *Tráiganos más salsa, por favor*.
- #6 illustrates the use of the conditional, in Spanish, to express probability about the past. This parallels the use of the future, which, as you will remember, is used in Spanish to express probability about the present.
- Sentence #7 illustrates one case involving the use of (what looks like a) conditional where English and Spanish differ. Whenever “would” in English could be replaced by “used to,” without changing the meaning of the sentence, Spanish does not use conditional, but rather it uses the imperfect. This use of *would* in the English (in sentence #7) is called “pseudo-conditional,” and this usage does not exist in Spanish. For #7 it would be incorrect to say, *Cuando era niño/niña, mi familia iba a la playa todos los veranos*, because the sense of the English sentence is, “My family used to go to the beach every summer,” a clear-cut case where the imperfect tense should be used in Spanish to express habitual past action. It is easy to determine when *would* in English could be replaced by *used to*, and so when the imperfect rather than the conditional must be used in Spanish. The difficult part is to remember to check for this.

Exercises:

25 E. Write three sentences saying what you would do on a vacation you would like to take. You will remember that “Me gustaría” means “I would like.” Say where you would like to go and then three things that you would do there.

25 F. *Si tuviera más dinero y/o más tiempo*. With one or more classmates, take turns making statements about what you would do if you had more time and/or money. The phrase *Si*

(yo) *tuviera* . . . means, “If I had” It is a past subjunctive form you don’t have just yet, but it is presented in the next grammar point below (#53).

- 25 G. Using the last exercise as a guide, make statements including friends and family as well as yourself. (The rest of the conjugation of *tener* in the past subjunctive is what you might expect: *tuviera, tuvieras, tuviera, tuviéramos, tuvierais, tuvieran*).

Grammar Point 53: Introduction to the Past Subjunctive Tense

Previously, it was mentioned that the subjunctive mood has four tenses. You have learned to form and to use two of these thus far, the present subjunctive (forms such as *hable, comas, tengamos*) and the present perfect subjunctive (forms like *haya hablado, hayas comido, hayamos tenido*). In this grammar point you will learn how to form the past subjunctive tense, which is sometimes also called the imperfect subjunctive. You will also learn one of uses of the past subjunctive, its use with the conditional in sentences containing dependent clauses introduced by the conjunction *si*, “if.”

A. Forms of the Past Subjunctive Tense.

To form the *present* subjunctive tense, you learned to begin with the *yo* form of the present indicative. **To form the past subjunctive we begin with the third person plural form (*ellas, ellos, Uds.*) of the preterit tense.** So, for example, for HABLAR we begin with *hablaron*, for COMER with *comieron*, for VIVIR with *vivieron*, for TENER with *tuvieron*, and for SER and IR with *fueron*.

Next, we take off the -on ending of this form: so, *hablar-, comier-, vivier-, tuvier-, fuer-*.

Lastly, we add the following set of endings:

For all Verbs (-AR, -ER and -IR): **-a, -as, -a, -amos, ais, an**

Here are the full conjugations for the verbs in our example:

HABLAR:	hablara , hablaras, hablara, habláramos , hablarais, hablaran
COMER:	comiera , comieras, comiera, comiéramos , comierais, comieran
VIVIR:	viviera , vivieras, viviera, viviéramos , vivierais, vivieran
TENER:	tuviera , tuvieras, tuviera, tuviéramos , tuvierais, tuvieras
SER, IR:	fuera , fueras, fuera, fuéramos , fuerais, fueran

Comments.

- **There are no exceptions** to the formation of the past subjunctive in Spanish. As long as you know the preterit form for *ellas/ellos/Uds.*, you can generate the past subjunctive forms of any verb.

- If you know the *yo* form of the past subjunctive for a verb, you can generate the rest of the conjugation by adding, respectively, *-as*, *-a*, *-amos*, *-ais*, and *-an* (be sure to remember to add the accent on the *nosotros/as* form).
- **The *nosotras/os* form carries a written accent.** No other form has an accent.
- The first and third person singular forms are identical in this tense (as they are, too, in the present subjunctive, the imperfect indicative, and the conditional). The subject pronouns are used whenever necessary to avoid confusion.
- With *-AR* verbs, be careful with the *tú* and the *ellas/ellos/ustedes* forms of the past subjunctive and the corresponding forms of the future indicative. The only difference between the two forms is an accent. For example: *hablarás*, “you will speak” and *hablaras*, the past subjunctive form; *estudiarán*, “they will study,” and *estudiaran*, the past subjunctive form. This difference of an accent will manifest for all *-AR* verbs.
- There is an alternative set of endings for the past subjunctive tense in Spanish. These forms also begin with the third-person plural form of the preterit; the *-ron* is removed, and *-se*, *-ses*, *-se*, *-semos*, *-seis*, and *-sen* are added. Here are examples for a few verbs of these alternative past subjunctive forms:
hablar: *yo hablase, tú hablastes, él/ella/Ud. hablase, hablásemos, hablaseis, hablasen*
comer: *yo comiese, tú comieses, él/ella/Ud. comiese, comiésemos, comieseis, comiesen*
vivir: *yo viviese, tú vivieses, él/ella/Ud. viviese, viviésemos, vivieseis, viviesen*
ser/ir: *yo fuese, tú fueses, él/ella/Ud. fuese, fuésemos, fueseis, fuesen*
 The *-ra* forms are more commonly used today than the *-se* forms. These alternative *-se* forms are given here mainly for your information, as you may see them or hear them (especially in Spain). Your instructor will tell you if you are responsible for both sets of past subjunctive endings or only for the *-ra* forms.

B. One Use of the Past Subjunctive Tense: *Si* Clauses.

The past subjunctive, like the present subjunctive, is used in the kinds of dependent noun, adjective, and adverbial clauses that we have studied in previous chapters. These uses of the past subjunctive will be studied in the next chapter. In this chapter, however, one use of the past subjunctive will be considered, and it involves dependent clauses introduced by the conjunction *si*, “if.”

Examples:

- | | |
|---|--|
| 1. <i>Si pudiéramos, lo haríamos hoy.</i> | <i>If we could, we would do it today.</i> |
| 2. <i>Yo compraría un carro si tuviera más dinero.</i> | <i>I'd buy a car if I had more money.</i> |
| 3. <i>Si yo fuera tú, no se lo diría a ellos/ellas.</i> | <i>If I were you, I wouldn't tell it to them.</i> |
| 4. <i>Si no lloviera ahora, jugaríamos al tenis.</i> | <i>If it weren't raining now, we'd play tennis.</i> |
| 5. <i>Si ganara la lotería, yo renunciaría el trabajo.</i> | <i>If I were to win the lottery, I'd quit my job.</i> |
| 6. <i>Ellos actúan como si fueran millonarios.</i> | <i>They're acting as if they were millionaires.</i> |

Comments:

- Note that *si* clauses may precede or follow the independent clause to which they are related.
- *Si* clauses are very easy to recognize, as they always begin with the word *si* = *if*.
- Note that in all of the examples, whether the *si* clause precedes or follows the independent clause, the past subjunctive is always used in the *si* clause. That is because all of these sentences present contrary to fact or hypothetical situations. In sentence #1 we obviously don't feel that we can do it today; in #2, I clearly don't think I have the money to buy a car; in #3 we have the contrary to fact statement "If I were you," which, of course, I never am; and in #4, it is patently raining now, and so we are not playing tennis; in #5 my winning the lottery is not contrary to fact, but it is hypothetical, as it hasn't happened yet; in #6, the speaker clearly doesn't think they are millionaires, although they are acting as if they were. When the verb in the independent clause is in the conditional, the verb in the dependent *si* clause will be in the past subjunctive.

***Si* clause (verb in past subjunctive), independent clause (verb in conditional)**

or

Independent clause (verb in conditional), *si* clause (verb in the past subjunctive)

- The expression *como si* (= "as if") is always followed by the past subjunctive in Spanish.
- When we learn the fourth and final tense of the subjunctive mood, the past perfect subjunctive, you will learn that it, too, may be used in *si* clauses such as those presented in these examples.

Exercises:

25 H. *Si tuviera más . . .*

What would you do if you had more money, and/or time, and/or talent (*si supiera tocar bien el piano . . .*), etc? Write three sentences, using the past subjunctive in the *si* clause and the conditional in the independent clause.

25 I. *Si fuera el presidente/la presidenta . . .*

With one or more classmates, take turns making statements about what you would/wouldn't do if you were the president of the country or of your academic institution.

25K. *¿Y tú familia y tus amigos/amigas, etc?* With this grammar point, the possibilities are limited only by your imagination. What would happen if . . . ? Besides talking about your family members and friends, you might consider branching out. For example: *Si mi gato fuera león, ¡creo que me comería!* ("If my cat were a lion, I think it would eat me!").

Capítulo 26: Planes para el verano

Vocabulario 26

To practice these words interactively, on a computer, click [here](#) and choose Chapter 26.

<u>en inglés</u>	<u>en español</u>
a lot of; a great many	un montón de
allergy	la alergia
to be allergic to something	ser alérgico/ -a/ -os/ -as/ a algo
food allergy	una alergia alimenticia
comfortable	cómodo/ -a/ -os/ -as
tree	el árbol
thought	el pensamiento
nevertheless, however	sin embargo
kind (noun)	el tipo; la clase
What kind of . . . ?	¿Qué tipo de . . . ? ; ¿Qué clase de . . . ?
kind (adjective)	amable/ -s
Miss Smith; Mrs. Smith; Mr. Smith	La señorita Smith; El señor Smith; La señora Smith
the Smiths, the Smith family	los Smith [no -s in Spanish]; la familia Smith
space	el espacio
state	el estado
united	unido/ -a/ -os/ -as
toward	hacia [no accent, unlike the verb <i>hacía</i>]
without	sin (preposition); sin que (conjunction)
although	aunque
America (South, Central, North)	La América del Sur; La América Central; Norteamérica
area	el área [but <i>las áreas</i> ; this noun is feminine, like <i>el agua</i>]
sand	la arena
ball	la pelota
bird	el pájaro; el ave (<i>el ave</i> is feminine: <i>las aves</i>)
box	la caja
wide	ancho /-a/ -os/ -as
narrow	estrecho/ -a/ -os/ -as
plant (botanical)	la planta
wristwatch	el reloj (de) pulsera
town	el pueblo
suddenly	de repente
bus stop	la parada de autobús
special	especial
snow (noun)	la nieve
rain (noun)	la lluvia
power	el poder
guideline(s), norm	las pautas
map (of country, region)	el mapa [this is a masculine noun]
map (of city, subway, building)	el plano
list	la lista

finally	por fin, finalmente
lastly	por último, finalmente
language; tongue	la lengua
language (a kind or type)	el lenguaje [e.g., “body language” = el lenguaje corporal]
heavy (weight)	pesado/ -a/ -os/ -as
light (weight)	ligero/ -a/ -os/ -as
heart	el corazón
lung, lungs	el pulmón, los pulmones
stomach	el estómago
headache	el dolor de cabeza

- The word *aunque* is a conjunction that is sometimes followed by the indicative mood, and sometimes by the subjunctive, according to the meaning. Compare these two sentences: “Although it costs a lot (and I know that it does), I’ll buy that car;” and “Although it may cost a lot (I don’t know if it does or not), I’ll buy that car.” In the first sentence, the cost of the car is definite in the mind of the speaker and the indicative is used in the dependent clause: *Aunque **cuesta** mucho, compraré ese carro.* In the second sentence the speaker does not know whether the car costs a lot, and so the verb in the dependent clause will be in the subjunctive: *Aunque **cueste** mucho, compraré ese carro.*
- *Sudamérica, La América del Sud,* and *Suramérica* are other ways to say “La América del Sur;” *Centroamérica* is an alternative to *La América Central.* *La América del Norte* is another way to say *Norteamérica.*
- *La lengua and el lenguaje.* *La lengua* refers to the tongue in your mouth, and also to the language you are learning in school. *El lenguaje* suggests a specialized type of expression, for example *el lenguaje periodístico* = “journalistic language;” *el lenguaje de gestos* = “sign language.” If you want to talk about “Shakespeare’s language,” and you mean “English,” that would be *la lengua de Shakespeare.* If what you mean by “Shakespeare’s language” is how he uses English, that would be *el lenguaje de Shakespeare.*
- You have already seen a number of cases where English has one word with several, non-interchangeable Spanish translations: “the;” “her;” and “that” are some examples. The English word “kind” is yet another, as you can see from the vocabulary list.

La Profesora González les ha pedido a los estudiantes que se hablen de sus planes para las vacaciones de verano.

Laura: Espero trabajar en la playa de Virginia. Mis tíos tienen una casa allí, y yo podría vivir con ellos. Me encantan el mar y la arena.

Felipe: ¡Ay, qué bueno! Yo tengo que trabajar y ganar tanto dinero como posible. Dudo que yo pueda ir a la playa a menos que (*él mira a Laura*) tú me invites.

Laura: Pues, si encuentro trabajo en la playa de Virginia, es cierto que tú, y Sarah, y otros amigos me pueden visitar. La casa de mis tíos es grande, y ellos son muy amables.

- Sarah: Me gustaría visitarte este verano si estás cerca de la playa. Voy a trabajar en la oficina de mi madre, pero toda la familia irá a Canadá por dos semanas si ella puede tomar el tiempo.
- Felipe: Cuando era niño, mi familia y yo íbamos a México casi cada Navidad para visitar a los parientes de mi mamá. Y si ellos tenían el tiempo y el dinero, nos visitaban en el verano.
- Sarah: Si pudiera, yo iría a México para conocer el país y a las personas que viven allí.
- Felipe: Y a mí me gustaría conocer a Canadá.
- Laura: Entonces, ¿por qué no vas a México con la familia de Felipe, Sarah? Él podría ir a Canadá con tu familia y ayudar a tu madre a cuidar a tus hermanos y hermanas.
- Sarah y Felipe: ¡¿Hablas en serio, Laura?!
- Laura: No, practicaba la gramática.

Exercise:

- 26 A. *Mis planes para el verano* . Do you know yet what you will be doing this coming summer? What would you like to do? What did you used to do, when you were younger? Write about 4-5 sentences on this topic, to share with classmates.
- 26 B. What kind of job would you like to have in the future? Do you know of anyone who has a job that you would like to do someday? Would you prefer to work outdoors or indoors, or is that not important to you? What is important for you in a job?
- 26 C. Are there people you admire? Why (not)? If you could speak with someone from history, with whom would you like to talk, and why? Write two questions you would like to ask this historical figure.
- 26 D. *Juan y María*. With one or more classmates, take turns spinning out a story about two imaginary people, Juan and María. Some questions you might consider are: What are they like (*¿Cómo son?*). What is their relationship? What did they do as kids? What did they do yesterday or last weekend? What will they do tomorrow/in the future? What would they like to do if they could? Of course, you may use other questions to guide your input. Try to stay within the Spanish vocabulary and grammar that you know.

Grammar Point 54: More About Dependent SI Clauses

In the previous chapter you learned about one type of dependent *si* clause and its use in sentences in which the verb in the independent clause is in the conditional. In this grammar point, other verb combinations with *si* clauses are considered.

Examples:

- | | |
|---|--|
| 1. If she had money, she would go shopping. | <i>Si ella tuviera dinero, iría de compras.</i> |
| 2. If she had money, she used to go shopping. | <i>Si ella tenía dinero, iba de compras.</i> |
| 3. If she has money, she goes shopping. | <i>Si ella tiene dinero, va de compras.</i> |
| 4. If she has money, she will go shopping. | <i>Si ella tiene dinero, irá de compras.</i> |
| 5. She would go shopping if she had money. | <i>Ella iría de compras si tuviera dinero.</i> |
| 6. She used to go shopping if she had money. | <i>Ella iba de compras si tenía dinero.</i> |
| 7. S/he talks as if s/he were a millionaire. | <i>Él/Ella habla <u>como si fuera millonario/a.</u></i> |

- Sentences #5 and #6, when compared to #1 and #2, illustrate how the dependent **si** clause may precede or follow the independent clause to which it is related.
- Sentences #1 and #5 show the type of **si** clause that was introduced previously. The verb in the **si** clause is in the past subjunctive tense, and the independent clause verb is in the conditional. Note that these sentences describe a one-time event, not habitual action.
- If we consider the first four sentences, we see that two of them describe one-time events (#1 and #4), and the other two (#2 and #3) describe habitual action. In **si** clauses that describe habitual action, both verbs are in the indicative mood. For descriptions of habitual action in the present, both verbs are in the present indicative; for descriptions of habitual actions in the past, both verbs are in the imperfect indicative. The subjunctive mood is not used with **si** clauses when habitual action is being described.
- Sequence of Tenses.
Sentences #1 and #4 describe one-time events. However, note that the subjunctive mood is used in the **si** clause of #1, but the indicative mood is used in the **si** clause of #4. This lack of parallelism is noteworthy because it seems unintuitive that there should be such a difference. Moreover, at times the information in a sentence such as #1 and one such as #4 can seem to be identical. Consider the following two sentences:

If they arrive soon, we'll eat here.	<i>Si <u>llegan</u> pronto, comeremos aquí.</i>
If they were to arrive soon, we would eat here.	<i>Si <u>llegaran</u> pronto, comeríamos aquí.</i>

Both of these sentences express the same hypothetical situation, and yet the subjunctive is used in one of the **si** clauses and the indicative is used in the other. One way to approach this lack of parallelism is through a grammatical concept called the sequence of tenses. What this means is that for sentences that express one-time actions, you always match the past subjunctive in the dependent **si** clause with the conditional in the independent clause, and you always match the present indicative in the **si** clause with the future indicative in the independent clause.

In other words, if you know that the independent clause has a verb in the conditional, then the **si** clause that completes the sentence must be in the past subjunctive. Alternatively, if you know that the **si** clause is in the past subjunctive, then the verb of the independent clause that completes the sentence must be in the conditional. This same type of reasoning is also used for one-time events using the present indicative in the **si**

clause and the future tense in the independent clause. If you know the tense and mood of one verb in the sentence, you can always figure out the correct tense and mood for the other verb.

- Example #7 shows how the past subjunctive is always used after the expression *como si* = as if. It does not matter which tense the verb in the independent clause is in; *any verb governed by **como si** will be in past subjunctive* (or past perfect subjunctive).
- Finally: As a general rule, **never use the present subjunctive after *si* = *if***. If you need the present tense in a ***si*** clause, use the present indicative mood; if you need to use the subjunctive mood, use the past subjunctive tense.

Summary: Dependent ***si*** clauses are the fourth type of dependent clause we have examined. The others, just to review, are dependent noun clauses, dependent adjective clauses, and dependent adverbial clauses. Each type of dependent clause has its own set of rules regarding when the verb is in the indicative mood and when it should be in the subjunctive mood. Practicing with each type of dependent clause, and asking questions of your instructor, are the best ways to master the use of the indicative and subjunctive in dependent clauses.

Exercises:

- 26 E. *Practice with **si** clauses and habitual action*. Write two sentences about something you always do if you have the time or the money. Put one in the present and one in the past. Remember that for habitual action with ***si*** clauses, the subjunctive is never used, and usually the tense of both verbs in the sentence will be the same (either both in the present indicative or both in the imperfect indicative).
- 26 F. *Practice with **si** clauses and one-time events*. With one or more classmates, take turns making statements about (1) *what you will do if you have* the time and/or the money, and about (2) *what you would do if you had* the time and/or money. Remember that the sequence of tenses **for (1)** will be **future indicative** for the verb in the independent clause **and present indicative** for the verb in the ***si*** clause; **for (2)** the sequence will be **conditional** for the verb in the independent clause **and past subjunctive** for the verb in the dependent ***si*** clause.
- 26 G. *Mixing and matching*. In this exercise, which may be written or oral, as your instructor decides, make sentences using ***si*** clauses. Some of them should begin with the ***si*** clause and some should begin with the independent clause. Also, vary your sentences between habitual action and one-time events, and between present and past tenses.

***Grammar Point 55: The Past Subjunctive Tense and
Dependent Noun, Adjective, and Adverbial Clauses***

Although ***si*** clauses were the last kind of dependent clause presented, you have already used them with both the present and past tenses, including with the past subjunctive. In this grammar

point, we'll take a look at the other three types of dependent clauses when they are used with the past tense.

A. Dependent Noun Clauses and the Past Tense.

As you can see from the examples that follow, the past subjunctive is used in Spanish with dependent noun clauses whenever two conditions are met: first, the verb in the independent clause is in a past tense (either preterit or imperfect indicative), and second, a “subjunctive trigger” is present in the independent clause, that is, some verb, phrase, or idea that requires the use of the subjunctive in the verb of the dependent noun clause.

Examples.

1. She recommends that we study.	<i>Ella recomienda que estudiemos.</i>
2. She recommended that we study.	<i>Ella recomendó que estudiáramos.</i>
3. They want me to go.	<i>Ellos/Ellas quieren que (yo) vaya.</i>
4. They wanted me to go.	<i>Ellos/Ellas querían que (yo) fuera.</i>
5. We tell her to leave on Sunday.	<i>Le decimos a ella que salga el domingo.</i>
6. We told her to leave on Sunday.	<i>Le dijimos a ella que saliera el domingo.</i>
7. We know she is leaving today.	<i>Sabemos que ella sale hoy.</i>
8. We knew she was leaving today.	<i>Sabíamos que ella salía hoy.</i>
9. It's possible that we'll go.	<i>Es posible que vayamos.</i>
10. It was possible that we would go.	<i>Era posible que fuéramos.</i>

Comments.

- As you can see from all the example sentences, the rules for when to use the subjunctive or the indicative in the dependent noun clause are the same for the present and past tenses. If you need to use the subjunctive in the present tense, you will also need to use the subjunctive when the same sentence is put into the past tense. In other words, when you move from the present tense to the past tense, there are no changes to the rules that govern when to use the indicative mood and when to use the subjunctive mood in a dependent noun clause.
- Invoking the concept of the *sequence of tenses*, we can say that if the verb in the independent clause is in the present tense or the future tense, and if it requires the subjunctive in the dependent clause, then the present or the present perfect subjunctive will normally be used. If the verb in the independent clause is in a past tense, and if it requires the subjunctive in the dependent clause, then the past (or the past perfect) subjunctive will generally be used. The parallelism is entirely straightforward. [The past perfect tense of the subjunctive mood will be introduced in a subsequent lesson.]
- For #3 and #4, as well as for #5 and #6, note that the translation of the infinitive is different depending upon the tense of the verb in the independent clause, even though in English these two phrases are identical (“me to go” and “her to leave”). Here we see another example of how a completely literal translation would be wrong. The general rule is that the tense of the verb in the independent clause will determine the tense of the verb in the dependent clause.

- #7 and #8 are examples of dependent noun clauses where the indicative mood, rather than the subjunctive, is correct. And, once again, we see that for noun clauses, what is true in the present tense is also true in the past: If the subjunctive is needed in the present, it will also be required in the past; if the indicative is needed in the present, it will also be used in the past.
- Sentences #9 and #10 illustrate an important point. When a dependent clause verb that is in the future tense needs to be put into the subjunctive mood, the present subjunctive is used (because the future subjunctive is no longer used in spoken Spanish). Likewise, when a dependent clause verb that is in the conditional needs to be put into the subjunctive, the past subjunctive must be used (because no conditional subjunctive exists). In general, always determine the mood of a dependent clause verb first, and then decide on which tense to use.

B. Dependent Adjective Clauses and the Past Tense.

What is true for dependent noun clauses is also true for dependent adjective clauses: *the mood of the verb in a dependent adjective clause in the past tense will be the same as the mood that is needed for the same sentence when it is in the present tense.*

Examples:

- | | |
|---|---|
| 1. Is there a park that has a swimming pool? | <i>¿Hay un parque que tenga piscina?</i> |
| 2. Was there a park that had a swimming pool? | <i>¿Había un parque que tuviera piscina?</i> |
| 3. Yes, there are two parks that have a pool. | <i>Si, hay dos parques que tienen piscina.</i> |
| 4. Yes, there were two parks that had a pool. | <i>Si, había dos parques que tenían piscina.</i> |
| 5. There aren't any parks that have a pool. | <i>No hay ningún parque que tenga piscina.</i> |
| 6. There were no parks that had a pool. | <i>No había ningún parque que tuviera piscina.</i> |

Comment:

- Note that in all three pairs of sentences, #1 and #2, #3 and #4, and #5 and #6, the mood of the verb in the dependent adjective clause is the same; only the tense of the verb changes, according to the tense of the verb in the independent clause.

C. Dependent Adverbial Clauses and the Past Tense.

When there is a change of tense in the verb of the independent clause, *adverbial clauses of contingency work the same way that dependent noun and adjective clauses work.* (Adverbial conjunctions of contingency that you have studied are *con tal (de) que*, *en caso de que*, *a menos que*, *para que*, and *sin que*.) In other words, a change in the tense of the verb in the independent clause does not result in any change in the mood of the verb of the dependent clause, only in its tense. These adverbial conjunctions are always followed by the subjunctive mood, whether in the present or in the past. The same is true for the adverbial time conjunction *antes (de) que*, which you have learned may never be followed by a verb in the indicative mood. *If the verb in the independent clause is in the present or future tenses, the verb in the dependent adverbial contingency clause will be in the present or present perfect subjunctive; if the independent clause verb is in the past tense or in the conditional, the verb in the dependent adverbial contingency clause will be in the past (or the past perfect) subjunctive.*

For adverbial time conjunctions other than *antes (de) que*, however, it is common that the mood of the verb in the dependent adverbial time clause of a sentence describing a one-time action will change from subjunctive, when the one-time action is in the future, to the indicative, when the one-time action is in the past. This happens because the action described by the dependent time clause has changed from one that has not yet happened to one that already has occurred. For example, compare “We’ll eat when they arrive,” to “We ate when they arrived.” In the first dependent adverbial time clause, “when they arrive,” they have not yet arrived; but in the second one, “when they arrived,” they have arrived already. As this question of “has the action in the dependent clause occurred yet” is the test for whether to use indicative or subjunctive in dependent adverbial time clauses, such a difference is crucial. The first sentence uses present subjunctive, *Comeremos cuando lleguen*, and the second sentence uses preterit indicative, *Comimos cuando llegaron*.

Examples:

- | | |
|---|---|
| 1. He speaks so that we can understand. | <i>Él habla para que podamos entender.</i> |
| 2. He was speaking so that we could understand. | <i>Él hablaba para que pudiéramos entender.</i> |
| 3. We’ll eat before they arrive. | <i>Comeremos antes de que ellos/ellas lleguen.</i> |
| 4. We ate before they arrived. | <i>Comimos antes de que ellas/ellos llegaran.</i> |
| 5. We’ll eat after they arrive. | <i>Comeremos después de que ellos/ellas lleguen.</i> |
| 6. We ate after they arrived. | <i>Comimos después de que ellas/ellos llegaron.</i> |
| 7. When he visits us, we’ll go to the museum. | <i>Cuando él nos visite, iremos al museo.</i> |
| 8. When he visited us, we went to the museum. | <i>Cuando él nos visitó, fuimos al museo.</i> |
| 9. He said he would tell her when he saw her. | <i>Él dijo que se lo diría cuando la viera.</i> |

Comments:

- #1 and #2 illustrate that adverbial conjunctions of contingency are always followed by the subjunctive when there is a change of subject. The tense of the subjunctive in the dependent clause is determined by the tense of the verb in the independent clause in accordance with the concept of the sequence of tenses.
- Sentences #3 and #4 offer examples of how the adverbial time conjunction *antes (de) que* is always followed by the subjunctive when there is a change of subject.
- #s5-8 show how *the mood of the verb in a dependent adverbial time clause will change from subjunctive to indicative, when the action described in that clause changes from something that has not yet occurred to something that already has happened*.
- Sentence #9 presents a situation where the past subjunctive is necessary, because the event described in the adverbial time clause, "when he saw her," was not a realized action at the time he said what he said, "that he would tell her." From this sentence it is not clear whether or not he ever did see her. Put another way, his seeing her was an unrealized event at the time when he said he would tell her. When he said he would tell her, his seeing her was still in the future.

Note that the question we use to determine whether or not the verb in a dependent adverbial time clause should be in the subjunctive or the indicative does not change as we move from the

present or future tense to a past tense. What does often change is the answer to the question. When the one-time action described in the dependent adverbial time clause is in the future, the answer to the question, “Has it happened yet?” is “no,” and the dependent clause verb must be in the present or present perfect subjunctive. However, when the one-time action described in the dependent adverbial time clause is in the past, the answer to the question “Has it happened yet?” is often “yes,” and therefore the mood of the verb in the dependent clause will be in the indicative (preterit or imperfect). The one consistent exception to this is when the adverbial time conjunction is *antes de que*: after this adverbial time conjunction the indicative mood is never used.

Finally, with dependent noun clauses and dependent adverbial clauses, if there is no change of subject from the verb in the independent clause to the verb in the dependent clause, then an infinitive may be used (for adverbial conjunctions this is only possible if a corresponding prepositional form exists): “I want to leave,” *Quiero salir*; “We’ll eat before arriving,” *Comeremos antes de llegar*; “We’ll go, provided we have time,” *Iremos con tal de tener tiempo*.

Exercises:

- 26 H. *Now and then*. Write four sentences. In one, state something your parents want you to do, or that a friend wants you to do now. In another sentence, state something that your parents wanted you to do when you were a child. In the third sentence write something you want to do now, and in the fourth sentence something you wanted to do when you were younger.
- 26 I. *What kind you have or had, what kind you want or wanted*. Choose a noun or two (friend, house, car, pet, article of clothing, etc.) and use adjective clauses to describe four things: one thing you have, one thing you had, one thing you want, and one thing you wanted. For example: *Cuando era niño, conocía a alguien que hablaba polaco. Quería conocer a alguien que hablara español. Ahora tengo amigos que hablan español, y quiero conocer a alguien que hable urdu.*
- 26 J. *Para que, antes (de) que, después (de) que, cuando*. These are the four adverbial conjunctions that were used in the example sentences. Using these or others, practice with dependent adverbial clauses. Use both past and present tenses, and also both conjunctions of contingency and time conjunctions. Remember that *antes (de) que*, although it is a conjunction of time, functions grammatically as if it were (*¡como si fuera!*) a conjunction of contingency. It can never be followed by the indicative mood, even when the action in its dependent adverbial time clause already has occurred.

Capítulo 27: Si yo hubiera nacido en otro país . . .

Vocabulario 27

To practice these words interactively, on a computer, click [here](#) and choose Chapter 27.

<u>en inglés</u>	<u>en español</u>
language	el idioma (masc.) [more like <i>lengua</i> than like <i>lenguaje</i>]
the equator	el ecuador; la línea del ecuador
kangaroo	el canguro
attitude	la actitud
by the way	a propósito
certainly, surely	seguramente
similarity	la semejanza
Africa	el África (fem. noun, like <i>el agua</i> , <i>el área</i> , y <i>el águila</i>)
Asia	el Asia (feminine noun, like <i>el África</i>)
Europe	la Europa
The United States	Los Estados Unidos
American	el/la estadounidense, americano/a, norteamericano/a
Canada	el Canadá (masc.)
Canadian	el/la canadiense
Mexican	el/la mexicano/a
Cuban	el/la cubano/a
Dominican	el/la dominicano/a
Puerto Rican	el/la puertorriqueño/a
Guatemalan	el/la guatemalteco
Salvadoran	el/la salvadoreño/a
Honduran	el/la hondureño/a
Nicaraguan	el/la nicaragüense; el/la nicaragüeno/a
Costa Rican	el/la costarricense; el/la costarriqueño/a
Panamanian	el/la panameño/a
Colombian	el/la colombiano/a
Venezuelan	el/la venezolano/a
Ecuadorean	el/la ecuatoriano/a
Bolivian	el/la boliviano/a
Peruvian	el/la peruano/a
Chilean	el /la chileno/a
Argentinian	el/la argentino/a
Uruguayan	el/la uruguayo/a
Paraguayan	el/la paraguayo/a
Brazil	(el) Brasil
Brazilian	el/la brasileño/a; el/la brasileiro/a
Spain	(la) España
Spaniard	el español / la española / los españoles / las españolas
France	(la) Francia
French	el francés/ la francesa / los franceses / las francesas
Germany	(la) Alemania

German	el alemán / la alemana / los alemanes / las alemanas
England	(la) Inglaterra
English	el inglés / la inglesa / los ingleses / las inglesas
Ireland	(la) Irlanda
Irish	el irlandés / la irlandesa / los irlandeses / las irlandesas
Scotland	(la) Escocia
Scottish	el escocés / la escocesa / los escoceses / las escocesas
Italy	(la) Italia
Italian	el/la italiano/a
Antarctica	La Antártida

- The words for the equator and the country of Ecuador are the same in Spanish. The country was named because the equator passes through it. When the reference is to the country, the word is capitalized (*el Ecuador*).
- Note that in Spanish, words referring to countries are capitalized, as they are in English, but words referring to nationality (in other words, adjectives) are not: *España* (Spain), but *español / española*. To put this another way, words of geographical location are capitalized (continents, countries, cities), but words referring to people or things from those locations are not capitalized (*africano, paraguaya, neorquinos* = people from New York).
- The vocabulary contains words for the people of most Latin American countries, but it does not contain the Spanish words for the countries themselves except for Brazil, which is (*el*) *Brasil* in Spanish. This is because the names of all the Spanish-speaking countries are the same in Spanish and English. Countries whose names end in unaccented *-a* are feminine (this includes *Honduras*), while country names ending in accented *-á* are masculine (*el Canadá, el Panamá*). Country names that don't end in *-a* or *-as*, tend to be masculine: *el Perú, el Paraguay, el Uruguay, el Brasil, el Salvador, el Ecuador. México* is also masculine.
- If *África* and *Asia* need an article, the correct one to use is *el*, although both words are feminine. This is a phenomenon you have seen before in words like *el agua/las aguas* and *el área/ las áreas*.
- As was explained in a vocabulary note of a much earlier chapter, adjectives for countries whose masculine forms end in a consonant, such as *español* and *alemán*, form the feminine singular by adding an *-a* (*española; alemana*). This results in two plural forms of the adjectives (*españoles / españolas; alemanes / alemanas*). These cases are similar to an adjective such as *trabajador / trabajadora; trabajadores / trabajadoras*.

En la clase de español.

La Profesora González les ha pedido a los estudiantes que se hablen de cómo habría sido diferente su vida si hubieran nacido en otro país o continente.

- Sarah: Si yo hubiera nacido en Europa, no habría asistido a esta universidad. Además, ahora hablaría otro idioma y, para hablar inglés, tendría que tomar lecciones.
- Felipe: Si hubiera nacido en Australia, hubiera tenido mascotas muy interesantes, como el canguro y el coala. También habría visto estrellas y constelaciones diferentes de las que vemos aquí en este hemisferio.
- Laura: ¿Cómo? ¿Tienen otras estrellas en Australia?
- Sarah: Bueno, por la forma de nuestro planeta, hay diferentes estrellas visibles al norte y al sur del ecuador. Nunca he visto las estrellas del otro hemisferio, pero me encantaría verlas.
- Laura: Yo nunca había pensado en eso. Me gusta identificar las constelaciones, y ¡todas serían diferentes si viviera en Australia o Brasil!
- Felipe: Es verdad. Saben que hay una constelación en la bandera de Brasil; se llama La Cruz del Sur.
- Laura: Si yo hubiera nacido en la China habría tenido una vida muy diferente, creo. Los chinos hablan una lengua diferente, y también la política es muy diferente de la política de los Estados Unidos. Pienso que mi actitud hacia los Estados Unidos sería muy diferente si hubiera nacido en la China.
- Sarah: Pero hay por lo menos una semejanza: ¡es probable que también en la China hubieras aprendido a jugar al fútbol!

Exercise:

- 27 A. *Otros lugares.* Do you know people from other countries? If you do, how did you meet them? Are there continents or countries you would like to visit? Why? The vocabulary list could not include most countries/nationalities, but you could use the Internet to look up the Spanish for any country you are particularly interested in. Where did your ancestors (=los antepasados) come from?
- 27 B. *Con más dinero, tiempo, etc.* Write about four sentences describing what you would like to do if you had more resources than you currently have. Would you like to travel? Would you go shopping? Would you buy your parents a new place to live? Would you donate money or time to any cause (=la causa)? Share what you have written with one or more classmates and make comments based on what others would like to do.
- 27 C. *Mis padres (no) querían que yo . . .* With one or more classmates, make statements about what your parents wanted you to do (or not do) when you were a child. You might also say what you wanted your parents or your friends to do.
- 27 D. *En mi pueblo o ciudad.* With one or more classmates, take turns asking and telling each other what there was/wasn't in the place you grew up. Was there a park with a swimming pool? Were there restaurants that served the cuisine of many other countries? Were there houses with their own golf courses [=campos de golf] or tennis courts [canchas de tenis]?

- 27 E. *Si clauses.* With one or more classmates, take turns practicing with sentences that have *si* clauses. Make some statements about one-time events and some that involve habitual action in the present and/or the past.

Grammar Point 56: The Past Perfect or Pluperfect Tense

In a previous chapter you learned about the present perfect tense. Actually, you learned about two of them, because there is a present perfect indicative tense as well as a present perfect subjunctive tense. The present perfect tense describes an action that has occurred, or may have occurred, from the perspective of the present. For example: “They **have returned** already,” or “We hope (that) they already **have arrived.**” The first sentence has a verb in the present perfect indicative tense: *Ellos/Ellas ya han regresado*. In the second sentence the present perfect subjunctive tense must be used in the dependent noun clause, because of the phrase “We hope that,” which expresses a wish or hope: *Esperamos que ellos/ellas ya hayan llegado*.

The past perfect, or pluperfect, tense describes an action that occurred before another past action. The other past action is usually in the preterit tense.

All perfect tenses are formed by combining a form of the auxiliary verb *haber* and a *past participle*. The name of the perfect tense tells you which tense of *haber* to use. So, for instance, the *present perfect* tense uses the *present tense of haber* with the past participle. For the *past perfect* tense, which is also called the *pluperfect* tense, we use a *past tense of haber*, either the imperfect indicative or the imperfect (=past) subjunctive, depending upon the mood required. The imperfect indicative of *haber* is completely regular: ***había, habías, había, habíamos, habíais, habían***. The imperfect, or past subjunctive of *haber* has these forms: ***hubiera, hubieras, hubiera, hubiéramos, hubierais, hubieran***. [For the student who is wondering if there is such a tense as the *preterit perfect*, the answer is yes, although it is found mostly in literature and is much less common than the pluperfect tense with the forms of the imperfect of *haber*.]

Examples:

1. *Ella ya **había estudiado** el español cuando vino a la universidad.*
She had already studied Spanish when she came to college.
2. *Supe ayer que ellas/ellos ya **habían salido**.*
I found out yesterday that they had already left.
3. *Ayer le di a ella el libro que (yo) **había recibido** la semana pasada.*
Yesterday I gave her the book I had received last week.
4. *Esperábamos que él no **se hubiera perdido**.*
We hoped (that) he had not gotten lost.
5. *Él buscaba a alguien que **hubiera vivido** en España.*
He was looking for someone who had lived in Spain.
6. *Anoche conocí a alguien que **había vivido** en España.*
Last night I met someone who had lived in Spain.

Comments.

- Note that in all cases, the past perfect or pluperfect tense (which in Spanish is called the *pluscuamperfecto*), describes an action that *had already occurred* when another past action took place. In sentences 1-3 the past perfect indicative tense is used, and in examples 4-6 the past perfect subjunctive tense is used. In all six examples the tense is the same, the past perfect. The *mood* of this tense will change, according to the rules you have learned about when to use the indicative and subjunctive in various kinds of dependent clauses. The pluperfect tense may occur in either an independent or a dependent clause. It's use in Spanish is very much like its use in English, although in spoken English the past perfect tense is often replaced by the simple past tense: "I (had) met my roommate a month before I left for college."
- In #5 and #6 you can see how the clause "who had lived in Spain" is translated by either the indicative of the past perfect (#6) or the subjunctive of this tense (#5), according to the rules that govern, in these two cases, dependent adjective clauses: in #6 the antecedent, *alguien*, is definite in the mind of the speaker; in #5 this same antecedent, *alguien*, is not definite in the speaker's mind. There are no new rules for determining which mood (of the past perfect tense) to use in dependent clauses.
- *Si* clauses are absent from these examples of the use of the past perfect tense in Spanish. Those clauses will be taken up in the next grammar point, where the conditional perfect is covered.

Using the past perfect tense is quite straightforward for an English speaker, because this tense exists in English and, when it is used, its usage is identical to its usage in Spanish. The challenge for English speakers is not usually how or when to use the past perfect tense, but rather which mood of this tense to use in a given context, a consideration that has to do more with when to use which mood than it does with when to use which tense.

By the way, the past perfect subjunctive is the last of the four subjunctive tenses that are commonly used in Spanish today. The others, just to review, are the present subjunctive, the present perfect subjunctive, and the past or imperfect subjunctive.

Exercises:

- 27 F. *Antes de asistir a la universidad.* Write two sentences about things you had or had not done before you attended college. Make one an affirmative statement (=something you had done), and one a negative statement (=something you had not done). As both will be in independent clauses, you will use the indicative in both cases. Share your sentences with one or more classmates, and then make new statements about yourself, based on their sentences.
- 26 G. *Cuando regresé a casa.* Think of a time when you or someone else had been away from home and then returned. What did others hope that you (or the other person) had done? What did they know you had done? Were they happy that you or the other person had had the opportunity to spend time away from home?

- 26 H. *Relating two past events using when/cuando.* In this exercise, which may be written or oral, as your instructor decides, make statements that relate two past events, one prior to the other one. They can be as simple as, “When I ate breakfast this morning, I had already/had not yet gotten dressed.” The more recent event, the one that is not in the past perfect tense, will likely be in the preterit.

Grammar Point 57: Two More Perfect Tenses: the Conditional Perfect and the Future Perfect

The past perfect tense—both indicative and subjunctive—was introduced in the last grammar point. There, too, you were told that the name of a perfect tense also told you which tense of the auxiliary verb *haber* should be used. Therefore, the *future* perfect tense consists of the *future* forms of the auxiliary verb *haber* plus the past participle, and the conditional perfect is made up of the *conditional* forms of *haber* plus the past participle. The future forms of *haber* are very much like the future forms of *saber*: **habré, habrás, habrá, habremos, habréis, habrán**. The conditional forms of *haber*, then, use these same roots and the typical conditional endings: **habría, habrías, habría, habríamos, habríais, habrían**.

As is the case with all perfect tenses, the future perfect describes events that *will have* (or may have) *been completed* by some future time; the conditional perfect describes events that *would have taken place*.

Examples.

1. *Para la clase de lunes, **habremos leído** los primeros diez capítulos de *Pride and Prejudice*.*
For Monday’s class, we’ll have read the first ten chapters of *Pride and Prejudice*.
2. *Cuando yo salga para casa el sábado, ¡**habré terminado** todos los exámenes finales!*
When I leave for home on Saturday, I will have finished all my finals!
3. *Antes de volver de Iowa, él **habrá ganado** un montón de dinero para la universidad.* Before returning from Iowa, he’ll have earned a whole lot of money for college.
4. *¿**Habrán terminado**, ya?*
Have they probably finished already?
5. *¡Ojalá (yo) **haya comenzado** para entonces!*
I hope I (will) have begun by then!
6. *Si hubiera sabido eso, nunca **habría ido** con ellos.*
If I had known that, I never would have gone with them.
7. *¿**Habrías comprado** ese carro si hubieras ganado la lotería?*
Would you have bought that car if you had won the lottery?
8. *¿Hubieras comprado ese carro si hubieras ganado la lotería?*
Would you have bought that car if you had won the lottery?
9. *Si yo hubiera tenido el dinero, **habría comprado** una casa para mis padres.*
If I had had the money, I would have bought my parents a house.

Comments.

- One of the most common uses of the future perfect tense parallels the use of the simple future tense to express probability about the present. Just as, *¿Dónde estarán ellos?* may mean, “Where are they probably?” / “Where can they be?,” so the future perfect expresses probability about situations described by the present perfect tense: *¿Habrán terminado?* is equivalent to something like “*¿han terminado, probablemente?*” The conditional perfect may also be used to express probability about what probably had happened in the past: *Llegamos a las diez, pero ellas habrían salido a las siete* (“We got there at ten, but they had probably left at seven”).
- Although there is no future perfect subjunctive tense (or conditional perfect subjunctive), if the context requires that a subjunctive mood be used, then you employ the present perfect subjunctive for the future perfect and the past perfect subjunctive for the conditional perfect. #5 illustrates how the present perfect subjunctive may be translated as future perfect or present perfect.
- #6 and #7 demonstrate how the conditional perfect is used in sentences with *si* clauses, to express what would have happened if some contrary to fact situation had been true. In #6, I obviously didn’t know something, but had I known it (which I didn’t), then I would not have gone with them (which I did). In #7 the contrary to fact situation is your winning the lottery, which obviously didn’t happen.
- #8 illustrates how *the conditional perfect*, when it appears in the result clause of a sentence that has a dependent, contrary to fact *si* clause, *may be replaced by the past perfect subjunctive*. #8 is identical in meaning to #7, although #8 uses the past perfect subjunctive in both clauses, whereas #7 uses the conditional perfect in the independent clause and the past perfect subjunctive in the dependent *si* clause. Neither of these sentences is more correct than the other, although #8 may be more common. You should be aware of this substitution if you read Spanish, or you could get confused. This is a case where it is permissible to use the subjunctive in an independent clause, although the conditional perfect is also correct.
- #9 offers one last *si* clause structure. You know already how to say, “If I have money, I will buy a car” (*Si tengo dinero, compraré un carro*), and “If I had money, I would buy a car” (*Si tuviera dinero, compraría un carro*). To these you can now add, “If I had had money, I would have bought a car” (*Si hubiera tenido dinero, habría comprado un carro*). Note that both Spanish verbs “to have” are used in this sentence, the auxiliary verb *haber* and the verb of possession, *tener*. [This third sentence, as per example #8, could also be, *Si hubiera tenido dinero, hubiera comprado un carro*, which replaces the conditional perfect of the independent clause with the past perfect subjunctive tense.]

Exercises:

- 26 I. *If I have, if I had, if I had had* (*Si tengo, si tuviera, si hubiera tenido*). Write three sentences, following the examples from the preceding comment about Example sentence #9. In one, state something you will do if something happens/doesn’t happen. In the second sentence, state what you would do if, hypothetically, conditions were otherwise

than they are (“if I had money—but I don’t—I would buy a car”), and in the third one put the situation into a more remote past, saying what you *would have* done if something *had been* different.

- 26 J. *What will you have done?* Make statements about what you will, or will not, have done by a certain time (this evening, tomorrow, this weekend, by the time you graduate, before you die, etc.).
- 26 K. *¿Qué habrán hecho?* Remembering that one use of the future in Spanish, unlike English, is to express probability, make statements about what friends and family *have probably done*. For example, *Hoy, mi padre y mi hermano habrán mirado deportes en la tele* (“Today, my father and brother have probably watched sports on TV”).

GRAMMAR EXERCISES

These practice exercises are identical to the interactive online exercises, although the formatting and numbering is not always exactly the same. The answer key begins after the last page of exercises.

Chapter 1 Practice.

1 A. For Grammar Point 1. Match the subject pronoun that corresponds to each form of SER. As an example, *yo* has been done.

yo	_____sois
tú	_____son (“your graces” are)
usted	_____eres
ella	_____es (“your grace” is)
nosotros	_____es (she is)
vosotras	_____yo soy
ellos	_____son (they are)
ustedes	_____es (he is)
él	_____somos

1 B. Give a single subject pronoun that could replace the following:

1. tú y yo- _____
2. tú y ella (in Spain)- _____
3. tú y él (in Latin America) _____
4. Laura y Felipe- _____
5. Laura y usted- _____
6. Carmen y yo- _____

1 C. Which are the three subject pronouns that may be associated with the form ES, and what does each of the three phrases mean?

Chapter 2 Practice.

Estar, Ser and Hay.

1. Yo _____ en casa (at home).
2. Ellas _____ profesoras.
3. _____ muchos estudiantes en la clase de historia. (muchos = many)
4. Marta y Miguel _____ en el centro estudiantil.
5. (Nosotras) _____ estudiantes.
6. Janie no _____ profesora.
7. _____ escritorios y computadoras en la biblioteca.
8. Pete y Charles _____ en la residencia estudiantil.
9. Sarah y yo _____ en la clase de filosofía.
10. ¿_____ ustedes estudiantes o profesores?

The Verb IR.

1. ¿_____ (IR-tú) a la biblioteca?

2. (Nosotros) _____ (IR) mañana al centro.
3. Elena y Paul _____ (IR) a comer hoy con nosotros.
4. ¿_____ (IR) ustedes a estudiar hoy en la biblioteca o en el centro estudiantil?
5. (Vosotras) _____ (IR) a casa, ¿verdad? (¿verdad? = right?)
6. Marta y yo _____ (IR) a hablar con Sarah.
7. Marta y tú _____ (IR) a vivir en California, ¿verdad?
8. Jorge y DeMarcus _____ (IR) a estudiar mañana con nosotros.
9. Ella _____ (IR) a la clase de historia, y él _____ (IR) a comer.
10. Mañana, yo _____ (IR) a hablar español, y Laura y Felipe _____ a hablar inglés.

Chapter 3 Practice.

Possessive Adjectives

1. my book and your books -
2. my books and your book -
3. our book; our books -
4. your (“y’all’s”) house; your houses -
5. her desk -
6. his houses -
7. “your grace’s” lesson; “your graces” lesson” -
8. My books are not here. Is their book here?

Regular –AR Verbs: Present Tense

9. Él y ella _____ (PREPARAR) la lección en la biblioteca.
10. (Nosotros) _____ (HABLAR) inglés y español en la clase de español.
11. Ella _____ (TRABAJAR) en una oficina, y ellos _____ (TRABAJAR) en casa.
12. ¿_____ (DESEAR) ustedes regresar con nosotros?
13. (Yo) _____ (MEMORIZAR) el vocabulario, y ¡los otros estudiantes _____ (BAILAR)!
14. Voy a _____ (LLAMAR) por teléfono a mi familia.
15. Sarah y DeMarcus _____ (VISITAR) el museo [=museum].
16. (Yo) _____ español, y ellos _____ inglés. (HABLAR)
17. Ella _____ en el centro estudiantil, y (nosotras) _____ en la biblioteca. (ESTUDIAR)
18. ¿Dónde _____ (vosotras)? (ESTUDIAR)

Chapter 4 Practice.

1. How many days are there in one week?
2. There are seven days in one week.
3. What are the days of the week?
4. The days of the week are: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.
5. How much are nineteen and eleven?
6. Is your book interesting?

7. Yes, it is an interesting book.
8. When is your father's birthday?
9. My father's birthday is on July 23. And yours?

Regular –ER and –IR Verbs: Present Tense

10. Ella _____ (VIVIR) en Georgia, y nosotras _____ (VIVIR) aquí.
11. (Nosotros) _____ (COMER) en la cafetería los martes y los jueves.
12. ¿Dónde _____ (VIVIR) (vosotros) ?
13. Él _____ (LEER) un libro y _____ (ESCRIBIR) en un papel.
14. ¿ _____ (CREER) [tú] que ellas son estudiantes?
15. (Yo) _____ (ASISTIR) a la universidad, y _____ (aprender) mucho.
16. Ellos _____ (BEBER) y _____ (COMER).
17. Ella _____ (ABRIR) el centro estudiantil los miércoles y los viernes.
18. Ustedes _____ (LEER) y _____ (ESCRIBIR) en la biblioteca.

Chapter 5 Practice.

Demonstratives.

1. Deseo _____ (this) computadora y _____ (those- near you) libros.
2. ¿Prefieres _____ (this) mochila o _____ (that one - near)?
3. this book, that one (near), and that one over there-
4. These tables, those, and those over there-
5. This class is very interesting.
6. This is very interesting.

Stem-changing Verbs: Present Tense

7. (Tú) _____ a las diez y nosotras _____ a la una. (VOLVER)
8. Ella _____ eso; nosotras no _____ eso. (DECIR).
9. (Nosotras) _____ tacos, pero ellas _____ tamales. (PREFERIR).
10. ¿Cuánto _____ (COSTAR) estos libros?
11. (Yo) No _____ ir hoy, pero tú y yo _____ ir mañana. (PODER)
12. Esta semana, ellas _____ el martes, y nosotros _____ el viernes. (JUGAR)
13. (Yo) _____ (DECIR) que _____ (VENIR -yo) mañana.
14. ¿ _____ ustedes en la biblioteca? "No. Nosotras _____ en el dormitorio." (DORMIR)
15. I hear; _____ Y'all hear- _____
16. We are beginning the lesson. Are you (tú) beginning the lesson, too? (COMENZAR or EMPEZAR)
17. I'm leaving on Wednesday, and they're leaving Saturday.
18. I say and you (tú) say; I hear and you (tú) hear.
19. I am making/doing and they are making/doing-
20. I do put; we are putting-
21. What's the weather like today?

22. The weather is very nice, today. It's sunny and warm.
23. They prefer winter, but we prefer the fall.
24. Is it very windy in the springtime?
25. Does it rain or snow in the winter?
26. I think that it is going to rain on Sunday.
27. It's cloudy today, and it's not very sunny.

Chapter 6 Practice.

1. Hay _____ (132) profesoras en esta universidad.
2. Hay _____ (232) profesoras en esta universidad.
3. Este libro tiene _____ (578) páginas (=pages).
4. Hay _____ (800) centavos en ocho dólares.
5. $392 + 134$ son 526. (write all numbers in words)
6. What time is it?
7. It's 4:30 in the afternoon. (always write all numbers as words in Spanish)
8. It's 12:45.
9. It's 10:35 at night.
10. At what time is your philosophy class? / What time is your philosophy class at?
11. Mi clase _____ (SER) a las doce y cuarto los martes y los jueves.
12. Pienso que la fiesta _____ (COMENZAR) a las ocho esta noche.
13. At what time do you eat breakfast on Wednesdays?
14. On Wednesdays I eat breakfast at seven, because I have a class at eight.
15. We are going to eat lunch at noon today.
16. What are you going to wear today?
17. It's nice today. I'm going to wear jeans and a T-shirt.
18. What's the professor wearing today?
19. Today s/he is wearing dark pants, a red shirt, and black shoes.
20. What color is Michael's (baseball) cap?
21. Michael's (baseball) cap is orange.
22. I want to buy these three purple sweaters.
23. He wants to buy this green shirt, those (near) yellow socks, and those (more remote) blue pants.
24. (At) What time is your Spanish class tomorrow?
25. My Spanish class tomorrow is at 9:10.
26. How much does this pink bag cost?
27. How much do these brown pants cost?

Chapter 7 Practice.

The Personal a.

1. Veo _____ la casa de María.
2. Vemos _____ Luisa.
3. No conozco _____ Felipe, pero sé dónde vive.
4. ¿_____ quién visita _____ ella? [Whom is she visiting?]
5. Veo _____ ellos.
6. _____ ellos _____ me ven.

¿Saber or Conocer?

7. Ellas dicen que _____ a Lupita Santander.
8. ¿ _____ (vosotras/vosotros? el número de teléfono de Peter?
9. Do you (tú) know the president?
10. Do you (ustedes) know where the president lives?
11. ¿ _____ (tú) bailar el tango?
12. Ellos no _____ bien Chicago.
13. ¿ _____ usted qué hora es?

Direct Object Pronouns.

14. Veo a las muchachas. _____ veo.
15. Vemos a los muchachos. _____ vemos.
16. Los muchachos y las muchachas _____ ven. (see ME)
17. Ellos/Ellas _____ ven. (see US)
18. Ellas _____ ven. (see YOU, tú form)
19. Ellos estudian las lecciones. Ellos _____ estudian.
20. Escuchamos la música. _____ escuchamos.
21. The girls and the boys. They see me.
22. You ("y'all") visit us on Sundays.
23. I am going to visit you ("y'all") at three this afternoon.
24. She visits him on Wednesdays, and he visits her on Saturdays.
25. The lesson. I study it in the library.
26. The lessons. I study them in the student center.
27. These seven interesting books. He is going to read them.

Adjectives.

28. That hardworking student. We don't know her.
29. My aunt Molly is funny and my uncle Manny is artistic.
30. My cousin Kendra is smart. Her brother, Kevin, is also smart.
31. My mother is serious. My father, too, is serious. They are serious.
32. My father is hardworking. My mother is hardworking. My parents are hardworking.

Chapter 8 Practice.**Indirect Object Pronouns and Prepositional 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, usted form)
5. Ellas _____ dan el dinero (TO US).
6. Ellas _____ dan el dinero (TO YOU-ALL, vosotros/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.
9. We give him the money; we don't give the money to her.
10. Do you (tú form) write to your parents a lot?
11. They ask their parents for the car.

12. We tell them that he is going to bring them the guitar.
13. They are giving this money *to me*, not *to you* (tú form). (note emphases)

Practice with *gustar*

14. Me _____ este libro.
15. Me _____ estos libros.
16. Nos _____ este libro.
17. Nos _____ estos libros.
18. We like the summer, but they like the spring.
19. Laura likes this shirt, but Sarah likes that one (over there).
20. Do you (tú form) like to read and write?
21. I like to draw, but my brother doesn't like to.
22. They don't like to play soccer, but we do.
23. Paul and Sarah like to study with Janie and DeMarcus.

Chapter 9 Practice.

Reflexive and Non-Reflexive Verb Constructions.

1. I wake up at seven on Mondays.
2. What time do you (tú) get up on Wednesdays?
3. *We* go to bed at ten and *they* go to bed at one o'clock.
4. Laura gets up at seven. She wakes Sarah up at eight.
5. The mother gets dressed. Later she dresses her two sons. She dresses them.
6. I don't get lost much, but I do lose my books. I lose them a lot.
7. Susana wakes up, gets up, showers, and gets dressed.
8. You (vosotros/vosotras) wake up, get up, shower, and get dressed.
9. Janie and Marta get up, get dressed, eat breakfast and go to Spanish class.
10. What are you (ustedes) going to put on today?
11. I'm going to put on jeans, sneakers and a sweatshirt.
12. On Sundays, Felipe and his mother talk (to each other) on the phone.
13. I want to sleep late tomorrow, but I need to get up at seven!

Using Two Object Pronouns Together.

14. The house. My parents are giving it to us!
15. The house. My parents are going to give it to us.
16. Your computer. Do you (tú) want to sell it to me?
17. The computer. I can't sell it to you (tú form). I can't sell it to him. I'm going to sell it to Sarah.
18. The money. We give it to them, and they give it to you (vosotros/vosotras).
19. The red shirt. Felipe puts it on.
20. The red shirt. Felipe gives it to DeMarcus.

Chapter 10 Practice.

The Preterit Tense: Regular Verbs.

1. Ella _____ (CORRER) ayer por la tarde.
2. ¿A qué hora _____ (COMER-tú) anoche?

3. (Yo) _____ (COMPRAR) el libro el lunes, y lo _____ (LEER) el martes.
4. El año pasado, mi tía Josefina _____ (ESCRIBIR) dos libros.
5. (Nosotros) _____ (VIVIR) en España por quince años.
6. Anteayer _____ (COMER-nosotras) en un restaurante en el centro comercial.
7. Anoche, no _____ (HABLAR-nosotros) español en casa.
8. ¿A qué hora _____ (DESPERTARSE-tú) hoy?
9. Hoy _____ (DESPERTARSE-yo) a las ocho menos cuarto.
10. ¿A qué hora _____ (LEVANTARSE-ellos) ayer?
11. ¿_____ (DUCHARSE-vosotras) esta mañana o anoche?
12. La guitarra. Ella la _____ (PERDER) la semana pasada.
13. ¿A qué hora _____ (ACOSTARSE) ustedes anoche?
14. Ayer él _____ (LEER) y _____ (ESCRIBIR).
15. Ayer _____ (ALMORZAR-vosotros) a la una, y _____ (CENAR) a las ocho.
16. El martes yo _____ (BEGAN) las clases a las nueve, y vosotros las _____ (BEGAN) a las once y veinte.
17. Esta mañana, Marta y Miguel _____, _____ (GOT UP, SHOWERED, AND ATE BREAKFAST).
18. Last night I saw Sarah and Janie in the library, and we talked to each other for thirty minutes.
19. Peter and DeMarcus. On Thursday night, Luisa looked for them but did not find them.
20. ¿_____ (Did you (tú) understand) la gramática.?

The Preterit Forms of SER and IR.

21. ¿Qué día _____ (WAS) ayer?
22. Felipe y Peter _____ (WENT) al centro estudiantil.
23. We went to class, and they went to the library.
24. Did you (vosotros/vosotras) go shopping last Friday?
25. George Washington and Abraham Lincoln were great presidents.
26. I went to my Spanish class, and you (tú) went to your philosophy class.

Some Common Time Phrases with POR and DE.

27. We want to leave at four in the afternoon, but they want to leave in the morning.
28. ¿Qué haces _____ (this Saturday afternoon)?
29. On Friday night I'm going to rest.
30. On Sunday, at ten in the morning, we are going to church.

Chapter 11 Practice.

The Preterit Tense: Irregular Verbs.

1. Anoche ella _____ (DECIR) que no, y no lo _____ (HACER-nosotros/nosotras).
2. Ayer _____ (ESTAR-yo) cuatro horas en la biblioteca.

3. El sábado pasado, _____(TRAER-yo) la ensalada, y ellas _____(TRAER) el arroz con pollo.
4. Cuando (nosotros) lo _____(SABER) anoche, no _____(QUERER-nosotros) creerlo.
5. Cuántas clases _____(TENER-tú) ayer?
6. Él _____(VENIR) a las nueve y diez, y vosotros _____(VENIR) a las dos.
7. _____(WE TRIED) salir a las ocho y media, pero _____(WE DIDN'T MANAGE) hacerlo.
8. A las ocho anoche, yo _____a estudiar, y ellos _____al centro estudiantil. (IR for both)
9. ¿Quién lo _____ayer? Yo lo _____ayer. (HACER for both)
10. Ayer, ¿dónde _____(PONER) ellos el desayuno?
11. Anoche, Luisa y Sarah _____(REFUSED) volver por la tarde.
12. Yo _____(VENIR) a las tres y media el domingo pasado, y ellos _____(VENIR) a las ocho menos cuarto.
13. Ayer, Miguel y yo _____(ANDAR) por la mañana.
14. Who was that, your cousin?
15. They tried to leave. They refused to leave.
16. We found it out at six thirty eight in the afternoon.
17. You (vosotros/vosotras) managed to do it. They failed to do it.

Stem-changing Verbs in the Preterit Tense.

18. At the restaurant, I ordered tacos and Sarah ordered enchiladas. (use PEDIR)
19. We had fun last night, and they had fun, too.
20. Saturday night, they slept for seven hours, and I slept for ten.
21. Ayer, yo _____(SERVIR) el desayuno, y ellos _____(SERVIR) el almuerzo.
22. Anoche, yo _____a Laura, y ellos _____a Sarah. (SEGUIR for both)
23. Ayer, tú _____dos libros, y DeMarcus también _____dos. (SUGERIR)
24. Anoche, yo les _____el número, y después ellos te lo _____.(REPETIR)
25. Mi abuelo _____(MORIR) en dos mil diez.

Chapter 12.

Comparatives.

1. Hoy tengo _____(MORE) dinero _____(THAN) Jorge.
2. Hoy tengo _____(AS MUCH) dinero _____(AS) Jorge.
3. Tengo _____(AS MUCH AS) él.
4. Felipe tiene _____(FEWER) clases _____(THAN) Sarah.
5. Felipe tiene _____(AS MANY) clases _____(THAN) Sarah.
6. Janie no es _____(AS TALL AS) DeMarcus.
7. DeMarcus is _____(TALLER THAN) Janie.

8. Estas clases son _____ (AS INTERESTING AS) aquellas.
9. Estas clases son _____ (MORE INTERESTING THAN) aquellas.
10. La hermana de Paul es _____ (OLDER THAN HE IS).
11. Sus tres hermanas son _____ (OLDER THAN HE IS).
12. Creo que tengo _____ (MORE THAN) veinte dólares.
13. She has as many brothers as you do.
14. I (masculine) am not as tall as her (or "than she is"). She is taller than me [or "than I (am)."]
15. We have as much as they do.
16. I run more slowly than Janie does. [slow = *despacio* or *lentamente*]
17. This idea is worse than that one. ["idea" is a cognate = *la idea*]
18. Her brother is younger than she is, and taller, too.
19. His sisters are better students than he is.
20. Are you (tú) older or younger than your sister?
21. I'm older and smarter than she is, and better looking too!

Negative and Indefinite Words.

1. Give the following word(s) in Spanish, and then give the corresponding opposite:
NEVER OPPOSITE:
2. Give the following word(s) in Spanish, and then give the corresponding opposite:
SOMETHING OPPOSITE:
3. Give the following word(s) in Spanish, and then give the corresponding opposite:
NEITHER, NOR OPPOSITE:
4. Give the following word(s) in Spanish, and then give the corresponding opposite:
ALSO OPPOSITE:
5. Give the following word(s) in Spanish, and then give the corresponding opposite:
SOME OPPOSITE:
6. Give the following word(s) in Spanish, and then give the corresponding opposite:
NO ONE, NOBODY OPPOSITE:
7. Do you (tú) have something in your hand?
8. No, I have nothing in my hand.
9. Last night you (tú) saw someone.
10. Last night I saw no one/nobody.
11. She always goes to the library on Thursday evenings.
12. They never go to the library on Tuesday afternoons.
13. He has a car, and you have a car, too.
14. He doesn't have a car and neither do you (tú).
15. Do you (ustedes) have some money?
16. No, we don't have any money.
17. Laura doesn't have any novels in her room. [novel = *la novela*]
18. Don't you (vosotros/vosotras) want some fruit and some yogurt, too?
19. We want neither fruit nor yogurt, either.
20. Is anyone here?
21. No, no one is here. No one is here.

Chapter 13.**The Imperfect Tense.**

1. Cuando yo _____ (SER) niña, mi familia y yo siempre _____ (VISITAR) a los abuelos los domingos.
2. Cuando él _____ (SER) niño, su familia _____ (VIVIR) en Ecuador.
3. ¿ _____ (TRABAJAR-tú) en aquella tienda cuando _____ (SER) joven?
4. De niña, ella _____ (DESPERTARSE) más tarde que yo.
5. Cuando (nosotros) _____ (SER) niños _____ (LEVANTARSE) Y _____ (VESTIRSE) antes de desayunar.
6. Cuando _____ (SER-vosotras) niñas, ¿ _____ (IR) al parque todos los sábados?
7. Ellos/Ellas _____ (USED TO GO) mucho al cine.
8. Antes _____ (I USED TO EAT LUNCH) a las doce, pero ahora almuerzo a las dos.
9. When they were children, they used to travel to Colorado in the summer.
10. When I was young I played soccer. Now I prefer to play the guitar.
11. I used to wake up at eight o'clock, and she used to wake up at quarter to nine.
12. They used to see us every Friday night.

Por and Para

¿Por o para? Choose the correct preposition, and give a reason for your choice.

13. Esta carta es _____ Felipe.
14. María y Celeste salieron ayer de Washington _____ Madrid.
15. _____ aprender, es necesario estudiar mucho.
16. Si hace buen tiempo mañana, vamos a caminar _____ (THROUGH) el parque.
17. Pagué diecisiete mil dólares _____ mi carro nuevo.
18. _____ una persona de los Estados Unidos, Sarah habla muy bien el español.
19. Ella dice que no lo hizo _____ dinero, sino (=but rather) _____ la familia.
20. Es muy difícil manejar _____ (ON ACCOUNT OF) el tráfico.
21. Creo que llegaron anoche, _____ tren.
22. Esta comida es _____ la fiesta.
23. Dicen que necesitan esos documentos _____ viernes.
24. Estuvimos en Chicago _____ una semana.
25. Si vas en carro, entonces _____ llegar a Washington es necesario pasar _____ Maryland.
26. ¡Muchas gracias _____ el regalo!
27. They walked *toward* the park. They walked *through* the park.
28. We want to arrive in the afternoon.
29. Is this for you or for me?
30. For her birthday, I want to buy a new dress for my mother.

Chapter 14.**Preterit and Imperfect: Sentences. Give the appropriate forms (1-10). Translate (11-16).**

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 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. el libro que _____? (ENCONTRAR, BUSCAR)
10. Cuando (yo) _____ seis años, (yo) _____ a Disneyworld. (TENER, VISITAR)
11. This morning, when I woke up, it was eight forty five.
12. We were eating dinner when they arrived.
13. When they phoned me, I was reading.
14. She woke up and got dressed, then ate breakfast while she read the newspaper (=el periódico).
15. When I was a child, my family and I visited Italy one summer. (Italy = Italia)
16. I had my books when I arrived. Where are they now?

Preterit and Imperfect: Paragraphs. Put into the past tense. Change the verb forms when necessary. The first response is done for you.

#17:

Me levanto (1) temprano. **Hace** (2) buen tiempo cuando **salgo** (3) para **jugar** (4) con mis amigos. **Jugamos** (5) por dos horas, y después **voy** (6) a casa para **comer** (7). Mientras **como** (8), mi primo Alberto me **llama** (9) por teléfono. Mientras **hablamos** (10), **llega** (11) mi mamá. Ella **abre** (12) la puerta, **entra** (13), y me **dice** (14) "Buenos días." **Termino** (15) mi conversación con Alberto, y **ayudo** (16) a mi mamá con sus paquetes.

1. *Me levanté* 9.
2. 10.

- | | |
|----|-----|
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. | 16. |

#18.

Es (1) sábado y **me despierto** (2) temprano. **Son** (3) las seis y media. **Bajo** (4) la escalera, **entro** (5) en la cocina, **preparo** (6) el desayuno, y lo **como** (7). Después **salgo** (8). **Llevo** (9) pantalones y una camisa que **son** (10) **viejos**. **Hace** (11) fresco. **Es** (12) un día estupendo. **Corro** (13) a la casa de mi mejor amigo. Cuando **llego** (14) él **está** (15) fuera. **Juega** (16) al "frisbi" con su perro. Le **digo** (17) "Hola," y me **invita** (18) a **jugar** (19) con ellos. **Jugamos** (20) por una hora.

- | | |
|-----------------------|-----|
| 1. <i>me desperté</i> | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

#19 and #20 (both parts of the same paragraph)

Me visto (1) rápidamente porque quiero (2) salir (3) temprano. No tengo (4) mucha hambre, y por eso como (5) muy poco. Estoy (6) muy emocionado porque mi tío va (7) a pasar (8) para llevarme (9) a un partido de fútbol. Leo (10) en la sala cuando alguien llama (11) a la puerta. Abro (12) la puerta y allí está (13) mi tío Brían. Me dice (14) que tiene (15) las entradas para el partido. Él tiene (16) tres, y no dos. Me dice (17) que puedo (18) invitar (19) a un amigo si quiero (20). Llamo (21) a Miguel y le pregunto (22) si quiere (23) ir (24) con nosotros. Me contesta (25) que sí. Pasamos (26) por Miguel y vamos (27) al partido. Hace (28) buen tiempo. Es (29) un día estupendo. Llevamos (30) camisetas porque hace (31) sol y hace (32) calor. Nuestro equipo gana (33). Estamos (34) allí dos horas. Volvemos (35) a casa tarde. Estamos (36) cansados pero muy contentos.

1.	<i>Me vestí</i>	19.
2.		20.
3.		21.
4.		22.
5.		23.
6.		24.
7.		25.
8.		26.
9.		27.
10.		28.
11.		29.
12.		30.
13.		31.

- | | |
|-----|-----|
| 14. | 32. |
| 15. | 33. |
| 16. | 34. |
| 17. | 35. |
| 18. | 36. |

Preterit and Imperfect: Some Special Verbs. Give the Spanish.

21. We knew her.
22. We met her last night.
23. She knew his telephone number.
24. She found out/ learned his telephone number last night.
25. There was an accident there last night (that is, "it took place, occurred").
26. There were five students there last night.
27. They wanted to go.
28. They tried to go.
29. They refused to go.
30. I managed to do it.
31. I failed to do it (=I tried but didn't manage to do it).
32. I could / couldn't, was / wasn't able to do it (no indication I tried).

Chapter 15.**Hace Constructions with the Preterit and Present Tenses. Give the Spanish.**

1. The book. We have been reading it for an hour.
2. The book. We read it an hour ago.
3. How long ago did you (Uds.) read the book?
4. For how long have you (Uds.) been reading that book?
5. They left the party twenty minutes ago.
6. I have been waiting for you for twenty minutes.
7. He has been studying Spanish for four years.
8. He studied Spanish four years ago.
9. I haven't studied Spanish in two years.
10. It's been three months since I've seen my family.

Acabar + de + infinitive

11. Have you ("y'all) just arrived?
12. We have just had lunch with them.
13. Sarah has just come, and Laura has just gone.
14. They have just left the library to go to class.
15. Last night, they had just left when their friends arrived.
16. I had just gotten home when it began to snow.
17. Whenever (=cuando) I just finish washing the car, it always rains.

Chapter 16.**The Progressive Tense Construction. Give the Spanish.**

1. It is raining. (Express two different ways)
2. It was snowing. (Express two different ways)
3. She is sleeping. (Express two different ways)
4. We were listening to the music. (Express two different ways)
5. The book. They are reading it. (Express two different ways)
6. The backpack. He is putting it on (himself). (Express two different ways)
7. You (Y'all) are going to class.
8. The lesson. Were you (tú) studying it last night in the student center? (Express two different ways)
9. We're studying with Felipe tonight.
10. We were watching TV while we were studying. (Express two different ways)

Practice with Verbs like gustar

11. Biology fascinates them. (biology = la biología)
12. Cats bother my sister, but not me.
13. Does it matter to you (tú) if we arrive at eight o'clock?
14. Colds worry DeMarcus's mom.
15. Those ideas don't interest me. Do they interest you (tú)?
16. Luisa loves to ski, but Felipe doesn't like it very much.
17. It seems like a good idea to us. What do you (ustedes) think?

Chapter 17.**Present Perfect Tense. Give the Spanish.**

- | | | |
|-----|---|----------------------------------|
| 1. | I have spoken- | I have opened- |
| 2. | You (tú) have eaten- | You (tú) have done- |
| 3. | She has lived- | He has said- |
| 4. | We have read - | We have put- |
| 5. | You (vosotras) have studied- | You (vosotros) have returned- |
| 6. | You (ustedes) have listened- | You (ellos, ellas) have written- |
| 7. | We have not seen him, and therefore we have not spoken to him. | |
| 8. | Have they gotten up yet? | |
| 9. | I know that they have not arrived yet. | |
| 10. | Where have you (usted) put my books? | |
| 11. | What have you (tú) done? | |
| 12. | The letter. Have you (ustedes) written it to them yet? | |
| 13. | She has already gone to bed. | |
| 14. | They have said it, but they have not yet done it. | |
| 15. | The money. I have given it to him. | |
| 16. | There have been a lot of parties here this semester. (<i>haber</i> + past participle of <i>haber</i>) | |
| 17. | He has read the books already, but she has not read them. | |

Uses of the Infinitive. Give the Spanish.

- Janie and DeMarcus want to go downtown today.
- Tonight, Felipe is going to study with Laura and Sarah.
- Upon entering the classroom, the students say "Good day" to Professor González.
- On leaving the classroom, Paul saw his friend Melissa.
- The idea of leaving at six o'clock tomorrow is ridiculous.
- Many people use that street for running.
- After eating lunch, I went to the library (in order to) to study.
- Before leaving last night, we turned out the lights.
- Seeing is believing.
- Writing poetry is one of her passions.
- Felipe loves playing the guitar in the jazz band.
- Going to the movies is something you (y'all) do very often.
- Surfing the Web can be addictive.
- Watching TV a lot doesn't interest me.

Chapter 18.**Forming and Using *usted* and *ustedes* Commands.**

- | | | |
|----|----------------------|----------------|
| 1. | HABLAR: Usted: _____ | Ustedes: _____ |
| 2. | COMER: Usted: _____ | Ustedes: _____ |
| 3. | VIVIR: Usted: _____ | Ustedes: _____ |
| 4. | TENER: Usted: _____ | Ustedes: _____ |
| 5. | DECIR: Usted: _____ | Ustedes: _____ |
| 6. | SABER: Usted: _____ | Ustedes: _____ |
| 7. | PEDIR: Usted: _____ | Ustedes: _____ |
| 8. | IR: Usted: _____ | Ustedes: _____ |

- | | | |
|-----|--|----------|
| 9. | CONducir: Usted: | Ustedes: |
| 10. | SENTARSE: Usted: | Ustedes: |
| 11. | NO HABLAR: Usted: | Ustedes: |
| 12. | NO COMER: Usted: | Ustedes: |
| 13. | NO DAR: Usted: | Ustedes: |
| 14. | NO TENER Usted: | Ustedes: |
| 15. | NO DECIR: Usted: | Ustedes: |
| 16. | NO SABER: Usted: | Ustedes: |
| 17. | NO SEGUIR Usted: | Ustedes: |
| 18. | NO IR: Usted: | Ustedes: |
| 19. | NO SER: Usted: | Ustedes: |
| 20. | NO SENTARSE: Usted: | Ustedes: |
| 21. | Speak Spanish (Ud.); don't speak English now. | |
| 22. | The letter. Write (Uds.) it to us, but don't send it yet. | |
| 23. | Get up (ud.)! Don't sleep so much. | |
| 24. | Marta, get married if you want to, but don't marry José! | |
| 25. | The truth. Tell it (Ud.) to us, but don't tell it to them. | |

Forming and Using the Spanish Superlative.

- a large book; a larger book; the largest book
- a small table; a smaller table; the smallest table
- an interesting city; a more interesting city; the most interesting city
- the largest book in the library; the most interesting city in the world
- the best book in the library; the worst table in the room
- The daughters are tall. The sons are taller. The father is the tallest in the family.
- Paris is not the largest city in the world, but I think that it's the best.
- She is tall, I am taller than she is, and Felipe is the tallest person in the class.
- This computer is good, that one is better, and the one over there is the best in the store.
- Felipe is funny. DeMarcus is funnier than Felipe. Janie is the funniest of the three.
- My sister is tall. My father is taller than she is. My brother Carlos is the tallest in the family.
- He is a good tennis player. She's a better tennis player than he is. The professor is the best tennis player in the university.

Chapter 19.

Forming and Using *tú* Commands.

- | | | |
|----|-------------------------------|-------------------|
| 1. | HABLAR (Affirmative): _____ | (Negative): _____ |
| 2. | COMER (Affirmative): _____ | (Negative): _____ |
| 3. | VIVIR (Affirmative): _____ | (Negative): _____ |
| 4. | TENER: (Affirmative): _____ | (Negative): _____ |
| 5. | CONducir (Affirmative): _____ | (Negative): _____ |
| 6. | CAMINAR (Affirmative): _____ | (Negative): _____ |
| 7. | SALIR (Affirmative): _____ | (Negative): _____ |
| 8. | SABER (Affirmative): _____ | (Negative): _____ |
| 9. | DECIR (Affirmative): _____ | (Negative): _____ |

10. DAR (Affirmative): (Negative):
11. PONER (Affirmative): (Negative):
12. ESCRIBIR (Affirmative): (Negative):
13. IR (Affirmative): (Negative):
14. LEVANTARSE (Affirmative): (Negative):
15. VESTIRSE: (Affirmative): (Negative):
16. Translate: The letters. Give them to me, please. Don't give them to her.
17. Translate: The telephone number. Tell it to us, but don't tell it to us here.
18. Translate: Get up! Don't sleep so much.
19. Translate: Marta, get married if you want to, but don't marry José!
20. Translate: Your homework. Do it, but don't do it now; do it later.

Adverb Formation. Give the adverb or adverbial phrase associated with the following. Then translate to English:

	ADVERB	MEANING IN ENGLISH
1.	difícil _____	_____
2.	dificultad	
3.	cuidadoso	
4.	cuidado	
5.	paciente	
6.	Translate: We used to visit them often on Sunday afternoons.	
7.	Translate: They said it slowly and comically.	
8.	Translate: She did her homework very quickly.	
9.	Translate: easily	with ease
10.	Translate: patiently	with patience
11.	Translate: correctly	with correctness/propriety
12.	Translate: The professor speaks concisely, correctly, and quickly.	

Chapter 20.

Forming and Using Present Subjunctive in Dependent Noun Clauses

Give the form of the present subjunctive.

1. (yo): HABLAR _____ (yo): DECIR _____
2. (tú) : COMER _____ (tú): NO TENER _____
3. (ella, él, Ud.): NO SALIR _____ (ella, él, Ud.): VIVIR _____
4. (nosotras): CONDUCIR _____ (nosotras): IR _____
5. (vosotros): SER _____ (vosotros): NO SABER _____
6. (ellos, ellas, Uds.): NO DAR _____ (ellos, ellas, Uds.): ESTAR _____
7. Quieren que (nosotros) _____ (HABLAR) español.
8. No quieren que (nosotros) _____ (HABLAR) español.
9. Me piden que (yo) lo _____ (HACER) inmediatamente
10. Carla espera que _____ (THERE IS) fiesta el sábado por la noche.
11. Creemos que eso _____ (SER) verdad.
12. Quiero ir, y quiero que (tú) _____ (VENIR) conmigo.
13. Esperan que (nosotros) _____ (PODER) ir mañana.

14. No queremos que (tú) le _____ (DAR) más dinero al novio.
15. Recomendamos que ustedes _____ (VISITAR) el Prado.
16. Dígales Ud. a ellas que (ellas) _____ (VENIR) tan pronto como posible.
17. No quiero que ustedes _____ (PAGAR) la cuenta.
18. Sabemos que ellas no _____ (PODER) venir esta noche.
19. Marta, Marisa y yo no queremos _____ (IR) hoy.
20. Ellos esperan _____ (ASISTIR) al concierto con nosotras.
21. Esperamos que _____ (HACER) buen tiempo mañana.
22. Saben que (vosotras) _____ (CENAR) en ese restaurante esta noche.
23. ¿Desea Ud. que (nosotros) _____ (DORMIR) menos?
24. Translate: I want to eat.
25. Translate: I want him to eat.
26. Translate: His parents insist that he clean his room every Saturday.
27. Translate: We know that they understand the program.
28. Translate: The letter. They prefer that Paul write it.

Chapter 21.

Certainty, Doubt, Denial and Negation of Dependent Noun Clauses

1. Es posible que ellas lo _____ (SABEN)
2. No es posible que ellos lo _____ (HACER).
3. Es imposible que nosotros/nosotras _____ (IR) con ustedes.
4. No es imposible que ellos/ellas _____ (VOLVER) mañana.
5. Sarah duda que Janie y Felipe _____ (QUERER) ir con nosotros.
6. Laura no duda que _____ (HABER) un examen el miércoles.
7. Es cierto que ellos _____ (HABLAR) español.
8. No es cierto que ustedes _____ (PODER) asistir al concierto el sábado por la noche.
9. Es dudoso que nosotros _____ (DORMIR) hasta las once mañana.
10. Creo que DeMarcus _____ (TENER) carro.
11. No creemos que ella _____ (TENER) clase a las tres de la tarde.
12. Es obvio que ellas _____ (QUERER) acompañarnos.
13. No es obvio que (nosotras/nosotras) _____ (PODER) ir mañana.
14. No niego que _____ (IT IS) posible.
15. Niego que _____ (IT IS) posible.
16. No puede ser que (ellas) _____ (VENIR) tan temprano.
17. Puede ser que mis padres _____ (PAGAR) la cuenta.
18. No es verdad que la fiesta _____ (SER) esta noche.
19. Es verdad que ellos/ellas _____ (SALIR) hoy.
20. Ellos piensan _____ (VENIR) con nosotros el jueves.

Forms and Uses of the Present Perfect Subjunctive Tense in Noun Clauses

1. Espero que ellas ya _____ (HAVE ARRIVED).
2. Janie nos dice que ellas ya _____ (HAVE ARRIVED).
3. Es evidente que (vosotras/vosotros) _____ (HAVE DONE) el trabajo.
4. No es imposible que ellos/ellas ya _____ (HAVE RETURNED) del centro comercial.

5. Dudamos que los niños _____ (HAVE GOTTEN UP) tan temprano.
6. Laura no duda que los niños _____ (HAVE AWAKENED) tan temprano.
7. Ojalá (que) Felipe _____ (HAS BEEN ABLE TO) entender la lección.
8. ¡Creo que el equipo _____ (HAS WON) el partido de fútbol.
9. No es verdad que ellas _____ (HAVE GONE) a Chicago.
10. Es dudoso que ellos _____ (HAVE TRAVELED) por Europa.

Chapter 22.

Present Tense in Adjective Clauses: Subjunctive or Indicative?

1. Busco a una persona que _____ (SABER) hablar chino.
2. Conozco a una persona que _____ (SABER) hablar chino.
3. En esta oficina, no hay nadie que _____ (SABER) hablar chino.
4. ¿Conoces a alguien que _____ (PODER) darnos la información?
5. No, no conozco a nadie que _____ (PODER) dárnosla.
6. Creo que Felisa conoce a alguien que _____ (PODER) dárnosla.
7. No hay nada aquí que nos _____ (GUSTAR).
8. Esa es la canción que (yo) ya _____ (TENER) en mi teléfono.
9. Buscamos el restaurante que _____ (SERVIR) huachinango (=red snapper).
10. En esta ciudad, no hay ningún restaurante que _____ (SERVIR) huachinango.
11. Conozco a un piloto que _____ (VIVIR) en Los Ángeles y Houston.
12. No veo aquí a nadie que (yo) _____ (CONOCER).
13. ¿Tienes un lápiz que me _____ (PODER) prestar (=to lend)?
14. Sí, tengo varios lápices que (tú) _____ (PODER) usar.
15. ¿Hay un parque en tu pueblo que _____ (TENER) piscina?
16. Translate: They want a house that has a pool.
17. Translate: There are several houses that have pools..
18. Translate: There are no houses here that have a pool.
19. Translate: I'm looking for a car that won't cost me an arm and a leg (= un ojo de la cara).
20. CHALLENGE: I don't think there are any cars here that aren't very expensive.

Emotion and Dependent Noun Clauses

1. Nos alegramos de que ellos/ellas _____ (ESTAR) aquí.
2. Nos alegramos de _____ (ESTAR) aquí.
3. A ellas/ellos no les sorprende que (nosotros/nosotras) _____ (ESTAR) aquí.
4. A ellas/ellos les sorprende que (nosotros/nosotras) _____ (ESTAR) aquí.
5. Siento que ellos/ellas no _____ (PODER) asistir a la fiesta esta noche.
6. Siento no _____ (PODER) asistir a la fiesta esta noche.
7. Translate: It's a shame they haven't arrived yet.
8. Translate: I love (it) that you have tickets for the concert this Saturday night.
9. Translate: Does it surprise you-all that they are going home this weekend?
10. Translate: I'm glad I've finished this exercise.

Chapter 23.**Practice with the One-word Future Indicative Tense.**

Give the one-word future indicative tense forms.

1. (Yo) les _____ (HABLAR) en español.
2. ¿A qué hora _____ (COMER) [tú] hoy?
3. Ella dice que (ella) lo _____ (HACER) después..
4. ¿(Ellas/Ellos) _____ (ESTUDIAR) o _____ (SALIR) esta noche?
5. (Nosotras) _____ (PREPARAR) el informe mañana.
6. En seis meses, (yo) _____ (VIVIR) en México.
7. El nos dice que (él) _____ (PONER) la carta en la mesa.
8. ¿ _____ (CONDUCIR-vosotros/vosotras) esta noche?
9. No tenemos el libro ahora, pero lo _____ (TENER) mañana.
10. ¿Qué _____ (DECIR) ellos si no vamos con José?
11. Usted _____ (SABER) pronto nuestra respuesta.
12. ¿Dónde _____ (ESTAR) los muchachos?
13. ¿Qué hora _____ (SER)? (=What time can it be?)
14. Translate: We'll arrive at eight, and then we'll eat..
15. Translate: I'll see them tomorrow. I'll drive them to the airport.
16. Translate: "What will be will be."
17. Translate: They'll take the bus, and they'll be there at nine thirty.
18. Translate: She'll get up at seven o'clock, she'll dress, and she'll leave before eight.
19. Translate: Will you-all visit us this summer?
20. Translate: Where can my glasses be? I can't find them anywhere.

Dependent Adverbial Clauses: Conjunctions Always Followed by Subjunctive

Translate the word(s) in parentheses.

1. Jugaremos al tenis mañana _____ (UNLESS IT RAINS).
2. Lo haremos mañana, _____ (PROVIDED THAT WE HAVE TIME).
3. Lo haremos mañana, _____ (PROVIDED THEY HAVE THE TIME).
4. _____ (BEFORE SHE LEAVES) , ella nos ayudará con la tarea.
5. Ella nos ayudará con la tarea _____ (BEFORE SHE LEAVES).
6. La ayudaremos con la tarea _____ (BEFORE SHE LEAVES).
7. Voy a llevar el libro que Sarah quiere, _____ (IN CASE I SEE HER) en el centro estudiantil.
8. _____ (IN CASE IT RAINS), voy a llevar el paraguas.
9. Ellas/Ellos van en carro, _____ (IN CASE THEY HAVE TO RETURN) muy tarde.
10. Janie quiere salir inmediatamente, _____ (WITHOUT TELLING ANYONE ABOUT IT).

11. Janie quiere salir inmediatamente, _____
(WITHOUT ANYONE KNOWING IT).
12. La guitarra. Felipe la comprará _____ (IN
ORDER TO PLAY IT).
13. La guitarra. Felipe la comprará _____
(SO THAT HIS ROOMMATE CAN PLAY IT).
14. Translate: In order to arrive on time, tomorrow we'll wake up earlier.
15. Translate: We'll leave earlier, so that they can arrive on time.
16. Translate: We'll eat before they leave.
17. Translate: We'll eat before leaving.
18. Translate: They won't go unless we accompany them.
19. Translate: Unless it's very important, tell (it to) me tomorrow. (tú form)
20. Translate: Tomorrow, unless it's too hot, we'll walk instead of driving.

Chapter 24.

Dependent Adverbial Time Clauses and One-time Events.

¿Indicative, Subjunctive, or Infinitive?

1. Cuando ellas _____ (LLEGAR), comeremos.
2. Saldrán tan pronto como (nosotras) los _____ (LLAMAR).
3. Voy a salir después de _____ (TERMINAR).
4. Voy a salir después (de) que _____ (TERMINAR) ellas.
5. Voy a salir antes de _____ (TERMINAR).
6. Voy a salir antes (de) que _____ (TERMINAR) ellas.
7. Estudiaremos hasta que (tú) _____ (REGRESAR).
8. Mañana, cuando (yo) lo _____ (VER), lo saludaré.
9. En cuanto (nosotras) _____ (LLEGAR) a la clase, comenzaremos.
10. No puedo salir hasta _____ (TERMINAR).
11. Translate: We'll wait here until they arrive.
12. Translate: Before they leave, we'll call Laura.
13. Translate: Before I leave, I'll turn out the lights (=apagar las luces).
14. Translate: When they come to Washington next week, they will visit us.
15. Translate: When they were in Washington last week, they visited us.

Dependent Adverbial Time Clauses and Habitual Action

Give the correct form of the verb.

1. Siempre miran la tele cuando (yo) las _____ (VISITAR).
2. Siempre miraban la tele cuando (yo) las _____ (VISITAR).
3. Siempre salgo después (de) que ellas _____ (VOLVER).
4. Yo siempre salía después (de) que ellas _____ (VOLVER).
5. Siempre salgo antes (de) que ellas _____ (VOLVER).
6. Cuando yo lo _____ (VER), lo saludo. (habitual action)
7. Cuando _____ (SER) niña, yo lo saludaba todos los días.
8. La primera cosa que ella hace cuando _____ (LEVANTARSE) es
cantar ópera.
9. Cuando cantaba profesionalmente, la primera cosa que ella hacía cuando _____
_____ (LEVANTARSE) era cantar ópera.

10. Siempre desayuno antes de _____ (IR) a mi primera clase.
11. Translate: When they're in Washington, they always visit us.
12. Translate: Before they leave, they always shut the lights off.
13. Translate: Before we leave, they always shut the lights off.
14. Translate: After we leave, she always shuts the lights off.
15. Translate: After we left the classroom, she always used to shut the lights off.

Chapter 25.

Spanish Conditional.

Give the correct form of the verb.

1. Me dijeron que _____ (THEY WOULD COME) a las ocho.
2. Marta dice que con más tiempo libre, _____ (SHE WOULD READ) mucho más.
3. Él me dijo que _____ (THEY WOULD BE) aquí pronto.
4. Me dijo Alicia que _____ (THERE WOULD BE) fiesta hoy.
5. ¿Dijiste que Sarah y Luisa _____ (WOULD ARRIVE) el martes por la tarde?
6. (Yo) les _____ (WOULD SPEAK) en español.
7. Ellas dijeron que (ella) lo _____ (WOULD DO) después.
8. Felipe nos escribió que él nos _____ (WOULD VISIT) en agosto.
9. Ellos nos aseguraron que _____ (WE WOULD KNOW) pronto su respuesta.
10. _____ (I WOULD LIKE / "IT WOULD BE PLEASING TO ME") visitar Australia y Nueva Zelanda.
11. Translate: They told me they would arrive on the eight o'clock train.
12. Translate: Could you write the address down for me?
13. Translate: That would be good.
14. Translate: We could leave now, or wait until later.
15. Translate: When she was a child, she would visit her grandmother on Sunday afternoons [¡OJO!]

Introduction to the Past Subjunctive Tense.

Practice with forming the Past Tense of the Subjunctive Mood: Give the past subjunctive form of the verb.

- | | |
|--|-----------------------------------|
| 1. (yo): HABLAR _____ | (yo): DECIR _____ |
| 2. (tú) : COMER _____ | (tú): TENER _____ |
| 3. (ella, él, Ud.): SALIR _____ | (ella, él, Ud.): VIVIR _____ |
| 4. (nosotras/nosotros): CONDUCIR _____ | (nosotras/nosotros): IR _____ |
| 5. (vosotros/vosotras): SER _____ | (vosotros/vosotras): SABER _____ |
| 6. (ellos, ellas, Uds.): DAR _____ | (ellos, ellas, Uds.): ESTAR _____ |

Past Subjunctive with si clauses

7. Saldríamos mañana si _____ (WE COULD), pero no es posible.
8. Si (ustedes) _____ (TENER) más dinero, ¿comprarían un carro?
9. Iríamos a las montañas hoy si _____ (HACER) buen tiempo.

10. Si yo _____ (WERE) tú, lo haría.
11. Translate: If I had time, I would do that today.
12. Translate: If it were raining now we wouldn't go.
13. Translate: If it weren't for these three minor problems, this plan would be excellent.
14. Translate: I would visit New Zealand if I had the time, the money, and the energy.
(Nueva Zelanda)
15. Translate: They talk as if they had nothing to do.

Chapter 26.

More About Dependent SI Clauses (Practice with SI Clauses)

1. Ellos/Ellas juegan como si no _____ (TENER) examen mañana.
2. Saldremos mañana si _____ (WE CAN).
3. Siempre salíamos si _____ (WE WERE ABLE). [habitual action]
4. Si (yo) _____ (TENER) dinero, compraré un carro.
5. Si (yo) _____ (TENER) dinero, compraría un carro.
6. Iremos a la playa mañana si _____ (HACER) buen tiempo.
7. Iríamos a la playa hoy si _____ (HACER) buen tiempo.
8. Si ellos _____ (TENER) dinero, siempre iban a la ópera.
9. Ellas/Ellos irían a la ópera si _____ (TENER) dinero ahora
10. Si ellos _____ (TENER) dinero esta noche, irán a la ópera.
11. Si ellos/ellas _____ (TENER) dinero, siempre van a la ópera
12. Translate: If we have time, we'll do that today.
13. Translate: If we had time, we would do that today.
14. Translate: If I have time, I always do that.
15. Translate: If I had time, I always used to do that.
16. Translate: If I were you, I would tell (it to) them immediately.
17. Translate: We won't go If it rains tomorrow.
18. Translate: We wouldn't go if it were raining now.
19. Translate: They act as if this weren't important.

The Past Subjunctive Tense and Dependent Noun, Adjective, and Adverbial Clauses

A. Practice with Noun Clauses, all tenses: Subjunctive, Indicative or Infinitive?

1. Ellas sabían que (tú) _____ (VIVIR) aquí.
2. Ellas no creen que (tú) _____ (VIVIR) aquí.
3. Ellas no creían que (tú) _____ (VIVIR) aquí.
4. Ellas saben que (tú) _____ (VIVIR) aquí.
5. Ellas no creen que (tú) _____ (HAVE LIVED) aquí.
6. Ellas saben que (tú) _____ ((HAVE LIVED) aquí.
7. Esperábamos que _____ (HACER) buen tiempo.
8. Esperamos que _____ (HACER) buen tiempo mañana.
9. Era verdad que Felisa no _____ (SABER) la dirección.
10. Era posible que Felisa no _____ (SABER) la dirección.
11. Me dicen que ellas ya _____ (HAVE ARRIVED).
12. Me alegra mucho que ellas ya _____ (HAVE ARRIVED).
13. Nos dijeron que las señoras _____ (ESTAR) allí ayer.

14. Era probable que los chicos lo _____ (TERMINAR).
15. Anoche, Marta quería _____ (VOLVER) a las once y media.
16. Translate: We hope you will take (use *llevar*) us to the airport tomorrow.
17. Translate: We hoped you would take us to the airport. We wanted to leave at 7:30.
18. Translate: We hope you [tú] have brought your guitar to class today.
19. Translate: I thought (use *creer*) they were going to arrive last night.
20. Translate: I didn't think they were going to arrive last night.

B. Practice with Adjective Clauses, all tenses: Subjunctive or Indicative?

1. Hay varios apartamentos aquí que me _____ (GUSTAR).
2. Había varios apartamento allí que me _____ (GUSTAR).
3. No hay ningún apartamento aquí que me _____ (GUSTAR).
4. No había ningún apartamento allí que me _____ (GUSTAR).
5. Busco a alguien que _____ (LIVES) en España.
6. Busco a alguien que _____ (HAS LIVED) en España.
7. Buscaba a alguien que _____ (LIVED) en España.
8. No pude encontrar a nadie que _____ (TENER) carro.
9. No puedo encontrar a nadie que _____ (TENER) carro.
10. Conozco a alguien que _____ (TENER) carro.
11. (Yo) conocía a alguien que _____ (TENER) carro.
12. ¿Conoces a alguien que _____ (HAS VISITED) Disneyworld?
13. Sí, conozco a muchas personas que lo _____ (HAVE VISITED).
14. Translate: I bought a CD that you are going to like.
15. Translate: I was looking for a CD that you would like.
16. Translate: There was no one there who spoke Chinese.
17. Translate: There's nothing here I want to see.
18. Translate: Do you know anyone who has lived in Ecuador?
19. Translate: Yes, I know someone who has lived in Ecuador.
20. Translate: No, I don't know anyone who has lived in Ecuador.

C. Dependent Adverbial Clauses in the Present and Past Tenses: Subjunctive, Indicative, or Infinitive?

1. Ella habla despacio para que (nosotros) _____ (WE WILL UNDERSTAND).
2. Ella habló despacio para que (nosotros) _____ (WE WOULD UNDERSTAND).
3. Ellos irán al concierto mañana, con tal (de) que tú _____ (YOU DRIVE).
4. Ellos irán mañana al conciereto con tal de _____ (TENER) tiempo.
5. Ellos irán mañana al concierto, a menos que no _____ (TENER) tiempo.
6. Con tal que _____ (THEY HAVE RETURNED) para las siete, comeremos en casa.
7. Hoy saldremos después de que _____ (LLEGAR) Laura.
8. Anoche salimos después de que _____ (LLEGAR) Laura.
9. Hoy saldremos antes de que _____ (LLEGAR) Laura..

10. Anoche salimos antes de que _____ (LLEGAR) Laura.
11. Tan pronto como (nosotras) lo _____ (SABER) te lo dijimos.
12. Tan pronto como (nosotros) lo _____ (SABER) te lo diremos.
13. Pensamos llamar cuando ella _____ (HAS RETURNED).
14. Pensábamos llamarla por teléfono cuando ella _____ (ENTERED) en el cuarto.
15. Voy a quedarme aquí hasta _____ (TERMINAR).
16. Iba a quedarme allí hasta _____ (TERMINAR).
17. Voy a quedarme aquí hasta que (tú) _____ (TERMINAR).
18. Iba a quedarme aquí hasta que (tú) _____ (TERMINAR).
19. Siempre íbamos al cine cuando ellas nos _____ (VISITAR).
20. Siempre vamos al cine cuando ellas nos _____ (VISITAR).
21. Translate: When we finish studying we'll go eat pizza.
22. Translate: When we finished studying we went to eat pizza.
23. Translate: After we finished studying we went to eat pizza.
24. Translate: Before we finished studying we went to eat pizza.
25. Translate: I'll leave after they have called us.

Chapter 27.

The Past Perfect Tense

Give the following forms:

1. I had spoken: Indicative: _____ Subjunctive: _____
2. I had opened: Indicative: _____ Subjunctive: _____
3. You (tú) had eaten: Indicative: _____ Subjunctive: _____
4. You (tú) had done: Indicative: _____ Subjunctive: _____
5. She had lived Indicative: _____ Subjunctive: _____
6. He had said Indicative: _____ Subjunctive: _____
7. We had read Indicative: _____ Subjunctive: _____
8. We had put Indicative: _____ Subjunctive: _____
9. You (vosotras) had returned Indicative: _____ Subjunctive: _____
10. You (vosotras) had studied Indicative: _____ Subjunctive: _____
11. You (ustedes) had listened Indicative: _____ Subjunctive: _____
12. You (Uds.) had written Indicative: _____ Subjunctive: _____
13. Esperábamos que ellas ya _____ (HAD EATEN).
14. Sabíamos que ellas ya _____ (HAD EATEN).
15. ¿Dudaban Uds. que (nosotras) lo _____ (HAD FOUND OUT)?
16. No creía que ellos lo _____ (HAD DONE).
17. Creía que ellos lo _____ (HAD DONE).
18. Comimos después de que (tú) _____ (HAD ARRIVED).
19. _____ (WE HAD EATEN) antes de que llegaras.
20. Translate: We hoped you (tú) had already written the letter.
21. Translate: We thought they had already left, but that wasn't true.
22. Translate: She already had returned from the museum when we saw you (tú).
23. Translate: He told us they had lived in Argentina.
24. Translate: When she arrived at the class on Monday, she had not yet read the novel.

Two More Perfect Tenses: The Future Perfect and the Conditional Perfect

Give the following forms:

1. I will have arrived: _____ I would have arrived: _____
2. I will have opened: _____ I would have opened: _____
3. You (tú) will have eaten _____ You (tú) would have eaten: _____
4. You (tú) will have done _____ You (tú) would have done: _____
5. She will have lived _____ She would have lived: _____
6. He will have said _____ He would have said: _____
7. We will have read _____ We would have read: _____
8. We will have put _____ We would have put: _____
9. You (vosotras) will have studied _____ You (vosotros) would have studied: _____
10. You (vosotras) will have returned _____ You (vosotros) would have returned: _____
11. You (ustedes) will have listened _____ You would have listened: _____
12. You (ustedes) will have written _____ You would have written: _____
13. Creemos que ellas ya _____ (WILL HAVE ARRIVED) para el domingo.
14. Si hubiéramos sabido eso antes, _____ (WE WOULD HAVE COME) inmediatamente.
15. Antes de graduarse, ella _____ (WILL HAVE SPENT) un semestre en España.
16. (yo) No les _____ (WOULD HAVE SAID) nada si me hubieran preguntado.
17. ¿ _____ (WOULD YOU (tú) HAVE DONE) tal cosa? [=Would you have done such a thing?]
18. Cuando lleguemos, ellos/ellas ya _____ (WILL HAVE BOUGHT) los boletos para el concierto.
19. _____ (WE WOULD HAVE EATEN) si hubiéramos tenido más tiempo.
20. Translate: If they had had money for tickets, they would have gone to the concert.
21. Translate: I think they probably have arrived already.
22. Translate: It probably was/would have been eleven or eleven thirty when we returned last night.
23. Translate: If we had traveled to Spain, we certainly would have visited the Prado (Museum).
24. Translate: She promises that she will have read the entire novel before Monday's class.

KEY TO THE GRAMMAR EXERCISES

Chapter 1.

1 A. Match the subject pronoun that corresponds to each form of SER. As an example, *Yo* has been done.

yo	<i>vosotros/vosotras</i>	sois
tú	<i>ustedes</i>	son (“your graces” are)
usted	<i>tú</i>	eres
ella	<i>usted</i>	es (“your grace” is)
nosotros	<i>ella</i>	es (she is)
vosotras	<i>yo</i>	soy
ellos	<i>ellos</i>	son (they are)
ustedes	<i>él</i>	es (he is)
él	<i>nosotros/nosotras</i>	somos

1 B. Give a single subject pronoun that could replace the following:

- | | |
|-------------------------------|---|
| 1. tú y yo- | <i>nosotros (or nosotras for two females)</i> |
| 2. tú y ella (in Spain)- | <i>vosotros (or vosotras for two females)</i> |
| 3. tú y él (in Latin America) | <i>ustedes</i> |
| 4. Laura y Felipe- | <i>ellos</i> |
| 5. Laura y usted- | <i>ustedes</i> |
| 6. Carmen y yo- | <i>nosotros (or nosotras for two females)</i> |

1 C. The three subject pronouns are *ella*, *él*, and *usted*, and the meaning of each is as follows:

<i>ella es –</i>	<i>she is</i>
<i>él es-</i>	<i>he is</i>
<i>usted es-</i>	<i>you are (you formal, singular, “your grace”)</i>

Chapter 2.

Estar, Ser and Hay.

- Yo **estoy** en casa (at home).
- Ellas **son** profesoras.
- Hay** muchos estudiantes en la clase de historia. (muchos = many)
- Marta y Miguel **están** en el centro estudiantil.
- (Nosotras) **somos** estudiantes.
- Janie no **es** profesora.
- Hay** escritorios y computadoras en la biblioteca.
- Pete y Charles **están** en la residencia estudiantil.
- Sarah y yo **estamos** en la clase de filosofía.
- ¿ **Son** ustedes estudiantes o profesores?

El Verbo IR.

- ¿ **Vas** (IR-tú) a la biblioteca?
- (Nosotros) **Vamos** (IR) mañana al centro.

3. Elena y Paul **van** (IR) a comer hoy con nosotros.
4. ¿ **Van** (IR) ustedes a estudiar hoy en la biblioteca o en el centro estudiantil?
5. (Vosotros) **Vais** (IR) a casa, ¿verdad? (¿verdad? = right?)
6. Marta y yo **vamos** (IR) a hablar con Sarah.
7. Marta y tú **vais** [Spain] / **van** [Latin America] (IR) a vivir en California, ¿verdad?
8. Jorge y DeMarcus **van** (IR) a estudiar mañana con nosotros.
9. Ella **va** (IR) a la clase de historia, y él **va** (IR) a comer.
10. Mañana, yo **voy** (IR) a hablar español, y Laura y Felipe **van** a hablar inglés.

Chapter 3.

Possessive Adjectives

- | | |
|--|---|
| 1. my book and your books - | mi libro y tus libros |
| 2. my books and your book - | mis libros y tu libro |
| 3. our book; our books - | nuestro libro; nuestros libros |
| 4. your (“y’all’s”) house; your houses - | vuestra casa; vuestras casas |
| 5. her desk - | su escritorio; el escritorio de ella |
| 6. his houses - | sus casas; las casas de él |
| 7. “your grace’s” [singular] lesson;
“your graces” [plural] lesson” - | su lección or la lección de usted;
su lección or la lección de ustedes |
| 8. My books are not here. Is their book here? | Mis libros no están aquí.
¿Está aquí el libro de ellos?
[¿Está aquí su libro? is possible] |

Regular –AR Verbs: Present Tense

9. Él y ella **preparan** (PREPARAR) la lección en la biblioteca.
10. (Nosotros) **hablamos** (HABLAR) inglés y español en la clase de español.
11. Ella **trabaja** (TRABAJAR) en una oficina, y ellos **trabajan** (TRABAJAR) en casa.
12. ¿ **Desean** (DESEAR) ustedes regresar con nosotros?
13. (Yo) **memorizo** (MEMORIZAR) el vocabulario, y ¡ los otros estudiantes **bailan!**
14. Voy a **llamar** (LLAMAR) por teléfono a mi familia.
15. Sarah y DeMarcus **visitan** (VISITAR) el museo [=museum].
16. (Yo) **hablo** español, y ellos **hablan** inglés. (HABLAR)
17. Ella **estudia** en el centro estudiantil, y (nosotras) **estudiamos** en la biblioteca. (ESTUDIAR)
18. ¿Dónde **estudiáis** (vosotras)? (ESTUDIAR)

Chapter 4.

1. How many days are there in one week? **¿Cuántos días hay en una semana?**
2. There are seven days in one week. **Hay siete días en una semana.**
3. What are the days of the week? **¿Cuáles son los días de la semana?**
4. The days of the week are: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. **Los días de la semana son: lunes, martes, miércoles, jueves, viernes, sábado y domingo.**
5. How much are nineteen and eleven? **¿Cuántos son diecinueve y once?**
6. Is your book interesting? **¿Es interesante tu libro? (su libro is also possible)**

7. Yes, it is an interesting book. ***Sí, es un libro interesante.***
8. When is your father's birthday? ***¿Cuándo es el cumpleaños de tu padre? (or su padre)***
9. My father's birthday is on July 23. And when is yours? ***El cumpleaños de mi padre es el veintitrés de julio? ¿Y cuando es el tuyo? (For usted this would be ¿Y cuando es el suyo?)***

Regular –ER and –IR Verbs: Present Tense

10. Ella ***vive*** (VIVIR) en Georgia, y nosotras ***vivimos*** (VIVIR) aquí.
11. (Nosotros) ***comemos*** (COMER) en la cafetería los martes y los jueves.
12. ¿Dónde ***vivís*** (VIVIR) (vosotros) ?
13. Él ***lee*** (LEER) un libro y ***escribe*** (ESCRIBIR) en un papel.
14. ¿ ***Crees*** (CREER) [tú] que ellas son estudiantes?
15. (Yo) ***asisto*** (ASISTIR) a la universidad, y ***aprendo*** (APRENDER) mucho.
16. Ellos ***beben*** (BEBER) y ***comen*** (COMER).
17. Ella ***abre*** (ABRIR) el centro estudiantil los miércoles y los viernes.
18. Ustedes ***leen*** (LEER) y ***escriben*** (ESCRIBIR) en la biblioteca.

Chapter 5.

Demonstratives.

1. Deseo ***esta*** (this) computadora y ***esos*** (those- near you) libros.
2. ¿Prefieres ***esta*** (this) mochila o ***esa*** (that one - near)?
3. this book, that one (near), and that one over there-***este libro, ese, y aquel***
4. These tables, those, and those over there-***estas mesas, esas, y aquellas***
5. This class is very interesting. ***Esta clase es muy interesante.***
6. This is very interesting. ***Esto es muy interesante.***

Stem-changing Verbs: Present Tense

7. (Tú) ***vuelves*** a las diez y nosotras ***volvemos*** a la una. (VOLVER)
8. Ella ***dice*** eso; nosotras no ***decimos*** eso. (DECIR).
9. (Nosotras) ***preferimos*** tacos, pero ellas ***prefieren*** tamales. (PREFERIR).
10. ¿Cuánto ***cuestan*** (COSTAR) estos libros?
11. (Yo) No ***puedo*** ir hoy, pero tú y yo ***podemos*** ir mañana. (PODER)
12. Esta semana, ellas ***juegan*** el martes, y nosotros ***jugamos*** el viernes. (JUGAR)
13. (Yo) ***digo*** (DECIR) que ***vengo*** (VENIR -yo) mañana.
14. ¿ ***Duermen*** ustedes en la biblioteca? "No. Nosotras ***dormimos*** en el dormitorio. (DORMIR)
15. I hear; Y'all hear-***oigo; oís*** (note accent on oís)
16. We are beginning the lesson. Are you (tú) beginning the lesson, too? (COMENZAR or EMPEZAR) ***Comenzamos/Empezamos la lección. ¿También comienzas/empiezas la lección?***
17. I'm leaving on Wednesday, and they're leaving Saturday. ***Salgo el miércoles, y ellos/ellas salen el sábado.***
18. I say and you (tú) say; I hear and you (tú) hear- ***digo y dices; oigo y oyes***
19. I am making/doing and they are making/doing- ***hago y hacen***

20. I do put; we are putting- *pongo; ponemos*
21. What's the weather like today? *¿Qué tiempo hace hoy?*
22. The weather is very nice, today. It's sunny and warm.
Hoy hace muy buen tiempo. Hace sol y hace calor.
23. They prefer winter, but we prefer the fall.
Prefieren el invierno, pero preferimos el otoño.
24. Is it very windy in the springtime? *¿Hace mucho viento en la primavera?*
25. Does it rain or snow in the winter? *¿Llueve o nieva en el invierno?*
26. I think that it is going to rain on Sunday. *Pienso/Creo que va a llover el domingo.*
27. It's cloudy today, and it's not very sunny. *Hoy está nublado, y no hace mucho sol.*

Chapter 6.

1. Hay *ciento treinta y dos* (132) profesoras en esta universidad.
2. Hay *doscientas treinta y dos* (232) profesoras en esta universidad.
3. Este libro tiene *quinientas setenta y ocho* (578) páginas (=pages).
4. Hay *ochocientos* (800) centavos en ocho dólares.
5. *Trescientos noventa y dos y ciento treinta y cuatro son quinientos veintiséis.*
6. *¿Qué hora es?*
7. *Son las cuatro y media de la tarde.*
8. *Es la una menos cuarto. (Es la una menos quince (minutos) is also possible)*
9. *Son las once menos veinticinco de la noche.*
10. *¿A qué hora es tu clase de filosofía?*
11. Mi clase *es* (SER) a las doce y cuarto los martes y los jueves.
12. Pienso que la fiesta *comienza* (COMENZAR) a las ocho esta noche.
13. *¿A qué hora desayunas los miércoles?*
14. *Los miércoles desayuno a las siete, porque tengo una clase a las ocho.*
15. *Vamos a almorzar hoy a las doce* (“al mediodía” is also possible).
16. *¿Qué ropa(s) vas a llevar hoy?*
17. *Hoy hace buen tiempo. Voy a llevar los vaqueros y una camiseta.*
18. *¿Qué ropa(s) lleva hoy el profesor / la profesora?*
19. *Hoy lleva (unos/los) pantalones oscuros, una/la camisa/blusa roja, y (unos/los) zapatos negros.*
20. *¿De qué color es la gorra (de béisbol) de Michael?*
21. *La gorra (de béisbol) de Michael es anaranjada.*
22. *Deseo comprar estos tres suéteres morados.*
23. *Él desea comprar esta camisa verde, esos calcetines amarillos, y aquellos pantalones azules.*
24. *¿A qué hora mañana es tu clase de español?*
25. *Mi clase de español mañana es a las nueve y diez.*
26. *¿Cuánto cuesta esta bolsa rosada?*
27. *¿Cuánto cuestan estos pantalones marrones?*

Chapter 7.

The Personal a.

1. Veo la casa de María.
(No personal a is needed, because the direct object, la casa, is not a person.)

- No personal *a* is needed before María, either, because another preposition, *de*, is already there.)
2. Vemos **a** Luisa.
 3. No conozco **a** Felipe, pero sé donde él vive.
(No personal *a* in front of *él*, because it is the subject of a verb, *vive*, and not a direct object.)
 4. ¿**A** quién visita ella? [Whom is she visiting]
(In this sentence *quién* is the direct object, and it is also a reference to a person, so the personal *a* is necessary to avoid the confusion of who is visiting whom. There is no personal *a* in front of *ella*, which is the subject of the verb *visita*, not the direct object. A different sentence, “Who is visiting her,” would be: ¿*Quién visita a ella?* In this sentence, the subject is *who* and the direct object is *her*. Because *ella* can mean either “she” or “her,” sentences like these make it clear why something like the *personal a* is necessary in Spanish.)
 5. Veo **a** ellos. (Also possible: Los veo.)
(The word *ellos* may be either a subject or an object pronoun. When *ellos* is an object, as it is here, it requires the personal *a* before it. The word *los*, however, can never be a subject pronoun. It is always a direct object pronoun, and so does not need a *personal a* to avoid any subject/object confusion.)
 6. Ellos me ven.
(No personal *a* is needed before *ellos*, which is the subject of the verb *ven*, nor in front of *me*, which is always an object pronoun and so could never give rise to a subject/object confusion.)

¿Saber or Conocer?

7. Ellas dicen que **conocen** a Lupita Santander.
8. ¿**Sabéis** (vosotras/vosotros? el número de teléfono de Peter?
9. ¿**Conoces al presidente?** / ¿**Conoces a la presidente?**
10. ¿**Saben ustedes dónde vive el presidente?** / ¿**Saben ustedes dónde vive la presidente?**
11. ¿**Sabes** (tú) bailar el tango?
12. Ellos no **conocen** bien Chicago.
13. ¿**Sabe** usted qué hora es?

Direct Object Pronouns.

14. Veo a las muchachas. **Las** veo.
15. Vemos a los muchachos **Los** vemos.
16. Los muchachos y las muchachas **me** ven. (see ME)
17. Ellos/Ellas **nos** ven. (see US)
18. Ellas **te** ven. (see YOU, tú form)
19. Ellos estudian las lecciones. Ellos **las** estudian.
20. Escuchamos la música. **La** escuchamos.
21. **Los muchachos. Me ven.** (*Ellos me ven* is also possible.)
22. **Nos visitáis los domingos.**
23. **Os voy a visitar esta tarde a las tres.** / **Voy a visitaros esta tarde a las tres.**
24. **Ella lo visita los miércoles, y él la visita los sábados.**
(“*Ella visita a él los miércoles, y él visita a ella los sábados*” could also be possible.)

25. *La lección. La estudio en la biblioteca.*
26. *Las lecciones. Las estudio en el centro estudiantil.*
27. *Estos siete libros interesantes. Él los va a leer. / Él va a leerlos.*

Adjectives.

28. *Esa (or aquella) estudiante trabajadora. No la conocemos.*
29. *Mi tía Molly es cómica, y mi tío Manny es artístico.*
30. *Mi prima Kendra es inteligente. Su hermano, Kevin, también es inteligente.*
31. *Mi madre es seria. Mi padre también es serio. (Ellos) son serios.*
32. *Mi padre es trabajador. Mi madre es trabajadora. Mis padres son trabajadores.*

Chapter 8.

Grammar Points 14 & 15: Indirect Object Pronouns and Prepositional Pronouns

1. *Le damos el dinero a ella.*
2. *Le damos el dinero a él.*
3. *Te damos el dinero.*
4. *Le damos el dinero a Ud.*
5. *Ellas nos dan el dinero.*
6. *Ellas os dan el dinero.*
7. *Ellas les dan el dinero a Uds.*
8. *Ellas me dan el dinero, y (yo) le doy el dinero a Paquita.*
9. *Le damos el dinero a él; no le damos el dinero a ella.*
10. *¿Les escribes mucho a tus padres?*
11. *(Ellas/Ellos) les piden el carro a sus padres.*
12. *Les decimos que él les va a traer la guitarra. [. . . va a traerles . . . also possible)*
13. *(Ellos/Ellas me dan este dinero a mí, no a ti. (note emphases)*

Practice with *gustar*

14. *Me gusta este libro.*
15. *Me gustan estos libros.*
16. *Nos gusta este libro.*
17. *Nos gustan estos libros.*
18. *(A nosotros/nosotras) nos gusta el verano, pero a ellos/ellas les gusta la primavera.*
19. *A Laura le gusta esta camisa, pero a Sarah le gusta aquella.*
20. *¿Te gusta leer y escribir?*
21. *(A mí) me gusta dibujar, pero a mi hermano no le gusta.*
22. *A ellos/ellas no les gusta jugar al fútbol, pero a nosotros/nosotras nos gusta.*
23. *A Paul y Sarah les gusta estudiar con Janie y DeMarcus.*

Chapter 9.

Reflexive and Non-Reflexive Verb Constructions.

1. *(Yo) me despierto a las siete los lunes.*
2. *¿A qué hora te levantas los miércoles?*
3. *Nosotros/Nosotras nos acostamos a las diez y ellos/ellas se acuestan a la una.*
4. *Laura se levanta a las siete. Ella despierta a Sarah a las ocho.*
5. *La madre se viste. Después, viste a sus dos hijos. Ella los viste.*

6. *(Yo) No me pierdo mucho, pero pierdo los libros. Los pierdo mucho.*
7. *Susana se despierta, se levanta, se ducha, y se viste.*
[Note that each reflexive verb must have a reflexive pronoun, even though they all refer to the same person.]
8. *Os despertáis, os levantáis, os ducháis, y os vestís.*
9. *Janie y Marta se levantan, se visten, desayunan, y van a la clase de español.*
10. *¿Qué (ropa) van a ponerse hoy ustedes?*
11. *Voy a ponerme los vaqueros, los zapatos de tenis, y una sudadera.*
12. *Los domingos, Felipe y su madre se hablan por teléfono.*
13. *Quiero dormir tarde mañana, ¡pero necesito levantarme a las siete!*

Using Two Object Pronouns Together.

14. *La casa. ¡Mis padres nos la dan!*
15. *La casa. Mis padres van a dárnosla. ("Mis padres nos la van a dar" is also possible)*
16. *Tu computadora. ¿Quieres vendérmela? / ¿Me la quieres vender?*
17. *La computadora. No puedo vendértela. No puedo vendérsela a él. Voy a vendérsela a Sarah.*
18. *El dinero. Se lo damos a ellos/ellas, y van a dároslo (a vosotros/vosotras).*
19. *La camisa roja. Felipe se la pone.*
20. *La camisa roja. Felipe se la da a DeMarcus.*
["le-la" is incorrect; it changes to "se la"]

Chapter 10.

The Preterit Tense: Regular Verbs.

1. Ella *corrió* (CORRER) ayer por la tarde.
2. ¿A qué hora *comiste* (COMER-tú) anoche?
3. (Yo) *compré* (COMPRAR) el libro el lunes, y lo *leí* (LEER) el martes.
4. El año pasado, mi tía Josefina *escribió* (ESCRIBIR) dos libros.
5. (Nosotros) *vivimos* (VIVIR) en España por quince años.
6. Anteayer *comimos* (COMER-nosotros) en un restaurante en el centro comercial.
7. Anoche, no *hablamos* (HABLAR-nosotros) español en casa.
8. ¿A qué hora *te despertaste* (DESPERTARSE-tú) hoy?
9. Hoy *me desperté* (DESPERTARSE-yo) a las ocho menos cuarto.
10. ¿A qué hora *se levantaron* (LEVANTARSE-ellos) ayer?
11. ¿*Os duchasteis* (DUCHARSE-vosotras) esta mañana o anoche?
12. La guitarra. Ella la *perdió* (PERDER) la semana pasada. (Note the lack of stem change in the preterit tense form of *perder* (*ie*).)
13. ¿A qué hora *se acostaron* (ACOSTARSE) ustedes anoche?
14. Ayer él *leyó* (LEER) y *escribió* (ESCRIBIR). (Note the spelling change: unaccented -y between vowels in the form *leyó*.)
15. Ayer *almorzasteis* (ALMORZAR-vosotros) a la una, y *cenasteis* (CENAR) a las ocho.
16. El martes yo *comencé* / *empecé* (BEGAN) las clases a las nueve, y vosotros las *comenzasteis* / *empezasteis* (BEGAN) a las once y veinte.
17. Esta mañana, Marta y Miguel *se levantaron, se ducharon, y desayunaron* (GOT UP, SHOWERED, AND ATE BREAKFAST).
18. *Anoche, vi a Sarah y Janie en la biblioteca, y nos hablamos (por) treinta minutos.*

19. *Peter y DeMarcus. El jueves por la noche Luisa los buscó, pero no los encontró.*
(Remember that *buscar* means "to look for," and also that -AR and -ER verbs (such as *encontrar*, don't have stem changes in the preterit.)
20. *¿Entendiste / Comprendiste* (Did you (tú) understand) la gramática.?

The Preterit Forms of SER and IR.

21. *¿Qué día fue* (WAS) ayer? (Note that *fue*, as a preterit form of only one syllable, does not need an accent.)
22. Felipe y Peter *fueron* (WENT) al centro estudiantil.
23. *(Nosotros/Nosotras) fuimos a la clase, y ellas/ellos fueron a la biblioteca.*
24. *¿Fuisteis de compras el viernes pasado?*
25. *George Washington y Abraham Lincoln fueron grandes presidentes.*
(Remember that when the adjective *grande* precedes a noun it has the meaning of "great;" when it follows the noun it means "large.")
26. *(Yo) Fui a mi/la clase de español, y (tú) fuiste a la/tu clase de filosofía.*

Some Common Time Phrases with POR and DE.

27. *Nosotras/Nosotros queremos salir a las cuatro de la tarde, pero ellas/ellos quieren salir por la mañana.*
28. *¿Qué haces este sábado por la tarde* this Saturday afternoon)? (Note the use of the simple present tense to indicate an upcoming event.)
29. *El viernes por la noche voy a descansar.*
30. *El domingo, a las diez de la mañana, vamos a la iglesia.*

Chapter 11.

The Preterit Tense: Irregular Verbs.

1. Anoche ella *dijo* (DECIR) que no, y no lo *hicimos* (HACER-nosotros/nosotras).
2. Ayer *estuve* (ESTAR-yo) cuatro horas en la biblioteca.
3. El sábado pasado, *traje* (TRAER-yo) la ensalada, y ellas *trajeron* (TRAER) el arroz con pollo.
4. Cuando (nosotros) lo *supimos* (SABER) anoche, no *quisimos* (QUERER-nosotros) creerlo.
5. Cuántas clases *tuviste* (TENER-tú) ayer?
6. Él *vino* (VENIR) a las nueve y diez, y vosotros *vinisteis* (VENIR) a las dos.
7. *Quisimos* (WE TRIED) salir a las ocho y media, pero *no pudimos* (WE DIDN'T MANAGE) hacerlo.
8. A las ocho anoche, yo *fui* a estudiar, y ellos *fueron* al centro estudiantil. (IR for both)
9. *¿Quién lo hizo* ayer? Yo lo *hice* ayer. (HACER for both)
10. Ayer, *¿dónde pusieron* (PONER) ellos el desayuno?
11. Anoche, Luisa y Sarah *no quisieron* (REFUSED) volver por la tarde.
12. Yo *vine* (VENIR) a las tres y media el domingo pasado, y ellos *vinieron* (VENIR) a las ocho menos cuarto.
13. Ayer, Miguel y yo *anduvimos* (ANDAR) por la mañana.
14. *¿Quién fue, tu primo/prima?*

15. **Quisieron salir. No quisieron salir.**
16. **Lo supimos a las siete menos veintidós de la tarde.**
17. **(Vosotras/Vosotros) pudisteis hacerlo. Ellos/Ellas no pudieron.**

Stem-changing Verbs in the Preterit Tense.

18. **En el restaurante, (yo) pedí (los) tacos y Sarah pidió (las) enchiladas.** (use PEDIR)
19. **Nos divertimos anoche, y ellas/ellos se divertieron también.**
20. **El sábado por la noche, ellas/ellos durmieron siete horas, y yo dormí diez.**
21. Ayer, yo **serví** (SERVIR) el desayuno, y ellos **servieron** (SERVIR) el almuerzo.
22. Anoche, yo **seguí** a Laura, y ellos **siguieron** a Sarah. (SEGUIR for both)
23. Ayer, tú **sugeriste** dos libros, y DeMarcus también **sugirió** dos. (SUGERIR)
24. Anoche, yo les **repetí** el número, y después ellos te lo **repitieron**. (REPETIR)
25. Mi abuelo **murió** (MORIR) en dos mil diez.

Chapter 12.

Comparatives.

1. Hoy tengo **más** (MORE) dinero **que** (THAN) Jorge.
2. Hoy tengo **tanto** (AS MUCH) dinero **como** (AS) Jorge.
3. Tengo **tanto como** (AS MUCH AS) él.
4. Felipe tiene **menos** (FEWER) clases **que** (THAN) Sarah.
5. Felipe tiene **tantas** (AS MANY) clases **como** (AS) Sarah.
6. Janie no es **tan alta como** (AS TALL AS) DeMarcus.
7. DeMarcus is **más alto que** (TALLER THAN) Janie.
8. Estas clases son **tan interesantes como** (AS INTERESTING AS) aquellas.
9. Estas clases son **más interesantes que** (MORE INTERESTING THAN) aquellas.
10. La hermana de Paul es **mayor que él** (OLDER THAN HE IS).
11. Sus tres hermanas son **mayores que él** (OLDER THAN HE IS).
12. Creo que tengo **más de** (MORE THAN) veinte dólares. [Note: because *veinte* is a quantity, "than" is expressed by *de* (and not by *que*) here.]
13. **Ella tiene tantos hermanos como tú.**
14. **(Yo) no soy tan alto como ella. Ella es más alta que yo.**
15. **(Nosotras/Nosotros) Tenemos tanto como ellos/ellas.**
16. **Corro más despacio/lentamente que Janie.**
17. **Esta idea es peor que aquella/esa.** ["idea" is a true cognate = *la idea*]
18. **Su hermano es menor que ella, y más alto, también.**
19. **Sus hermanas son mejores estudiantes que él.**
20. **¿Eres mayor o menor que tu hermana?**
21. **Soy mayor y más inteligente que ella, ¡y también más guapa!**

Negative and Indefinite Words.

1. **nunca** or **jamás** **siempre** (always)
2. **algo** **nada** (nothing)

3. *ni . . . ni* *o* (or)
4. *también* *tampoco* (not either, neither)
5. *algún / alguno/ -a/ -os/ -as;* *ningún / ninguno / ninguna* (none, not any)
(Note that in the negative there are no plural forms.)
6. *nadie* *alguien* (someone)
7. *¿Tienes algo en la mano?* [In Spanish, with parts of the body and personal effects such as keys or an umbrella, it is common to use the definite article (el, la, los, las) rather than the possessive adjectives.]
8. *No, no tengo nada en la mano.*
9. *Anoche viste a alguien.*
10. *Anoche no vi a nadie.*
11. *Ella siempre va a la biblioteca los jueves por la noche.*
12. *Ellos/Ellas nunca (or jamás) van a la biblioteca los martes por la tarde.*
13. *Él tiene carro, y tú también tienes carro.*
14. *Él no tiene carro, ni tú tampoco.*
15. *¿Tienen ustedes algún dinero?*
16. *No, no tenemos ningún dinero.*
17. *Laura no tiene ninguna novela en su habitación.* [novel = la novela]
18. *¿No queréis alguna fruta y yogur también?*
19. *No queremos ni fruta ni yogur, tampoco.*
20. *¿Está aquí alguien?*
21. *No, nadie está aquí. / No, no está aquí nadie; Nadie está aquí. / No está aquí nadie.*
(Note that in the first sentences, the first *no* answers a general yes/no question, and the second *no* negates the verb. In the other sentences there is no yes/no question to answer, so only one *no*, the one that negates the verb, is used.)

Chapter 13.

The Imperfect Tense.

1. Cuando yo *era* (SER) niña, mi familia y yo siempre *visitábamos* (VISITAR) a los abuelos los domingos.
2. Cuando él *era* (SER) niño, su familia *vivía* (VIVIR) en Ecuador.
3. *¿Trabajabas* (TRABAJAR-tú) en aquella tienda cuando *eras* (SER) joven?
4. De niña, ella *se despertaba* (DESPERTARSE) más tarde que yo.
5. Cuando (nosotros) *éramos* (SER) niños, *nos levantábamos* (LEVANTARSE) Y *nos vestíamos* (VESTIRSE) antes de desayunar.
6. Cuando *erais* (SER-vosotras) niñas, *¿ibais* (IR) al parque todos los sábados?
7. Ellos/Ellas *iban* (USED TO GO) mucho al cine.
8. Antes yo *almorzaba* (I USED TO EAT LUNCH) a las doce, pero ahora almuerzo a las dos.
9. *Cuando eran niños, viajaban a Colorado en el verano.*
10. *Cuando era joven yo jugaba al fútbol. Ahora prefiero tocar la guitarra.*
11. *Yo me despertaba a las ocho, y ella se despertaba a las nueve menos cuarto.*
12. *Ellas/Ellos nos veían todos los viernes por la noche.*

Por and Para

¿Por o para? Choose the correct preposition, and give a reason for your choice.

13. Esta carta es *para* Felipe. [Reason: A]
 14. María y Celeste salieron ayer de Washington *para* Madrid. [D]
 15. *Para* aprender, es necesario estudiar mucho. [B]
 16. Si hace buen tiempo mañana, vamos a caminar *por* (THROUGH) el parque. [E]
 17. Pagué diecisiete mil dólares *por* mi carro nuevo. [C]
 18. *Para* una persona de los Estados Unidos, Sarah habla muy bien el español. [E]
 19. Ella dice que no lo hizo *por* dinero, sino (=but rather) *por* la familia. [F]
 20. Es muy difícil manejar *por* (ON ACCOUNT OF) el tráfico. [G]
 21. Creo que llegaron anoche, *por* tren. [D]
 22. Esta comida es *para* la fiesta. [A]
 23. Dicen que necesitan esos documentos *para* viernes. [C]
 24. Estuvimos en Chicago *por* una semana. [A]
 25. Si vas en carro, entonces *para* llegar a Washington es necesario pasar *por* Maryland. [B]
 26. ¡Muchas gracias *por* el regalo! [G]
 27. *Caminaron para el parque. Caminaron por el parque.* [D for *para*; E for *por*]
 28. *Queremos llegar por la tarde.* [B]
 29. *¿Es esto para ti o para mí?* [A]
 30. *Para su cumpleaños, quiero comprar un nuevo vestido para mi madre.* [both A]

Chapter 14.

Preterit and Imperfect: Sentences.

1. Yo *era* muy joven cuando yo *escribí* mi primer poema.
2. (Nosotros) *estábamos* en la biblioteca cuando nuestro amigo *entró*.
3. Ayer (yo) no *jugué* al tenis porque *hacía* mal tiempo.
4. *Eran* las once de la noche cuando (yo) *llegué* a casa.
5. Cuando Ud. me *vio* ayer, yo *tenía* un resfriado (=a cold).
6. ¿ *Estudiasteis* (vosotros) anoche o *fuisteis* al cine?
7. José *dormía* cuando su padre *llamó* a la puerta.
8. La semana pasada (nosotros) *recibimos* la carta que (nosotros) *esperábamos*.
9. ¿ *Encontraron* Uds. el libro que *buscaban* ?
10. Cuando (yo) *tenía* seis años, (yo) *visité* a Disneyworld.
11. *Esta mañana, cuando me desperté, eran las nueve menos cuarto (o menos quince).*
12. *Comíamos cuando (ellas/ellos) llegaron.*
13. *Cuando ellos/ellas me llamaron por teléfono, leía.*
14. *Ella se despertó y se vistió, entonces desayunaba mientras leía el periódico.*
15. *Cuando (yo) era niña/niño, mi familia y yo visitamos un verano Italia.*
16. *(Y0) tenía los libros cuando llegué. ¿Dónde están ahora?*

Preterit and Imperfect: Paragraphs. Put into the past. Change the verb forms when necessary.

#17:

Me levanto (1) temprano. **Hace** (2) buen tiempo cuando **salgo** (3) para **jugar** (4) con mis amigos. **Jugamos** (5) por dos horas, y después **voy** (6) a casa para **comer** (7). Mientras **como** (8), mi primo Alberto me **llama** (9) por teléfono. Mientras **hablamos** (10), **llega** (11) mi mamá. Ella **abre** (12) la

puerta, **entra** (13), y me **dice** (14) "Buenos días." **Termino** (15) mi conversación con Alberto, y **ayudo** (16) a mi mamá con sus paquetes.

- | | |
|----------------------|-----------------------|
| 1. <i>Me levanté</i> | 9. <i>llamó</i> |
| 2. <i>Hacia</i> | 10. <i>hablábamos</i> |
| 3. <i>sali</i> | 11. <i>llegó</i> |
| 4. <i>jugar</i> | 12. <i>abrió</i> |
| 5. <i>Jugamos</i> | 13. <i>entró</i> |
| 6. <i>fui</i> | 14. <i>dijo</i> |
| 7. <i>comer</i> | 15. <i>Terminé</i> |
| 8. <i>comía</i> | 16. <i>ayudé</i> |

#18.

Es (1) sábado y **me despierto** (2) temprano. **Son** (3) las seis y media. **Bajo** (4) la escalera, **entro** (5) en la cocina, **preparo** (6) el desayuno, y lo **como** (7). Después **salgo** (8). **Llevo** (9) pantalones y una camisa que **son** (10) **viejos**. **Hace** (11) fresco. **Es** (12) un día estupendo. **Corro** (13) a la casa de mi mejor amigo. Cuando **llego** (14) él **está** (15) fuera. **Juega** (16) al "frisbi" con su perro. Le **digo** (17) "Hola," y me **invita** (18) a **jugar** (19) con ellos. **Jugamos** (20) por una hora.

- | | |
|-----------------------|--------------------|
| 1. <i>Era</i> | 11. <i>Hacia</i> |
| 2. <i>me desperté</i> | 12. <i>Era</i> |
| 3. <i>Eran</i> | 13. <i>Corrí</i> |
| 4. <i>Bajé</i> | 14. <i>llegué</i> |
| 5. <i>entré</i> | 15. <i>estaba</i> |
| 6. <i>preparé</i> | 16. <i>Jugaba</i> |
| 7. <i>comí</i> | 17. <i>dije</i> |
| 8. <i>sali</i> | 18. <i>invitó</i> |
| 9. <i>llevaba</i> | 19. <i>jugar</i> |
| 10. <i>eran</i> | 20. <i>jugamos</i> |

#19 and #20 (both parts of the same paragraph).

Me visto (1) rápidamente porque quiero (2) salir (3) temprano. No tengo (4) mucha hambre, y por eso como (5) muy poco. Estoy (6) muy emocionado porque mi tío va (7) a pasar (8) para llevarme (9) a un partido de fútbol. Leo (10) en la sala cuando alguien llama (11) a la puerta. Abro (12) la puerta y allí está (13) mi tío Brian. Me dice (14) que tiene (15) las entradas para el partido. Él tiene (16) tres, y no dos. Me dice (17) que puedo (18) invitar (19) a un amigo si quiero (20). Llamo (21) a Miguel y le pregunto (22) si quiere (23) ir (24) con nosotros. Me contesta (25) que sí. Pasamos (26) por Miguel y vamos (27) al partido. Hace (28) buen tiempo. Es (29) un día estupendo. Llevamos (30) camisetas porque hace (31) sol y hace (32) calor. Nuestro equipo gana (33). Estamos (34) allí dos horas. Volvemos (35) a casa tarde. Estamos (36) cansados pero muy contentos.

- | | |
|--------------------|-----------------------|
| 1. <i>Me vestí</i> | 19. <i>invitar</i> |
| 2. <i>quería</i> | 20. <i>quería</i> |
| 3. <i>salir</i> | 21. <i>Llamé</i> |
| 4. <i>tenía</i> | 22. <i>pregunté</i> |
| 5. <i>comí</i> | 23. <i>quería</i> |
| 6. <i>Estaba</i> | 24. <i>ir</i> |
| 7. <i>iba</i> | 25. <i>contestó</i> |
| 8. <i>pasar</i> | 26. <i>Pasamos</i> |
| 9. <i>llevarme</i> | 27. <i>fuimos</i> |
| 10. <i>Leía</i> | 28. <i>Hacía</i> |
| 11. <i>llamó</i> | 29. <i>Era</i> |
| 12. <i>abrí</i> | 30. <i>Llevábamos</i> |
| 13. <i>estaba</i> | 31. <i>hacía</i> |
| 14. <i>tenía</i> | 32. <i>hacía</i> |
| 15. <i>tenía</i> | 33. <i>ganó</i> |

- | | | | |
|-----|--------------|-----|------------------|
| 16. | <i>tenía</i> | 34. | <i>Estuvimos</i> |
| 17. | <i>dijo</i> | 35. | <i>Volvíamos</i> |
| 18. | <i>podía</i> | 36. | <i>Estábamos</i> |

Preterit and Imperfect: Some Special Verbs.

21. *La conocíamos (Conocíamos a ella is also possible).*
22. *La conocimos anoche (Conocimos anoche a ella is also possible).*
23. *Ella sabía su número de teléfono. (or Ella sabía el número de teléfono de él.)*
24. *Ella supo anoche su número de teléfono. (Or Ella supo anoche el número de teléfono de él.)*
25. *Anoche hubo allí un accidente.*
26. *Anoche había allí cinco estudiantes.*
27. *(Ellos/Ellas) querían ir.*
28. *(Ellas/Ellos) quisieron ir.*
29. *(Ellos/Ellas) no quisieron ir.*
30. *Pude hacerlo.*
31. *No pude hacerlo.*
32. *(Yo) podía / no podía hacerlo.*

Chapter 15.**Hace Constructions with the Preterit and Present Tenses.**

1. *El libro. Hace una hora que lo **leemos**.* [Lo leemos desde hace una hora.]
2. *El libro. Hace una hora lo **leímos**.* [Lo leímos hace una hora.]
3. *¿Cuánto tiempo hace que **leyeron** (ustedes) el libro?*
4. *¿Cuánto tiempo hace que **leen** (ustedes) ese libro?*
5. *Hace veinte minutos que (ellos/ellas) **salieron** de la fiesta.*
6. *Hace veinte minutos que te **espero**.*
7. *Hace cuatro años que él **estudia** (el) español.*
8. *Hace cuatro años que él **estudió** (el) español.*
9. *Hace dos años que **no estudio** (el) español.*
10. *Hace tres meses que **no veo** a la (or mi) familia.*

Acabar + de + infinitive

11. *¿Acabáis de llegar?*
12. *Acabamos de almorzar con ellos/ellas.*
13. *Sarah acaba de venir, y Laura acaba de ir.*
14. *(Ella/Ellas) Acaban de salir de la biblioteca para ir a clase.*
15. *Anoche, ellos/ellas acaban de salir cuando llegaron sus amigos.*
16. *(Yo) Acababa de llegar a casa cuando empezó a nevar.*
17. *Cuando acabo de lavar el carro, siempre llueve.*

Chapter 16.**The Progressive Tense Construction**

1. ***Está lloviendo.** / **Llueve.***
2. ***Estaba nevando.** / **Nevaba.***
3. ***Ella está durmiendo.** / **Ella duerme.***
4. ***Estábamos escuchando la música.** / **Escuchamos la música.***
5. ***El libro. Ellas/Ellos están leyéndolo.** / **Ellos/Ellas lo leen.***
(*Lo están leyendo* is also possible for the first sentence.)
6. ***La mochila. Él se la está poniendo.** / **Él se la pone.***
(*Él está poniéndosela* is also possible for the first sentence.)
7. ***Vais a clase.*** (Remember that the progressive construction is not used with the verb *ir*.)
8. ***La lección. ¿Estabas estudiándola anoche en el centro estudiantil?/¿La estudiabas estudiando?***
(*¿La estabas estudiando anoche . . . ?* is also possible for the first sentence.)
9. ***Esta noche estudiamos con Felipe.***
(As our studying, in this sentence, is not an act in progress, the progressive construction cannot be used. *Esta noche vamos a estudiar con Felipe* would be a possible alternative.)
10. ***Mientras estábamos estudiando, estábamos mirando la tele. Mientras estudiábamos, mirábamos la tele.***

Practice with Verbs like gustar

11. ***La biología les fascina a ellas/ellos.** / **A ellos/ellas les fascina la biología.***
12. ***Los gatos le molestan a mi hermana, pero a mí no.** / **A mi hermana le molestan los gatos, pero a mí no.***

13. *¿Te importa si llegamos a las ocho?*
14. *A la mamá de DeMarcus le preocupan los resfriados. / Los resfriados le preocupan a la mamá de DeMarcus.*
15. *Aquellas ideas no me interesan. ¿Te interesan a ti?*
(An alternative for sentence one could be: *A mí no me interesan aquellas/esas ideas.*)
16. *A Luisa le encanta esquiar, pero a Felipe no le gusta mucho.*
17. *Nos parece una buena idea. ¿Qué creen ustedes?*

Chapter 17.

Present Perfect Tense.

Give the Spanish.

- | | | |
|-----|---|--|
| 1. | <i>he hablado-</i> | <i>he abierto-</i> |
| 2. | <i>has comido-</i> | <i>has hecho-</i> |
| 3. | <i>Ella ha vivido-</i> | <i>Él ha dicho-</i> |
| 4. | <i>Hemos leído-</i> | <i>Hemos puesto-</i> |
| 5. | <i>Habéis estudiado-</i> | <i>Habéis vuelto / Habéis regresado-</i> |
| 6. | <i>Ustedes han escuchado-</i> | <i>Ellas/Ellos han escrito-</i> |
| 7. | No lo <i>hemos visto</i> , y por eso no lo <i>hemos hablado</i> . | |
| 8. | ¿Ya <i>se han despertado</i> ellos/ellas? | |
| 9. | Sé que (ellas/ellos) todavía <i>no han llegado</i> . | |
| 10. | ¿Dónde <i>ha puesto</i> usted mis libros? | |
| 11. | ¿Qué <i>has hecho</i> ? | |
| 12. | La carta. ¿Ya se la <i>han escrito</i> ustedes a ellos / ellas? | |
| 13. | Ella ya <i>se ha acostado</i> . | |
| 14. | Ellos (or Ellas) ya lo <i>han dicho</i> , pero todavía no lo <i>han hecho</i> . | |
| 15. | El dinero. Se lo <i>he dado</i> a él. | |
| 16. | <i>Ha habido</i> muchas fiestas aquí este semestre. | |
| 17. | Él ya <i>ha leído</i> los libros, pero ella todavía no los <i>ha leído</i> . | |

Uses of the Infinitive.

Give the Spanish.

1. *Janie y DeMarcus hoy quieren **ir** al centro comercial.*
2. *Esta noche, Felipe va a **estudiar** con Laura y Sarah.*
3. *Al **entrar** en el aula, los estudiantes le dicen "Buenos días" a la profesora González.*
4. *Al **salir** de la sala de clase, Paul vio a su amiga, Melissa.*
5. *La idea de **salir** mañana a las seis es ridícula.*
6. *Muchas personas usan aquella calle para **correr**.*
7. *Después de **almorzar**, fui a la biblioteca para **estudiar**.*
8. *Antes de **salir** anoche, apagamos las luces.*
9. ***Ver es crear**.*
10. *(El) **escribir** poesía es una de sus pasiones.*
(or: *(El) **escribir** poesía es una de las pasiones de ella.*)
11. *A Felipe le encanta **tocar** la guitarra en el conjunto de jazz.*
12. ***Ir** al cine es algo que hacéis con mucha frecuencia. [or "muy a menudo"]*
13. *(El) **navegar** la red puede ser adictivo.*
14. *No me interesa **mirar** mucho la tele. (**mirar** is the subject of the sentence)*

Chapter 18.**Forming and Using usted and ustedes Commands.**

- | | | |
|-----|---|------------------------------|
| 1. | <i>hable usted</i> | <i>hablen ustedes</i> |
| 2. | <i>coma usted</i> | <i>coman ustedes</i> |
| 3. | <i>viva usted</i> | <i>vivan ustedes</i> |
| 4. | <i>tenga usted</i> | <i>tengan ustedes</i> |
| 5. | <i>diga usted</i> | <i>digan ustedes</i> |
| 6. | <i>sepa usted</i> | <i>sepan ustedes</i> |
| 7. | <i>pida usted</i> | <i>pidan ustedes</i> |
| 8. | <i>vaya usted</i> | <i>vayan ustedes</i> |
| 9. | <i>conduzca usted</i> | <i>conduzcan ustedes</i> |
| 10. | <i>siéntese usted</i> | <i>siéntense ustedes</i> |
| 11. | <i>no hable usted</i> | <i>no hablen ustedes</i> |
| 12. | <i>no coma usted</i> | <i>no coman ustedes</i> |
| 13. | <i>no dé usted</i> | <i>no den ustedes</i> |
| 14. | <i>no tenga usted</i> | <i>no tengan ustedes</i> |
| 15. | <i>no diga usted</i> | <i>no digan ustedes</i> |
| 16. | <i>no sepa usted</i> | <i>no sepan ustedes</i> |
| 17. | <i>no siga usted</i> | <i>no sigan ustedes</i> |
| 18. | <i>no vaya usted</i> | <i>no vayan ustedes</i> |
| 19. | <i>no sea usted</i> | <i>no sean ustedes</i> |
| 20. | <i>no se siente usted</i> | <i>no se sienten ustedes</i> |
| 21. | <i>Hable Ud. español; no hable inglés ahora.</i> | |
| 22. | <i>La carta. Escribannosla Uds., pero no nos la manden (or envíen) todavía.</i> | |
| 23. | <i>¡Levántese Ud! No duerma tanto.</i> | |
| 24. | <i>Marta, cácese Ud. si quiere, ¡pero no se case con José!</i> | |
| 25. | <i>La verdad. Díganosla Ud., pero no se la diga a ellas/ellos.</i> | |

Forming and Using the Spanish Superlative.

- un libro grande; un libro más grande; el libro más grande*
- una mesa pequeña; una mesa más pequeña; la mesa más pequeña*
- una ciudad interesante; una ciudad más interesante; la ciudad más interesante*
- el libro más grande de la biblioteca; la ciudad más interesante del mundo*
- el mejor libro de la biblioteca; la peor mesa del cuarto*
(Note the placement of *mejor* and *peor*; they precede, rather than follow, the nouns they modify)
- Las hijas son altas. Los hijos son más altos. El padre es el más alto de la familia.*
[Notice that the adjective "tall" does not modify a specific noun, such as *persona(s)*. Each form of *alto* in the sentence agrees with the person(s) it describes.]
- París no es la ciudad más grande del mundo, pero creo que es la mejor.*
- Ella es alta, yo soy más alto que ella, y Felipe es la persona más alta de la clase.*
(Note that *alta* modifies *persona*, not Felipe, and so it is feminine singular.)
- Esta computadora es buena, esa es mejor, y aquella es la mejor de la tienda.*
- Felipe es cómico. DeMarcus es más cómico que Felipe. Janie es la más cómica de los tres.*

11. *Mi hermana es alta. Mi padre es más alto que ella. Mi hermano Carlos es el más alto de la familia.*
12. *Él es un buen jugador de tenis. Ella es una jugadora mejor que él. La profesora es la mejor jugadora de tenis de la universidad.*
(If the professor is male: *El profesor es el mejor jugador de tenis de la universidad.*)

Chapter 19.

Forming and Using tú Commands.

- | | | |
|-----|---|-----------------------|
| 1. | <i>Habla</i> | <i>No hables</i> |
| 2. | <i>Come</i> | <i>No comas</i> |
| 3. | <i>Vive</i> | <i>No vivas</i> |
| 4. | <i>Ten</i> | <i>No tengas</i> |
| 5. | <i>Conduce</i> | <i>No conduzcas</i> |
| 6. | <i>Camina</i> | <i>No camines</i> |
| 7. | <i>Sal</i> | <i>No salgas</i> |
| 8. | <i>Sabe</i> | <i>No sepas</i> |
| 9. | <i>Di</i> | <i>No digas</i> |
| 10. | <i>Da</i> | <i>No des</i> |
| 11. | <i>Pon</i> | <i>No pongas</i> |
| 12. | <i>Escribe</i> | <i>No escribas</i> |
| 13. | <i>Ve</i> | <i>no vayas</i> |
| 14. | <i>Levántate</i> | <i>No te levantes</i> |
| 15. | <i>Vístete</i> | <i>No te vistas</i> |
| 16. | <i>Las cartas. Dámelas, por favor. No se las des a ella.</i> | |
| 17. | <i>El número de teléfono. Dínoslo, pero no nos lo digas aquí.</i> | |
| 18. | <i>Levántate. No duermas tanto.</i> | |
| 19. | <i>Marta, cástate si quieres, pero ;no te cases con José!</i> | |
| 20. | <i>La tarea. Hazla, pero no la hagas ahora; hazla después.</i> | |

Adverb Formation. Give the adverb or adverb phrase associated with the following. Then translate to English:

- | | | |
|-----|--|---|
| 1. | <i>difícilmente</i> | difficultly (not a common English word) |
| 2. | <i>con dificultad</i> | with difficulty |
| 3. | <i>cuidadosamente</i> | carefully |
| 4. | <i>con cuidado</i> | with care |
| 5. | <i>pacientemente</i> | patiently |
| 6. | <i>Los visitábamos frecuentemente los domingos por la tarde.</i>
(Alternative: <i>Los visitábamos con frecuencia los domingos por la tarde.</i>) | |
| 7. | <i>Ellas/Ellos lo dijeron lenta y cómicamente.</i> | |
| 8. | <i>Ella hizo la (or su) tarea muy rápidamente.</i>
(Alternative: <i>Ella hizo la tarea muy rápido.</i>) | |
| 9. | <i>fácilmente</i> | <i>con facilidad</i> |
| 10. | <i>pacientemente</i> | <i>con paciencia</i> |
| 11. | <i>correctamente</i> | <i>con corrección</i> |
| 12. | <i>La profesora / El profesor habla correcta, concisa, y rápidamente.</i> | |

Chapter 20.**Forming and Using Present Subjunctive in Dependent Noun Clauses**

Give the form of the present subjunctive.

1. **hable** **diga**
2. **comas** **no tengas**
3. **no salga** **viva**
4. **conduzcamos** **vayamos**
5. **seáis** **no sepáis**
6. **no den** **estén**
7. Quieren que **hablemos** español. (subjuntivo)
8. No quieren que **hablemos** español. (subjuntivo)
9. Me piden que lo **haga** inmediatamente. (subjuntivo)
10. Carla espera que **haya** fiesta el sábado por la noche. (subjuntivo)
(*haya* is the present subjunctive form of *hay*)
11. Creemos que eso **es** verdad. (indicativo)
(Note that forms of *creer* and *pensar*, when used affirmatively, are not subjunctive triggers.)
12. Quiero ir, y quiero que **vengas** conmigo. (subjuntivo)
13. Esperan que **podamos** ir mañana. (subjuntivo)
14. No queremos que le **des** más dinero al novio. (subjuntivo)
15. Recomendamos que ustedes **visiten** el Prado. (subjuntivo)
16. Dígales Ud. a ellas que **vengan** tan pronto como posible. (subjuntivo)
17. No quiero que ustedes **paguen** la cuenta. (subjuntivo)
18. Sabemos que ellas no **pueden** venir esta noche. (indicativo)
19. Marta, Marisa y yo no **queremos** ir hoy. (infinitivo)
20. Ellos esperan **asistir** al concierto con nosotras. (infinitivo)
21. Esperamos que **haga** buen tiempo mañana. (subjuntivo)
22. Saben que **cenáis** en ese restaurante esta noche. (indicativo)
23. ¿Desea Ud. que **durmamos** menos? (subjuntivo)
24. Quiero **comer**. (infinitivo)
25. Quiero que él **coma**. (subjuntivo)
26. Sus padres insisten en que él **limpie** el cuarto todos los sábados. (subjuntivo)
27. Sabemos que ellas (or ellos) **entienden** el programa. (indicativo)
28. La carta. (Ellos/Ellas) prefieren que Pablo la **escriba**. (subjuntivo)

Lesson 21.**Certainty, Doubt, Denial and Negation of Dependent Noun Clauses**

1. Es posible que ellas lo **sepan**. (subjuntivo)
2. No es posible que ellos lo **hagan**. (subjuntivo)
3. Es imposible que nosotros/nosotras **vayamos** con ustedes. (subjuntivo)
4. No es imposible que ellos/ellas **vuelvan** mañana. (subjuntivo)
5. Sarah duda que Janie y Felipe **quieran** ir con nosotros. (subjuntivo)
6. Laura no duda que **hay** un examen el miércoles. (indicativo)
7. Es cierto que ellos **hablan** español. (indicativo)
8. No es cierto que ustedes **puedan** asistir al concierto el sábado por la noche.
(subjuntivo)
9. Es dudoso que **durmamos** hasta las once mañana. (subjuntivo)

10. Creo que DeMarcus **tiene** carro. (indicativo).
11. No creemos que ella **tenga** clase a las tres de la tarde. (subjuntivo)
12. Es obvio que ellas **quieran** acompañarnos. (indicativo)
13. No es obvio que **podamos** ir mañana. (subjuntivo)
14. No niego que **es** posible. (indicativo)
15. Niego que **sea** posible. (subjuntivo)
16. No puede ser que ellas **vengan** tan temprano. (subjuntivo)
(*puede ser* means "It may be;" *no puede ser* is, therefore, a negation: "it can't be")
17. Puede ser que mis padres **paguen** la cuenta. (subjuntivo)
(*Puede ser* suggests a possibility, not a certainty. It is like *es posible*, and so the subjunctive is needed in the dependent noun clause.)
18. No es verdad que la fiesta **sea** esta noche. (subjuntivo)
19. Es verdad que ellos/ellas **salen** hoy. (indicativo)
20. Ellos piensan **venir** con nosotros el jueves. (infinitivo)
(No change of subject. Pensar + infinitive means "to intend to" or "to plan to" do something.)

Forms and Uses of the Present Perfect Subjunctive Tense in Noun Clauses

1. Espero que ellas ya **hayan llegado**. (subjuntivo)
2. Janie nos dice que ellas ya **han llegado**. (indicativo)
3. Es evidente que (vosotros/vosotras) **habéis hecho** el trabajo. (indicativo)
4. No es imposible que ellos/ella ya **hayan vuelto** del centro comercial. (subjuntivo)
(*hayan regresado* is also possible)
5. Dudamos que los niños **se hayan levantado** tan temprano. (subjuntivo)
6. Laura no duda que los niños **se han despertado** tan temprano. (indicativo)
7. Ojalá (que) Felipe **haya podido** entender la lección. (subjuntivo)
8. Creo que el equipo **ha ganado** el partido de fútbol. (indicativo)
9. No es verdad que ellas **hayan ido** a Chicago. (subjuntivo)
10. Es dudoso que ellos **hayan viajado** por Europa. (subjuntivo)

Chapter 22.

Present Tense in Adjective Clauses: Subjunctive or Indicative?

1. Busco a una persona que **sepa** hablar chino. (subjuntivo)
2. Conozco a una persona que **sabe** hablar chino. (indicativo)
3. En esta oficina, no hay nadie que **sepa** hablar chino. (subjuntivo)
4. ¿Conoces a alguien que **pueda** darnos la información? (subjuntivo)
5. No, no conozco a nadie que **pueda** darnosla. (subjuntivo)
6. Creo que Felisa conoce a alguien que **puede** darnosla. (indicativo)
7. No hay nada aquí que nos **guste**. (subjuntivo)
8. Esa es la canción que ya **tengo** en mi teléfono. (indicativo)
9. Buscamos el restaurante que **sirve** huachinango. (indicativo)
10. En esta ciudad no hay ningún restaurante que **sirva** huachinango. (subjuntivo)
11. Conozco a un piloto que **vive** en Los Ángeles y Houston. (indicativo).
12. No veo aquí a nadie que **conozca**. (subjuntivo)
13. ¿Tienes un lápiz que me **puedas** prestar? (subjuntivo)
14. Sí, tengo varios lápices que **puedes** usar. (indicativo)
15. ¿Hay un parque en tu pueblo que **tenga** piscina? (subjuntivo)

16. *(Ellas/Ellos) quieren una casa que tenga piscina.* (subjuntivo)
17. *Hay varias casas que tienen piscina.* (indicativo)
18. *Aquí no hay ninguna casa que tenga piscina.* (subjuntivo)
19. *Busco un carro (or coche) que no me cueste un ojo de la cara.* (subjuntivo)
20. *No creo que aquí haya ningún carro/coche que no sea muy caro.*

[This sentence has three clauses: the independent clause, followed by a dependent noun clause, and then a dependent adjective clause. "No creo" results in the subjunctive mood (*haya*); and "ningún carro" results in the subjunctive mood (*sea*).]

Emotion and Dependent Noun Clauses

1. Nos alegramos de que ellos/ellas *estén* aquí. (subjuntivo)
("We are glad (that) they are here." Emotion in the independent clause and a change of subject from the independent to the dependent clause.)
2. Nos alegramos de *estar* aquí. . (infinitivo)
(In this sentence there is no change of subject, so the infinitive may be used: "We are glad to be here.")
3. A ellas/ellos no les sorprende que *estemos* aquí. (subjuntivo)
[They aren't surprised (literally "it is not surprising to them") that we are here.]"
4. A ellas/ellos les sorprende que *estemos* aquí. (subjuntivo)
[They are surprised (literally "it is surprising to them") that we are here." Both affirmative and negative expressions of emotion in the independent clause trigger the subjunctive in the dependent noun clause.]
5. Siento que ellos/ellas no *puedan* asistir a la fiesta esta noche. (subjuntivo)
("I'm sorry they can't attend the party tonight.")
6. Siento no *poder* asistir a la fiesta esta noche. (infinitivo)
(Again, as was the case in sentence #2, there is no change of subject and so the infinitive, rather than a dependent clause, is used. "I'm sorry I can't attend the party tonight.")
7. Es lástima que (ellas/ellos) no *hayan* llegado todavía. (subjuntivo)
8. Me encanta que *tengas* boletos para el concierto de este sábado por la noche. (subjuntivo)
9. ¿Os sorprende que ellos/ellas *vayan* a casa este fin de semana? (subjuntivo)
(In Latin America, where the *vosotros* form is not used, this sentence would be:
¿Les sorprende (a ustedes) que ellos/ellas *vayan* a casa este fin de semana?)
10. Me alegro de *terminar* este ejercicio. (infinitivo)
(There is no change of subject. This is an example of a sentence where English might use two clauses, but where Spanish only needs the infinitive. The formal English equivalent would be: "I am glad to have finished this exercise.)

Chapter 23.

Practice with the One-word Future Indicative Tense.

Give the one-word future indicative tense forms.

1. Les *hablaré* en español.
2. ¿A qué hora *comerás* hoy?
3. Ella dice que lo *hará* después.
4. ¿(Ellas/Ellos) *estudiarán* o *saldrán* esta noche?
5. *Prepararemos* el informe mañana.
6. En seis meses, *viviré* en México.

7. El nos dice que **pondrá** la carta en la mesa.
8. ¿**Conduciréis** esta noche?
9. No tenemos el libro ahora, pero lo **tendremos** mañana.
10. ¿Qué **dirán** ellos si no vamos con José?
11. Usted **sabrá** pronto nuestra respuesta.
12. ¿Dónde **estarán** los muchachos?
(This sentence could mean either, "Where will the boys be?" or, more likely, "Where can the boys be?," / "Where are they probably?")
13. ¿Qué hora **será**? (=What time can it be?)
14. **Llegaremos a las ocho, y luego/entonces/después comeremos.**
15. **Los/Las verá mañana. Los/Las llevaré al aeropuerto.**
16. **"Qué será, será."**
17. **Tomarán el autobús, y estarán allí a las nueve y media.**
18. **Ella se levantará a las siete, se vestirá, y saldrá antes de las ocho.**
19. ¿**Nos visitaréis** (Spain) /**visitarán** (Latin America) **este verano?**
20. ¿**Dónde estarán mis gafas/anteojos/lentes? ¿No las/los puedo encontrar por ninguna parte!**

Dependent Adverbial Clauses: Conjunctions Always Followed by Subjunctive

Translate the word(s) in parentheses.

1. Jugaremos al tenis mañana **a menos que llueva**.
2. Lo haremos mañana **con tal de tener tiempo**.
(No change of subject from independent to dependent clause; infinitive may be used.)
3. Lo haremos mañana **con tal (de) que ellos/ellas tengan el tiempo**.
(The word *de* is optional when *con tal* is followed by *que*.)
4. **Antes de salir, ella** nos ayudará con la tarea.
(No change of subject, therefore the infinitive may be used.)
5. Ella nos ayudará con la tarea **antes de salir**.
(This sentence is identical to the last one, except that the order of the clauses has been changed.)
6. La ayudaremos con la tarea **antes (de) que salga**.
(Change of subject, so verb in dependent adverbial clause must be conjugated.)
7. Voy a llevar el libro que Sarah quiere, **en caso de verla** en el centro estudiantil.
8. **En caso de que llueva**, voy a llevar el paraguas.
9. Ellas/Ellos van en carro, **en caso de tener que volver** muy tarde.
10. Janie quiere salir inmediatamente, **sin decirselo a nadie**.
[As Janie will be doing both the leaving and the (not) telling, the infinitive is used.]
11. Janie quiere salir inmediatamente, **sin que nadie lo sepa**.
[Janie will be doing the leaving, but not the (not) knowing it.]
12. La guitarra. Felipe la comprará **para tocarla**.
13. La guitarra. Felipe la comprará **para que su compañero de cuarto la toque**.
14. **Para llegar a tiempo, mañana nos despertaremos más temprano.**
15. **Saldremos más temprano, para que puedan llegar a tiempo.**
16. **Comeremos antes de que ellos/ellas salgan.**
17. **Comeremos antes de salir.**
18. **Ellos/Ellas no irán a menos que los/las acompañemos.**
19. **A menos que sea muy importante, dímelo mañana.**

20. *Mañana, a menos que haga demasiado calor, caminaremos en vez de manejar.*

Chapter 24.

Dependent Adverbial Time Clauses and One-time Events.

¿Indicative, Subjunctive, or Infinitive?

1. Cuando ellas **lleguen**, comeremos. (subjuntivo)
2. Saldrán tan pronto como los **llamemos**. (subjuntivo)
3. Voy a salir después de **terminar**. (infinitivo)
4. Voy a salir después (de) que **terminen** ellas. (subjuntivo)
5. Voy a salir antes de **terminar**. (infinitivo)
6. Voy a salir antes (de) que **terminen** ellas. (subjuntivo)
7. Estudiaremos hasta que **regreses/vuelvas**. (subjuntivo)
8. Mañana, cuando (yo) lo **vea**, lo saludaré. (subjuntivo)
9. En cuanto **lleguemos** a la clase, comenzaremos. (subjuntivo)
10. No puedo salir hasta **terminar**. (infinitivo)
11. **Esperaremos (or Vamos a esperar) aquí hasta que lleguen**. (subjuntivo)
12. **Antes (de) que salgan ellas/ellos, llamaremos a Laura**. (subjuntivo)
13. **Antes de salir, apagaré las luces**. (infinitivo)
14. **Cuando vengan a Washington la semana que viene, nos visitarán**. (subjuntivo)
15. **Cuando estaban en Washington la semana pasada, nos visitaron**. (indicativo)

Dependent Adverbial Time Clauses and Habitual Action

Give the correct form of the verb.

1. Siempre miran la tele cuando (yo) las **visito**. (indicativo: presente)
2. Siempre miraban la tele cuando (yo) las **visitaba**. (indicativo: imperfecto)
3. Siempre salgo después (de) que ellas **vuelven/regresan**. (indicativo: presente)
4. Yo siempre salía después (de) que ellas **volvían/regresaban**. (indicativo: imperfecto)
5. Siempre salgo antes (de) que ellas **vuelvan/regresen**. (subjuntivo: presente).
6. Cuando yo lo veo, lo **saludo**. (indicativo: presente)
7. Cuando era niña, yo lo **saludaba** todos los días. (indicativo: imperfecto)
8. La primera cosa que ella hace cuando **se levanta** es cantar ópera. (indicativo: presente)
9. Cuando cantaba profesionalmente, la primera cosa que ella hacía cuando **se levantaba** era cantar ópera.. (indicativo: imperfecto)
10. Siempre desayuno antes de **ir** a mi primera clase. (infinitivo)
(No change of subject: the same person, "I," is doing the eating and the going.)
11. **Cuando ellos/ellas están en Washington, siempre nos visitan**. (indicativo: presente)
12. **Antes de salir, ellas/ellos siempre apagan las luces**. (infinitivo)
(No change of subject, so the prepositional form *antes de* may be used with an infinitive.)
13. **Antes de que salgamos, ellos/ellas siempre apagan las luces**. (subjuntivo: presente)
14. **Después (de) que salimos, ella siempre apaga las luces**. (indicativo: presente)
15. **Después que salíamos del aula, ella siempre apagaba las luces**. (indicativo: imperfecto)

Chapter 25.

Spanish Conditional.

Give the correct form of the verb.

1. Me dijeron que **vendrían** a las ocho.

2. Marta dice que con más tiempo libre *leería* mucho más.
3. Él me dijo que *estarían* aquí pronto.
4. Me dijo Alicia que *habría* fiesta hoy.
5. ¿Dijiste que Sarah y Luisa *llegarían* el martes por la tarde?
6. (Yo) Les *hablaría* en español.
7. Ellas dijeron que lo *harían* después.
8. Felipe nos escribió que él nos *visitaría* en agosto.
9. Ellos nos aseguraron que *sabríamos* pronto su respuesta.
10. Me *gustaría* visitar Australia y Nueva Zelandia.
11. *Ellos/Ellas me dijeron que llegarían en el tren de las ocho.*
12. *¿Me podrías escribir la dirección?*
13. *Eso sería bueno.*
14. *Podríamos salir ahora o esperar hasta después (or hasta más tarde).*
15. *Cuando era niña, ella visitaba a la abuela los domingos por la tarde.*
(The conditional would be incorrect in this sentence, because "she would visit" could be changed to "used to visit" without changing the meaning. The imperfect is the correct tense to use here.)

Introduction to the Past Subjunctive Tense.

Practice With Forming the Past Tense of the Subjunctive Mood: Give the past subjunctive form of the verb.

- | | |
|------------------------|-------------------|
| 1. <i>hablara</i> | <i>dijera</i> |
| 2. <i>comieras</i> | <i>tuvieras</i> |
| 3. <i>saliera</i> | <i>viviera</i> |
| 4. <i>condujéramos</i> | <i>fuéramos</i> |
| 5. <i>fuerais</i> | <i>supierais</i> |
| 6. <i>dieran</i> | <i>estuvieran</i> |

Past Subjunctive with *si* clauses.

7. Saldríamos mañana si *pudiéramos*, pero no es posible.
8. Si ustedes *tuvieran* más dinero, ¿comprarían un carro?
9. Iríamos a las montañas hoy si *hiciera* buen tiempo.
10. Si yo *fuera* tú, lo haría.
11. *Si tuviera tiempo, haría eso hoy.*
12. *Si lloviera ahora no iríamos.*
13. *Si no fuera por estos tres problemas menores, este plan sería excelente.*
14. *(Yo) visitaría Nueva Zelandia si tuviera el tiempo, el dinero, y la energía.*
15. *Hablan como si no tuvieran nada que hacer.*
(after "*como si*," the past subjunctive is always required)

Chapter 26.

More About Dependent SI Clauses (Practice with SI Clauses)

1. Ellas/Ellos juegan como si no *tuvieran* examen mañana.
(imperfecto/pasado del subjuntivo after the expression *como si*)

2. Saldremos mañana si **podemos**. (presente del indicativo)
[one-time event; future in independent clause]
3. Siempre salíamos si **podíamos**. (imperfecto del indicativo)
[habitual action in the past]
4. Si yo **tengo** dinero, compraré un carro. (presente del indicativo)
[one-time event; future in independent clause]
5. Si yo **tuviera** dinero, compraría un carro. (pasado/imperfecto del subjuntivo)
[one-time event; conditional in independent clause]
6. Iremos a la playa mañana si **hace** buen tiempo. (presente del indicativo)
[one-time event; future tense in independent clause]
7. Iríamos a la playa hoy si **hiciera** buen tiempo. (pasado/imperfecto del subjuntivo)
[one-time event; conditional in independent clause]
8. Si ellos **tenían** dinero, siempre iban a la ópera. (imperfecto del indicativo)
[habitual action in the past]
9. Ellas/ellos irían a la ópera si **tuvieran** dinero ahora. (imperfecto del subjuntivo)
[one-time event; conditional in the independent clause]
10. Si ellos **tienen** dinero esta noche, irán a la ópera. (presente del indicativo)
[one-time event; future in the independent clause]
11. Si ellos/ellas **tienen** dinero, siempre van a la ópera. (presente del indicativo)
[habitual action in the present tense]
12. **Si tenemos tiempo, haremos eso hoy**. (presente del indicativo)
[one-time event; present tense in si clause and future tense in independent clause]
13. **Si tuviéramos tiempo, haríamos eso hoy**. (imperfecto/pasado del subjuntivo)
[one-time event; conditional in the independent clause]
14. **Si tengo tiempo, siempre hago eso**. (presente del indicativo)
[habitual action in the present tense]
15. **Si (yo) tenía tiempo, siempre hacía eso**. (imperfecto del indicativo)
[habitual action in the past]
16. **Si yo fuera tú, se lo diría (a ellos/ellas) inmediatamente**. (imperfecto/pasado del subjuntivo)
[one-time event; conditional in independent clause, past subjunctive in dependent si clause]
17. **No iremos si llueve mañana**. (presente del indicativo)
[one-time event; future tense in the independent clause, present indicative in the si clause]
18. **No iríamos si lloviera ahora**. (pasado/imperfecto del subjuntivo)
[one-time event; conditional in the independent clause, past subjunctive in the si clause]
19. **(Ellos/Ellas) actúan como si esto no fuera importante**. (past subjunctive)
(after *como si*, "as if," the past subjunctive is always required)

The Past Subjunctive Tense and Dependent Noun, Adjective, and Adverbial Clauses

A. Practice with Noun Clauses, all tenses: Subjunctive, Indicative or Infinitive?

1. Ellas sabían que **vivías** (or **viviste**) aquí. (indicativo)
[*saber* is not a subjunctive trigger; past tense in independent clause, therefore past tense in dependent clause]
2. Ellas no creen que **vivas** aquí. (subjuntivo)
[*NO creer* is negation or denial, a subjunctive trigger; present tense in independent clause, therefore present tense in dependendt clause]
3. Ellas no creían que **vivieras** aquí. (subjuntivo)

- [*NO creer* expresses negation or denial, a subjunctive trigger; past tense in independent clause, therefore past tense in dependent clause]
4. Ellas saben que **vives** aquí. (indicativo)
[*saber* in independent clause is not a subjunctive trigger; present tense in independent clause, therefore present tense in dependent clause]
 5. Ellas no creen que **hayas vivido** aquí. (subjuntivo)
[*NO creer* expresses negation or denial, a subjunctive trigger; present tense in independent clause and present perfect tense in dependent clause, therefore present perfect subjunctive is used]
 6. Ellas saben que **has vivido** aquí. (indicativo)
[*saber* is not a subjunctive trigger, so the indicative is used in the dependent clause; the tense of the verb in the dependent clause is present perfect, so the present perfect indicative is used]
 7. Esperábamos que **hiciera** buen tiempo. (subjuntivo) [This sentence means: "We hoped it would be nice weather." *Esperábamos* is a subjunctive trigger, and also a past tense, so the verb in the dependent clause should be in the subjunctive. There is no conditional subjunctive, so the past subjunctive is used (just as the present subjunctive is used for the future tense when necessary)]
 8. Esperamos que **haga** buen tiempo mañana. (subjuntivo) [This sentence means: "We hope it will be nice weather tomorrow." *Esperamos* is a subjunctive trigger in the present tense. Therefore, the verb in the dependent clause is in the subjunctive. There is no future subjunctive, so the present subjunctive is used.]
 9. Era verdad que Felisa no **sabía** (or **supo**) la dirección. (indicativo)
[*Era verdad* is in the past tense, and it is not a subjunctive trigger. Therefore, a past indicative tense is used.]
 10. Era posible que Felisa no **supiera** la dirección. (subjuntivo)
[*Era posible* is a subjunctive trigger, and it is in the past tense. Therefore, the verb in the dependent clause is in the past subjunctive.]
 11. Me dicen que ellas ya **han llegado**. (indicativo)
[*Decir* in this sentence is not a subjunctive trigger, because "they" are merely giving me information about what other people have done. There is no attempt to influence what others have done. Therefore, because *dicen* is in the present tense, present perfect indicative is used in the dependent clause.]
 12. Me alegra mucho que ellas ya **hayan llegado**. (subjuntivo)
[*Alegar*, which expresses an emotion, is a subjunctive trigger. Therefore, the subjunctive is used in the dependent clause; the tense is the present perfect]
 13. Nos dijeron que las señoras **estuvieron** (or **estaban**) allí ayer. (indicativo)
[*Decir* in this sentence is not a subjunctive trigger. "They" were not trying to influence what "las señoras" did, "they" are merely giving me information about what the women did. Therefore the indicative is used in the dependent clause. Either the preterit or the imperfect is possible.]
 14. Era probable que los chicos lo **terminaran**. (subjuntivo)
[*Era probable*, which does not express positive certainty, is a subjunctive trigger of doubt, and so the subjunctive is used in the dependent clause. As *era* is past tense, the past subjunctive is used.]
 15. Anoche, Marta quería **volver** a las once y media. (infinitivo)

- [Even though the verb *querer* is a subjunctive trigger, there is no change of subject in this sentence—Marta is doing the wanting and the returning—so the infinitive is used.]
16. ***Esperamos que nos lleves mañana al aeropuerto.*** (present subjunctive)
 [*Esperamos* is a subjunctive trigger in the present tense. There is a change of subject from the independent to the dependent clauses, and so the subjunctive is used in the dependent noun clause. As there is no future subjunctive used today in spoken Spanish, the present subjunctive is used.]
17. ***Esperábamos que nos llevaras al aeropuerto. Queríamos salir a las siete y media.*** (past subjunctive; infinitive) In the first sentence, the subjunctive trigger *esperábamos* is in the past tense, and so *llevaras* is used. In the second sentence there is no change of subject, so, although *querer* is a subjunctive trigger, the infinitive may be used.]
18. ***Esperamos que hayas traído la guitarra hoy a la clase.*** (present perfect subjunctive)
 [*Esperamos* is a subjunctive trigger in the present tense. There is a change of subject, and so the verb in the dependent clause, which is in the present perfect tense, is in the subjunctive mood.]
19. ***(Yo) creía que iban a llegar anoche.*** (imperfect indicative)
 [*Creer* is not a subjunctive trigger when used affirmatively in a statement, so the dependent clause verb should be in the indicative. As *creía* is a past tense, the past indicative is used in the dependent clause. "Iban a llegar" is the translation for "they were going to arrive."]
20. ***(Yo) no creía que llegaran anoche (o que fueran a llegar).*** (past subjunctive)
 [*NO creer* is a subjunctive trigger, expressing doubt or denial or negation, and so the subjunctive is used in the dependent clause. As *creía* is in a past tense, the past subjunctive should be used in the dependent clause.]

B. Practice with Adjective Clauses, all tenses: Subjunctive or Indicative?

1. Hay varios apartamentos aquí que me ***gustan***. (present indicative)
 [In this sentence, the antecedent, *apartamentos*, is definite in the mind of the speaker, and so the indicative is used in the dependent adjective clause. The tense of the verb in the independent clause is the present, and so the tense of the verb in the dependent clause is also the present.]
2. Había varios apartamentos allí que me ***gustaban***. (imperfect indicative)
 [In this sentence, the antecedent, *apartamentos*, is definite in the mind of the speaker, and so the indicative is used in the dependent adjective clause. The tense of the verb in the independent clause is the past, and so the tense of the verb in the dependent clause is also the past.]
3. No hay ningún apartamento aquí que me ***guste***. (present subjunctive)
 [In this sentence, the antecedent, *apartamento*, is nonexistent, and so the subjunctive is used in the dependent adjective clause. The tense of the verb in the independent clause is the present, and so the tense of the verb in the dependent clause is also the present.]
4. No había ningún apartamento aquí que me ***gustara***. (past/imperfect subjunctive)
 [In this sentence, the antecedent, *apartamento*, is nonexistent, and so the subjunctive is used in the dependent adjective clause. The tense of the verb in the independent clause is the past, and so the tense of the verb in the dependent clause is also the past.]
5. Busco a alguien que ***viva*** en España. (present subjunctive)

- [In this sentence, the antecedent, *alguien*, is indefinite in the mind of the speaker, and so the subjunctive is used in the dependent adjective clause. The tense of the verb in the independent clause is the present, and so the tense of the verb in the dependent clause is also the present.]
6. Busco a alguien que **haya vivido** en España. (present perfect subjunctive)
[In this sentence, the antecedent, *alguien*, is indefinite in the mind of the speaker, and so the subjunctive is used in the dependent adjective clause. The tense of the verb in the independent clause is the present, and the tense of the verb in the dependent clause is the present perfect subjunctive.]
7. Buscaba a alguien que **viviera** en España. (imperfect/past subjunctive)
[In this sentence, the antecedent, *alguien*, is indefinite in the mind of the speaker, and so the subjunctive is used in the dependent adjective clause. The tense of the verb in the independent clause is the past, and so the tense of the verb in the dependent clause is also the past.]
8. No pude encontrar a nadie que **tuviera** carro. (imperfect/past subjunctive)
[In this sentence, the antecedent, *nadie*, is nonexistent, and so the subjunctive is used in the dependent adjective clause. The tense of the verb in the independent clause is the preterit, and so the tense of the verb in the dependent clause is the past subjunctive.]
9. No puedo encontrar a nadie que **tenga** carro. (present subjunctive)
[In this sentence, the antecedent, *nadie*, is nonexistent, and so the subjunctive is used in the dependent adjective clause. The tense of the verb in the independent clause is the present, and so the tense of the verb in the dependent clause is the present subjunctive.]
10. Conozco a alguien que **tiene** carro. (present indicative)
[In this sentence, the antecedent, *alguien*, is definite in the mind of the speaker, and so the indicative is used in the dependent adjective clause. The tense of the verb in the independent clause is the present, and so the tense of the verb in the dependent clause is the present indicative.]
11. Conocía a alguien que **tenía** carro. (imperfect indicative)
[In this sentence, the antecedent, *alguien*, is definite in the mind of the speaker, and so the indicative is used in the dependent adjective clause. The tense of the verb in the independent clause is the imperfect, and so the tense of the verb in the dependent clause is the imperfect indicative.]
12. ¿Conoces a alguien que **haya visitado** a Disneyworld? (present perfect subjunctive)
[In this sentence, the antecedent, *alguien*, is indefinite in the mind of the speaker, and so the subjunctive is used in the dependent adjective clause. The tense of the verb in the independent clause is the present, and the tense of the verb in the dependent clause is the present perfect subjunctive.]
13. Sí, conozco a muchas personas que lo **han visitado**. (present perfect indicative)
[In this sentence, the antecedent, *personas*, is definite in the mind of the speaker, and so the indicative is used in the dependent adjective clause. The tense of the verb in the independent clause is the present, and the tense of the verb in the dependent clause is the present perfect indicative.]
14. **Compré un CD que te va a gustar**. (present indicative)
[In this sentence, the antecedent, *CD*, is definite in the mind of the speaker, and so the indicative is used in the dependent adjective clause. The tense of the verb in the dependent clause is the present indicative, as it is also in English, because that is what the meaning of the sentence requires.]
15. **Buscaba un CD que te gustara**. (imperfect/past subjunctive)

- [In this sentence, the antecedent, *CD*, is indefinite in the mind of the speaker, and so the subjunctive is used in the dependent adjective clause. "You would like" is conditional, but because there is no conditional subjunctive, the past subjunctive is used.]
16. ***No había nadie allí que hablara chino.*** (imperfect/past subjunctive)
[In this sentence, the antecedent, *nadie*, is nonexistent, and so the subjunctive is used in the dependent adjective clause. The tense of the verb in the independent clause is the imperfect, so the tense of the verb in the dependent clause is the imperfect/past subjunctive.]
17. ***No hay nada aquí que (yo) quiera ver.*** (present subjunctive)
[In this sentence, the antecedent, *nada*, is nonexistent, and so the subjunctive is used in the dependent adjective clause. The tense of the verb in the independent clause is the present, and so the tense of the subjunctive in the dependent clause is also the present.]
18. ***¿Conoces a alguien que haya vivido en Ecuador?*** (present perfect subjunctive)
[In this sentence, the antecedent, *alguien*, is indefinite in the mind of the speaker, and so the subjunctive is required in the dependent adjective clause. The tense of the verb in the independent clause is the present, and so the tense of the subjunctive in the dependent clause is also the present.]
19. ***Sí, conozco a alguien que ha vivido en Ecuador.*** (present perfect indicative)
[In this sentence, the antecedent, *alguien*, is definite in the mind of the speaker, and so the indicative is used in the dependent adjective clause. The tense of the verb in the independent clause is the present, and the tense of the verb in the dependent clause is the present perfect indicative.]
20. ***No, no conozco a nadie que haya vivido en Ecuador.*** (present perfect subjunctive)
[In this sentence, the antecedent, *nadie*, is nonexistent, and so the subjunctive is used in the dependent adjective clause. The tense of the verb in the independent clause is the present, and the tense of the verb in the dependent clause is the present perfect subjunctive.]

C. **Dependent Adverbial Clauses in the Present and Past Tenses: Subjunctive, Indicative, or Infinitive?**

1. Ella habla despacio para que (nosotros) ***entendamos.*** (present subjunctive)
[*Para que* is an adverbial conjunction of contingency. These are always followed by the subjunctive. The verb in the independent clause is in the present tense, so the verb in the dependent clause is also in the present tense (there is no future subjunctive tense in spoken Spanish anymore).]
2. Ella habló despacio para que ***entendiéramos.*** (past subjunctive)
[*Para que* is an adverbial conjunction of contingency, which are always followed by the subjunctive. The verb in the independent clause is in the past tense, so the verb in the dependent clause is also in the past tense (there is no conditional subjunctive)]
3. Ellos irán al concierto mañana, con tal (de) que ***conduzcas.*** (present subjunctive)
[*Con tal (de) que* is an adverbial conjunction of contingency. These are always followed by the subjunctive. The verb in the independent clause is in the present tense, so the verb in the dependent clause is also in the present tense.]
4. Ellos irán mañana al concierto, con tal de ***tener*** tiempo. (infinitive)
[Although *con tal (de) que* is an adverbial conjunction of contingency, there is no change of subject in this sentence, and *con tal (de) que* has the corresponding prepositional form *con tal de*. When these two conditions are met, the infinitive may be used.]
5. Ellos irán mañana al concierto, a menos que no ***tengan*** tiempo. (present subjunctive)

[*A menos que* is an adverbial conjunction of contingency. Even though there is no change of subject in this sentence, the infinitive may not be used, because *a menos que* has no corresponding prepositional form. Therefore, the verb of the dependent clause must be conjugated.]

6. Con tal que **hayan** vuelto para las siete, comeremos en casa. (present perfect subjunctive)
[*Con tal (de) que* is an adverbial conjunction of contingency, and these are always followed by the subjunctive. The present perfect tense is used in Spanish, as it is in the English of this sentence.]
7. Hoy saldremos después de que **llegue** Laura. (present subjunctive)
[Adverbial time conjunctions are followed by the subjunctive when the action in the dependent clause has not yet occurred.]
8. Anoche salimos después de que **llegó** Laura. (preterit indicative)
[Adverbial time conjunctions (except for *antes [de] que*), are followed by the indicative when the action in the dependent clause already has occurred.]
9. Hoy saldremos antes de que **llegue** Laura. (present subjunctive)
[There are two ways to think of this one: the action in the dependent adverbial clause has not yet happened, so the subjunctive must be used; or, the conjunction is *antes de que*, which is the one adverbial time conjunction that is always followed by the subjunctive.]
10. Anoche salimos antes de que **llegara** Laura. (imperfect/past subjunctive)
[*Antes de que* is the one adverbial time conjunction that is always followed by the subjunctive, because the action in the dependent clause never occurs before the action in the independent clause takes place. Past tense in the independent clause results in past tense in the dependent clause.]
11. Tan pronto como lo **supimos**, te lo dijimos. (preterit indicative)
[The action in the dependent adverbial time clause already has occurred, and so the indicative mood is used. The verb in the independent clause is in the past, and so the preterit indicative is the correct tense in this sentence.]
12. Tan pronto como lo **sepamos**, te lo diremos. (present subjunctive)
[In this sentence the action in the dependent adverbial time clause has not yet taken place, so the subjunctive is required. The present subjunctive is the correct tense here.]
13. Pensamos llamar cuando ella **haya regresado** (or *haya vuelto*). (present perfect subjunctive)
[The action in the dependent adverbial time clause has not yet occurred (she has not yet returned), so the subjunctive is needed. The tense in Spanish is the same as the tense in English, the present perfect.]
14. Pensábamos llamarla por teléfono cuando ella **entró** en el cuarto. (preterit indicative)
[Here the action in the dependent adverbial time clause has happened already, and so the indicative is the correct mood for the verb. In this context, the preterit makes the most sense.]
15. Voy a quedarme aquí hasta **terminar**. (infinitive)
[There is no change of subject in this sentence, and because *hasta que* has the corresponding prepositional form *hasta*, the infinitive may be used.]
16. Iba a quedarme allí hasta **terminar**. (infinitive)
[This sentence is similar to the previous one, except it is in the past tense. There is no change of subject and so the infinitive may be used; the verb *terminar* does not need to be conjugated here.]
17. Voy a quedarme aquí hasta que **termines**. (present subjunctive)

- [Unlike the two previous sentences, this one has a change of subject (from *yo* to *tú*), and so the verb in the dependent clause must be conjugated. As you have not yet finished, in this sentence, the subjunctive must be used in the dependent adverbial time clause.]
18. Iba a quedarme aquí hasta que **terminaras**. (past subjunctive)
[In this sentence, "I was going to stay here until you finished," the action in the dependent adverbial time clause had not yet taken place, and so the subjunctive is needed. However, because the verb in the independent clause is in the past, the past subjunctive must be used in the dependent clause.]
19. Siempre íbamos al cine cuando ellas nos **visitaban**. (imperfect indicative)
[Here we have habitual action in the past, something that always used to happen, whenever they visited us. The imperfect indicative is used in both clauses.]
20. Siempre vamos al cine cuando ellas nos **visitan**. (present indicative)
[habitual action in the present]
21. **Cuando terminemos de estudiar, iremos a comer pizza**. (present subjunctive)
[Although there is no change of subject from the independent to the dependent adverbial time clause, the infinitive cannot be used here, because *cuando* does not have a corresponding prepositional phrase. As the action in the dependent clause has not yet occurred, the present subjunctive is the correct tense.]
22. **Cuando terminamos de estudiar, fuimos a comer pizza**. (preterit indicative)
[As with the previous sentence, the infinitive cannot be used after the conjunction *cuando*. In this sentence the action in the dependent adverbial time clause has occurred, and so the indicative mood is correct. The appropriate tense in this context is the preterit.]
23. **Después de terminar de estudiar, fuimos a comer pizza**. (infinitive)
[*Después de que* has the corresponding prepositional form *después de*, and so the infinitive may be used in this sentence, because there is no change of subject (we did the finishing and we did the going to eat pizza)].
24. **Antes de terminar de estudiar, fuimos a comer pizza**. (infinitivo)
[Even though *antes de que* can never be followed by the indicative mood, it does have a corresponding prepositional form, *antes de*, and so may be followed by an infinitive when there is no change of subject, as is the case in this sentence.]
25. **Saldré después de que nos llamen ellos/ellas (hayan llamado** is also possible). (present or present perfect subjunctive) [The action in the dependent adverbial time clause has not yet occurred (they have not yet called us), and so the subjunctive mood must be used in the dependent clause. Either the present or the present perfect tense will work here.]

Chapter 27.

The Past Perfect Tense

Give the following forms:

- | | | |
|----|---------------------------|-----------------------------|
| 1. | (yo) había hablado | (yo) hubiera hablado |
| 2. | (yo) había abierto | (yo) hubiera abierto |
| 3. | (tú) habías comido | (tú) hubieras comido |
| 4. | (tú) habías hecho | (tú) hubieras hecho |
| 5. | ella había vivido | ella hubiera vivido |
| 6. | él había dicho | él hubiera dicho |
| 7. | habíamos leído | hubiéramos leído |
| 8. | habíamos puesto | hubiéramos puesto |

9. *habíais estudiado* *hubierais estudiado*
 10. *habíais vuelto (or regresado)* *hubierais regresado (or vuelto)*
 11. *Uds. habían escuchado* *Uds. hubieran escuchado*
 12. *Uds. habían escrito* *Uds. hubieran escrito*
 13. Esperábamos que ellas ya *hubieran comido*. (subjunctive)
 14. Sabíamos que ellas ya *habían comido*. (indicativo)
 15. ¿Dudaban que lo *hubiéramos sabido*. (subjunctive)
 16. No creía que ellos lo *hubieran hecho*. (subjunctive)
 17. Creía que ellos lo *habían hecho*. (indicativo)
 18. Comimos después de que *habías llegado*. (indicativo)
 19. **Habíamos comido** antes de que llegaras. (indicativo)
 [This is an independent, not a dependent, clause.]
 20. *Esperábamos que ya hubieras escrito la carta*. (subjuntivo)
 21. *Creíamos que ellos/ellas ya habían salido, pero no era/fue cierto*. (indicativo)
 22. *Ella ya había regresado del museo cuando te vimos*. (indicativo)
 23. *Él nos dijo que (ellos/ellas) habían vivido en Argentina*. (indicativo)
 24. *Cuando ella llegó a la clase el lunes, todavía no había leído la novela*. (indicativo)

Two More Perfect Tenses: The Future Perfect and the Conditional Perfect

Give the following forms:

1. *(yo) habré llegado* *(yo) habría llegado*
 2. *(yo) habré abierto* *(yo) habría abierto*
 3. *(tú) habrás comido* *(tú) habrías comido*
 4. *(tú) habrás hecho* *(tú) habrías hecho*
 5. *ella habrá vivido* *ella habría vivido*
 6. *él habrá dicho* *él habría dicho*
 7. *habremos leído* *habríamos leído*
 8. *habremos puesto* *habríamos puesto*
 9. *habréis estudiado* *habríais estudiado*
 10. *habréis vuelto /regresado* *habríais regresado /vuelto*
 11. *Uds. habrán escuchado* *Uds. habrían escuchado*
 12. *Uds. habrán escrito* *Uds. habrían escrito*
 13. *Creemos que ellas ya habrán llegado para el domingo*.
 14. *Si hubiéramos sabido eso antes, habríamos venido inmediatamente*.
 [Possible alternative: *Si hubiéramos sabido eso antes, hubiéramos venido inmediatamente*.]
 15. *Antes de graduarse, ella habrá pasado un semestre en España*.
 16. *(Yo) no les habría dicho nada si me hubieran preguntado*.
 [Alternative: *(Yo) no les hubiera dicho nada si me hubieran preguntado*.]
 17. *¿Habrías hecho tal cosa?*
 18. *Cuando lleguemos, ellos/ellas ya habrán comprado los boletos para el concierto*.
 19. *Habríamos comido si hubiéramos tenido más tiempo*.
 [Or: *Hubiéramos comido si hubiéramos tenido más tiempo*.]
 20. *Si hubieran tenido el dinero para los boletos, habrían ido al concierto*.
 [Alternative: *Si hubieran tenido el dinero para los boletos, hubieran ido al concierto*.]
 21. *Creo que ellos/ellas ya habrán llegado*.
 22. *Habrían sido las once o las once y media cuando volvimos anoche*.

- [Possible alternative: *Serían las once o las once y media cuando volvimos anoche.*]
23. *Si hubiéramos viajado a España, seguramente habríamos visitado el Prado.*
[Alternative: *Si hubiéramos viajado a España, seguramente hubiéramos visitado el Prado.*]
24. *Ella promete que para la clase de lunes ya habrá leído la novela entera.*

ADDITIONAL EXERCISES

Unlike the interactive exercises for this book, the exercises in this section of the text do not include the answers, nor are they on line. Your instructor may wish to assign some or all of them to be done as in or out of class assignments.

For Chapter 1. SER and Subject Pronouns

Sentences 1-5 form a mini dialogue.

1. Hello. I'm Margarita. What's your name?
2. My name is Sarah. Pleased to meet you.
3. Pleased to meet you, too.
4. Are you [use tú form] a student?
5. No, I am the professor.

6. She is Laura and she is a student.
7. Laura and I are students.
8. Felipe and Marcos are students, too.

For Chapter 2.

Estar, Ser and Hay

1. They are students. There are students here. They are here. [here = aquí]
2. What is there (in the) downtown?
3. We are not at home. We are in class.
4. The gym is between the library and the dining hall.
5. The gym is not between the library and the student center.

The Verb IR: Present Tense Forms

1. Laura and I aren't going to the library. We're going to philosophy class.
2. Where are you [use the *usted* form] going tomorrow?
3. Tomorrow I am going to (the) classes, and I am going to eat with Laura and Sarah.
4. Are you [use the *tú* form] going with us or with Aleighsha?

For Chapter 3.

Possessive Adjectives

1. My books are in the library. Is your [tú form] book here?
2. Is it his computer or her computer?
3. Our book is interesting [=interesante].
4. Your ["Y'all's"] book is not interesting.
5. Felipe's computer and his books are in the student center.

Present Tense: Regular –AR Verbs

1. I speak Spanish at home and English in (the) class.
2. Sarah and Laura are studying in the library today.
3. We study the vocabulary and prepare the lesson.
4. Do you ["y'all"] need to work tomorrow?
5. You [ustedes] dance well!

For Chapter 4.

1. We attend Spanish class on Mondays, Wednesdays, Thursdays, and Fridays.
2. My birthday is the twenty-sixth of August.
3. How many students are there in the class today?
4. They study in the library and eat in the student center.
5. You (“Y’all) speak Spanish, live at home, and eat at school.

For Chapter 5.

1. I remember these words and that one, but not those [more remote] from lesson two.
2. We think that that is interesting.
3. How much does this computer cost? “That’s a lot!”
4. Do you (ustedes) want to play soccer with us? [to play soccer = jugar *al* fútbol]
5. It’s raining today. We don’t want to play soccer. We are going to study in the library.

For Chapter 6.

1. It’s seven thirty now. I want to leave at eight o’clock.
2. Today I am wearing a blue shirt, a green sweatshirt, a yellow sweater and a black jacket. It’s very cold.
3. There are seven hundred female students and five hundred ninety male students.
4. At what time are you (ustedes) having breakfast tomorrow?
5. Our history class is at three forty five on Tuesdays and Thursdays.

For Chapter 7.

1. Do you (tú) see those two students? They are sister and brother.
2. Yes, I see them, and I know them, too. They’re [=Los dos son] both smart and nice.
3. My parents live in Colorado. I want to visit them in the spring.
4. Janie sees her three brothers. She sees them. They see her, too.
5. I have an older brother and two younger sisters.
6. There are eight thousand six hundred students in this university [=la universidad].
7. This computer costs a thousand dollars.
8. We see her. She sees us. We see you (y’all). You (Y’all) see us.
9. My uncle Sean knows how to speak Spanish.

For Chapter 8.

1. I am going to give you (tú form) the books tomorrow.
2. They can bring us the computer on Thursday.
3. Laura and Sarah like to dance, and Felipe likes to play the guitar.
4. The professor doesn’t like to wear T-shirts to class.
5. We like the summer, because [=porque] there are no classes.

For Chapter 9.

1. I wake up at seven, shower, get dressed, and eat breakfast.
2. They wake up at eight thirty, shower, get dressed, and eat breakfast.
3. We wake up at quarter to ten, shower, get dressed, and eat breakfast.
4. Laura gives her books to Sarah. Laura gives them to her.
5. The green sneakers. I don't put them on. She puts them on her brother Michael.

For Chapter 10.

1. I woke up at six thirty five today.
2. (At) What time did you (tú) go to bed last night?
3. We woke up, got dressed, and ate.
4. They are going to arrive on Saturday at two thirty seven in the afternoon.
5. The day before yesterday was Tuesday, and we went downtown.

For Chapter 11.

1. I had a class yesterday at two fifty in the afternoon.
2. We brought the food and they brought the drinks. [drinks = *las bebidas*]
3. The tables. They put them in my room.
4. They tried to come at six, but they didn't manage to. They came at eight.
5. At the restaurant, she ordered chicken and I ordered salad. They served us in about fifteen minutes. [about = *unos*]

For Chapter 12.

1. I like my philosophy class. It is more interesting than my other classes.
2. Laura is as tall as Sarah, but Felipe is a lot taller than they are.
3. I don't have any classes on Saturdays.
4. I don't like chicken or beef, either.
5. Last night Janie and I went to the library. She studied more than I did.

For Chapter 13.

1. They used to ask their parents for money on Friday nights.
2. When we were children, we used to go to the beach every summer.
3. Yesterday afternoon, Felipe and I did the lesson for Thursday.
4. Janie and DeMarcus are going to walk toward the library, through the park.
5. I used to get up at eight. Now I get up at seven. Yesterday I got up at six! [Watch your tenses. Each sentence requires a different tense.]

For Chapter 14.

1. She was walking to class when she saw her friends.
2. He left his room. He went to the library. He studied for two hours.
3. While Felipe was playing the guitar, Janie and DeMarcus were working in the kitchen.
4. We were talking to each other and eating lunch when we found (it) out/ learned it.
5. Sarah and I didn't know each other when we were children. We met at the university.

For Chapter 15.

1. My family and I visited Disneyworld twelve years ago.
2. How long have you (tú) been waiting for me?
3. They had just finished eating dinner when we arrived last night.
4. I'm going to be there in fifteen minutes. I've just finished taking a shower.
5. They've been eating lunch for forty-five minutes.

For Chapter 16.

1. It's snowing! I love the snow! I want to go skiing tomorrow [=I want to go to ski tomorrow].
2. Spanish tests worry Laura, but they don't bother Sarah.
3. They were watching television when we arrived yesterday.
4. It seems to me that [=que] they are going to the student center in a few minutes.
5. We don't care [=It doesn't matter to us] if we leave at seven thirty, and it doesn't matter to them, either.

For Chapter 17.

1. Where have you (tú) been? We've looked for you in the library, in the student center and in your dormitory.
2. She likes swimming and playing soccer more than reading books.
3. Felipe and DeMarcus have gotten up already, but they haven't gotten dressed yet.
4. Walking is very good exercise.
5. We have been here for twenty minutes. [¡OJO!]

For Chapter 18.

1. I would like to see the best computer in the store, please.
2. The largest book. Please give it to us. (usted)
3. The best book. Please don't give it to me now; give it to me later. (ustedes)
4. Wake up at seven thirty tomorrow morning. Don't wake up at eleven o'clock. (usted)
5. Wake up at seven thirty tomorrow morning. Don't wake up at eleven o'clock. (ustedes)

For Chapter 19. Use *tú* commands for these sentences.

1. Do it carefully, please. Don't do it too quickly.
2. It's already one o'clock. Go to bed now. Don't go to bed later.
3. Be patient. Study without worry (= "tranquilly")
4. The homework for Thursday. Tell it to Sarah and Laura, but don't tell it to them now.
5. Please speak slowly and clearly [clear = claro/ -a/ -os/ -as]. Don't speak so fast.

For Chapter 20.

1. He knows they are in class now.
2. The professor wants the students to speak to each other in Spanish.
3. Debbie and I don't want to work anymore.
4. Debbie and I believe they are going to arrive on Saturday.
5. O, how I hope (that) it snows tomorrow!

For Chapter 21.

1. They don't deny that we have done it, but they doubt that we have done it very well.
2. I recommend that we leave at five thirty, and I suggest that they leave at five thirty, too.
3. It's true that I have bought all the books, but it's not true that I have read them all.
4. It's possible that they are here, but I don't see them. Let's phone them.
5. It's obvious they haven't returned yet. I doubt they are at home, either.

For Chapter 22.

1. I want a job that will pay me a lot of money.
2. There aren't any computers here that interest me.
3. It's a shame that there aren't more people at this party.
4. They live in an apartment that has a swimming pool.
5. She has a job that pays well, but she's looking for one that will take her overseas.

For Chapter 23.

1. We will go, provided that you come with us.
2. Unless you want to do it today, I can do it tomorrow.
3. They will turn off the lights before going to bed.
4. I study in order to learn, and also so that my family may have a better life.
5. Don't leave [*tú* form] without saying good-bye to us.

For Chapter 24.

1. When they arrive, we'll begin to watch the movie.
2. When they visit us, we always watch movies.
3. Please shut the lights off [*ustedes*] when you leave the classroom.
4. Laura and Sarah will go to class as soon as they finish breakfast.
5. After they travel to Australia, they will go to China. [*Australia; China*]

For Chapter 25.

1. I would like to visit Spain next year.
2. We would visit them in Florida if we had a car.
3. If the weather were better, we would play tennis outside today.
4. If the weather were better, we could play tennis outside today.
5. Would you continue working if you won a lot of money in the lottery?

For Chapter 26.

1. If I had the money now, I'd buy a new computer. If I have the money next week, I will buy one.
2. We were looking for a restaurant that served vegetarian meals.
3. When I was a kid, there were no parks in my town that had a pool, but now there are two parks that have a pool.
4. If my grandparents invite me, I always visit them. When I was a child, if they invited my family, we would always visit them. [*¡Ojo con el tiempo del verbo en la frase "we would always visit them."*]
5. Before leaving for Europe [=*Europa*], she phoned me, and before she left, we had lunch together.

For Chapter 27.

1. She told us they already had done it, and she hoped they had done it well.
2. I'm leaving on Friday, and by then I will have finished all my final exams.
3. Where can they have gone (to)?
4. When we arrived last night, they already had eaten dinner.
5. He says that if he had known that you had two computers, he would not have bought a new one last month.

PRACTICE TESTS: Practice Test 1

About these Practice Tests.

The practice tests included with this online introductory Spanish course are designed to give you some practice with the grammar you have been studying. However, each instructor has her or his own way of testing the material, and so while the content of these tests will give you practice, the *format* may be very different from what your instructor will use on tests. These practice tests, therefore, are not intended to represent how your instructor will test the material, but only to give you some practice with the material.

The division into units of roughly seven grammar points per test is an arbitrary one. Your instructor may decide to give tests more or less frequently.

Sample answers are provided in another part of this text, so you can check your work. Responses on certain questions will vary, so what you see in the answers will not always match what you have written. Ask your instructor any questions you may have about the responses.

¡Y buena suerte! (Good Luck!)

Practice Test for Grammar Points 1-7 (Chapters 1-4)

I. Answer the following questions with complete sentences. This section will, ideally, be an oral section in which an instructor reads a question once or twice and then gives you some time to answer it with a complete sentence. Here, however, the questions are written.

1. ¿Qué día es hoy?
2. ¿Cómo te llamas?
3. ¿Cuándo es tu cumpleaños?
4. ¿Dónde vive tu familia?
5. ¿Dónde estás?
6. ¿Qué hay en la clase de español?

II. Write a short dialog of about 6-8 lines, in Spanish, between two students who are meeting and introducing themselves to each other.

III. Give the Spanish for the following. Include an article (*el, la, los, las*) with each person, place, thing, or idea (in other words, for every noun).

pencil-

door-

you (“your grace”)-

today-

Good afternoon-

thirteen-

How much? How many?-

to dance-

June-

to think, to believe (that)-

my book-

our computer-

clock-

paper-

a couple, a few-

house-

to study-

twenty nine-

to phone-

on Fridays-

August-

Where are you from?-

my books-

our computers-

IV. Give the Spanish. Ten correct will receive full credit.

she dances-

he sings-

you [tú] listen to-

you [Y'all] live-

I open-

he rests-

they kiss-

I attend-

we speak-

they memorize-

you [Uds.] look at-

we eat-

she teaches-

you [tú] drink-

V. Complete with the correct form of the verb.

1. _____(I SPEAK) español en la clase de la profesora González.
2. _____(SHE EATS AND STUDIES) en el centro estudiantil.
3. _____(WE ARE GOING TO STUDY) en la biblioteca.
4. Los estudiantes no _____(UNDERSTAND) al profesor.
5. El profesor no _____(UNDERSTAND) a los estudiantes.
6. Laura y Sarah _____(ARE) en la clase.
7. Laura y Sarah _____(ARE) estudiantes de literatura.
8. _____(HE IS READING) un libro.
9. _____("YOU MY FRIEND" ARE WRITING) en la pizarra.
10. _____(YOU="YOUR GRACES" ARE LEARNING) la historia.
11. _____(THEY ARE LEARNING) las matemáticas.
12. ¿_____ (DO YOU="Y'ALL" THINK) que dos y dos son cinco?
13. Mañana _____(I AM GOING TO VISIT) el museo.
14. _____(HE NEEDS TO PRACTICE).
15. ¿_____ (DO "YOU MY FRIEND" WORK) hoy?

VI. SER, ESTAR or HAY? Give the correct form of the verb.

1. _____ quince estudiantes en mi clase de sociología.
2. ¿Cuántos días _____ en una semana?
3. ¿Dónde _____ los estudiantes?
4. ¿De dónde _____ Laura?
5. Felipe _____ alto y Janie _____ baja.
6. ¿Qué día _____ mañana?
7. Creo que _____ tres puertas en la casa.
8. Sarah y sus amigas _____ en el centro estudiantil.

9. ¿_____ (tú) estudiante o profesora?

VII. For each subject pronoun, give the appropriate possessive adjective phrase.

Example: ella / libro: **su** libro

- | | |
|---------------------------|-------|
| 1. yo / libro: | _____ |
| 2. nosotras / computadora | _____ |
| 3. él / libros: | _____ |
| 4. ella / ordenador: | _____ |
| 5. ella / ordenadores: | _____ |
| 6. ustedes / casa: | _____ |
| 7. ustedes / casas: | _____ |
| 8. yo / papeles: | _____ |
| 9. tú / mesa: | _____ |
| 10. tú / mesas: | _____ |

VIII. Translate into Spanish. Be especially careful with verb and adjective forms.

1. DeMarcus is tall, and Janie is tall, too.
2. We eat in the student center and study in the library.
3. I'm a student. I'm from Tennessee. I'm in Colorado.
4. I am going to study in the library. I need to learn the vocabulary.
5. There are sixteen students in my Spanish class.

Practice Test 2: Grammar Points 8-14 (Chapters 5-7)

I. Answering (oral) questions with complete sentences. [Ideally, these questions would be read aloud and not seen by the student.]

1. (*Instructor holding up a book*): ¿De quién es este libro?
2. ¿Cuántas clases tienes hoy?
3. ¿Me conocen ustedes?
4. ¿Sabe Ud. hablar inglés?
5. ¿Qué hora es?
6. ¿A qué hora tenemos la clase de español?
7. ¿Qué ropa llevas hoy?

II. Vocabulario. Be sure to include the article with all persons, places, and things. Write all numbers out in words.

five hundred-

What time is it?-

clothing-

yellow-

ten thousand-

brother, sister-

single (i.e., not married)-

talented-

What's the weather like today?

to begin-

to play (a game)-

Who?

eight hundred-

At what time is . . . ?

sweatshirt-

black-

a million-

grandparents-

married-

hardworking-

autumn-

to sleep-

to lose-

Why?

III. Give the appropriate form of the verb.

1. Marisa y Felipe _____(venir) a clase hoy.
2. ¿A qué hora _____(salir-tú) de la clase de inglés?
3. Yo _____(querer) _____(jugar) al tenis esta tarde.
4. Nosotras _____(venir) a la fiesta mañana.
5. ¿_____ (Poder-ella) _____(traer) los libros a mi casa?
6. ¿Qué _____(hacer-vosotras) este fin de semana?
7. ¿Qué _____(pensar-ud.) de esta película?
8. ¿_____ (jugar-tú) al béisbol?
9. Uds. _____(empezar) la clase a las ocho.
10. En el verano _____(llevar-nosotros) los pantalones cortos.

IV. Give the Spanish.

it costs-	she says-
we begin-	he can-
I put-	they lose-
y'all remember-	you [Uds.] understand-
I come-	we wear-
she makes or does-	you [tú] prefer-
they sleep-	I make or do-
she plays-	we play-

V. Replace the italicized word(s) with direct object pronouns and rewrite the sentences.

For example, for number one you would write the Spanish for "We have *it*."

1. Tenemos *el libro* hoy. _____
2. Ellas comen *la comida*. _____
3. Él ve *a María y yo*. _____
4. Hablamos *español*. _____
5. Dan *las computadoras*. _____
6. La estudiante hace *las lecciones*. _____
7. Ellas entienden *a mí*. _____

VI. Escribe la forma correcta de SABER o CONOCER.

1. José no _____ a Susana, pero él _____ donde ella vive.
2. ¿_____ [tú] bien la ciudad de San Francisco?
3. Yo no _____ hablar español, pero el inglés sí.
4. [Nosotros] _____ a los Dursley. ¡Qué mugles son!

VII. Do any of the following sentences need a “personal a”? If so, write one in.

1. No conocemos _____ Washington D.C.
2. Sabemos _____ hablar español un poco [=a little].
3. Vemos _____ la biblioteca.
4. No conocemos _____ la madre de Janie.
5. Veo _____ mis padres.

VIII. Translate. Write out all numbers as words.

1. We have Spanish class on Monday, Wednesday, and Friday.
2. It's two forty-five in the afternoon. Today I have a class at four fifteen.
3. He is wearing a green shirt and blue pants today. He is wearing them.
4. Her birthday is the twenty seventh of December.
5. This orange T-shirt. I need to wear it tomorrow.
6. My favorite months are June and July.
7. My father is artistic and reserved. My mother is gregarious and funny.
8. If [=si] it is sunny and cool tomorrow, I am going to play soccer [=el fútbol].

- IX. Write a brief paragraph about what clothes you prefer to wear in the different seasons of the year. Stay within the grammar and vocabulary you know, and don't use any English (or Spanglish!). Strive for correctness of expression, not for a polished sample of creative writing.**

Practice Test 3: Grammar Points 15-22 (Chapters 8-10)

I. Answering (oral) questions with complete sentences. [Ideally, these questions would be read aloud and not seen by the student.]

1. ¿A qué hora te despertaste hoy?
2. ¿A qué hora te despiertas el sábado?
3. ¿Te gusta bailar?
4. A tus amigos y amigas ¿les gusta bailar?
5. ¿Qué día fue ayer?
6. ¿Qué vas a hacer el viernes por la noche?
7. ¿Adónde fuiste anoche?

II. Vocabulario. Be sure to include the article with all persons, places, and things.

to wake up-

to take a shower-

money-

to go shopping-

world-

the human body-

the weekend-

place-

music-

to pay-

to look for-

to give as a gift

to get up-

to take a bath

cash-

to the left of-

neighborhood-

head (body part)-

toe-

teeth-

person, people-

to surf the web-

a/the painting-

to exercise-

III. Rewrite each sentence, changing the underlined words to pronouns. Each response should use two pronouns together. For example, for #1 you would give the Spanish for: "They give it to me."

1. Ellas me dan el dinero. _____
2. No te compraron la computadora. _____
3. Nos regalaste el libro. _____
4. Os regalamos tres mesas. _____
5. Les leí la lección. _____
6. No me leyeron las lecciones. _____
7. No voy a darle el dinero a Janie. _____
8. Él nos toca la música. _____

IV. Give the appropriate form of the preterit tense. Remember that some forms need accents.

1. Anoche, (yo) les _____ (PEDIR) el carro a mis padres.
2. Anteayer (nosotros) _____ (COMER) en un restaurante.
3. Ella _____ (DUCHARSE) rápidamente.
4. ¿Hoy (tú) _____ (LEVANTARSE) temprano o tarde?
5. Ellos no lo _____ (CREER).
6. Ayer (yo) _____ (LLEGAR) a las ocho y media.
7. Ustedes _____ (VIVIR) tres años en Venezuela.
8. (Vosotras) no _____ (IR DE COMPRAS) el domingo.
9. (Yo) _____ (COMENZAR) a las tres de la tarde.
10. Anoche él _____ (SALIR) a las diez y cuarto.

V. Give the form of GUSTAR.

1. Nos _____ la guitarra que tiene Felipe.
2. No me _____ mucho la música clásica.
3. A ella le _____ bailar y cantar.
4. A él no le _____ los libros de filosofía.
5. ¿Os _____ la película?
6. ¿Te _____ la clase de historia?

7. Anoche, nos _____ mucho el concierto.

VI. Escribe la forma correcta de IR o SER.

1. Hoy voy a la biblioteca. Ayer (yo) _____ a la biblioteca.
2. Si hoy es domingo, ayer _____ sábado.
3. Hoy vas al centro estudiantil. Ayer (tú) _____ al centro estudiantil.
4. Ellos van a comer. Anoche ellos _____ a comer.
5. Anoche (nosotros) _____ al concierto. Vosotras también _____.

VII. Give the correct prepositional forms.

1. Esta carta no es para _____ (ME). Es para _____ (YOU-MY-FRIEND).
2. Estos libros no son de _____ (HIM); son de _____ (HER).
3. Esta es la casa de _____ (US).
4. ¿Es este el apartamento de _____ (YOU-ALL)?
5. Este dinero es para _____ (THEM).
6. ¿Es esta la pintura pintada por [=painted by] _____ (YOU; UDS. FORM)?

VII. Translate. Be careful of verb forms, which must agree not only with their subjects, but also be in the correct tense.

1. Last night she studied. Today she is studying. Tomorrow she is going to study. She studies a lot!
2. My parents like to dance.
3. Yesterday they ran with me. Tomorrow you can/may run with us.
4. Laura woke up, showered, got dressed, and ate breakfast.
5. I got up at seven o'clock yesterday, but tomorrow I'm going to get up at one in the afternoon.
6. We have two ears and one mouth. We should listen more and talk less.

VIII. Write a paragraph about what you did yesterday, and when you did it. Include at least five different verbs. Strive for correctness of expression.

Practice Test 4: Grammar Points 23-28 (Chapters 11-13)

I. Answering (oral) questions with complete sentences. [Ideally, these questions would be read aloud and not seen by the student.]

1. ¿Tienes tantos hermanos como hermanas?
2. Cuando eras niña o niño, ¿a qué hora te despertabas para ir a la escuela?
3. ¿Cuál es una comida típica en tu restaurante favorito?
4. ¿Durmió usted bien anoche?
5. ¿Cuántas clases tuviste ayer?
6. ¿Cuántos elefantes hay en la clase hoy?
7. ¿Siempre te levantas a las cinco de la mañana?

II. Vocabulario. Be sure to include the article with all persons, places, and things.

to have fun-
milk-
eggs-
rice-
popcorn-
someone-
fast-
avocado-
to be born-
vacation-
before-
everywhere-

to follow-
orange juice-
soft drink-
chicken-
red wine-
no one-
worse-
meat-
to get married-
on foot-
after-
at least-

III. Give the appropriate form of the preterit tense.

1. Yo no lo _____ (HACER). Ella lo _____ (HACER).
2. Le _____ (DECIR-nosotras) la verdad a ella.
3. ¿Cuándo lo _____ (SABER) ustedes?
4. ¿A qué hora _____ (VENIR) él?
5. ¿_____ (PONER-tú) la comida en la mesa?
6. ¿_____ (TENER-vosotros) una clase anoche?
7. (Yo) _____ (QUERER) ir, pero no _____ (PODER-yo).
8. Anoche ellas no _____ (TRAER) los instrumentos musicales.
9. Ayer, yo _____ los tacos y ella _____ el arroz con pollo. (PEDIR)
10. (Tú) _____ poco, pero él _____ mucho. (DORMIR)

IV. Give the corresponding form of the imperfect tense. The first one is done for you.

hablo-	(yo) <i>hablaba</i>	comes-
vive-		queremos-
escribís-		dicen-
soy-		vas-
ve-		damos-
estáis-		piden-
pueden-		duerme-
muero-		empiezas-
busco-		traen-

V. Complete the following comparisons.

1. Tengo _____ (LESS) dinero _____ (THAN) mi hermana.
2. Ella tiene _____ (AS MANY) computadoras _____ (AS) mis padres.
3. DeMarcus es _____ (TALLER) _____ (THAN) yo.
4. Janie no es _____ (AS TALL AS) Laura.
5. Este libro es _____ (BETTER THAN) aquel.
6. Él habla _____ (AS) rápidamente _____ (AS) su hermana.

7. Ellas hacen _____ (AS MUCH AS) nosotros.

VI. Make the following sentences negative and rewrite them. Be sure to use at least one negative word besides “no” in each sentence.

1. Siempre estudio en la biblioteca. _____
2. Quiero comprar algo para mi profesor. _____
3. Conozco a muchas personas. _____
4. Tengo camisas y suéteres también. _____
5. Pedro tiene tres libros hoy. _____

VII. Por y para.

1. Salimos mañana _____ la tarde _____ Honduras.
2. ¿_____ quién es este regalo?
3. Este vaso es _____ agua.
4. Le di veinte dólares _____ el libro.
5. Estuvimos en Sevilla _____ tres meses.
6. Ellos caminan _____ la Avenida Rivermont _____ llegar al parque.
7. Hago el trabajo _____ mi hermano porque él no puede hacerlo hoy.
8. Tenemos que terminar el trabajo _____ viernes.

VIII. Translate. Be careful of verb forms, which must agree not only with their subjects, but must also be in the correct tense.

1. Do your friends study as much as you do?
2. When I was a child, I used to play in that park on Saturdays.
3. Felipe brought his guitar, and we sang for two hours.

4. Felisa is taller than her sisters but shorter than her brothers.
5. We left at ten o'clock to arrive at eleven.
6. I don't want to eat breakfast or go to class, either.

IX. Write a paragraph about what you used to do when you were a child. At what time did you used to get up for school? What did you used to do on Saturdays and Sundays. Write at least six sentences, and try not to repeat verbs and vocabulary.

Cuando era niña/niño,

Practice Test 5: Grammar Points 29-35 (Chapters 14-16)

I. Answering (oral) questions with complete sentences. [Ideally, these questions would be read aloud and not seen by the student.]

1. ¿Cuánto tiempo hace que llegaste a la clase hoy?
2. ¿Cuánto tiempo hace que estás en la clase hoy?
3. Cuando entraste en la clase hoy, ¿estaba yo aquí o no?
4. ¿Qué acabas de hacer?
5. ¿Qué hacías anoche a las once de la noche?
6. ¿Cuántos años tenías cuando conociste a tu mejor amiga o amigo?
7. ¿Qué estás haciendo ahora?

II. Vocabulario. Be sure to include the article with all persons, places, and things.

mirror-	pillow-
bed-	closet-
furniture-	TV set-
to ask a question-	to win; to earn-
to be in the habit (of doing something)-	English-
to be (very) cold-	to be bald-
to be hot (things)-	to be hot (persons)-
What does s/he look like?-	physical traits-
to resemble-	old-
new-	feeling-
earth-	the truth-
to be important to someone-	to be worrisome to someone-

III. Put the verbs in the following paragraph in the past tense. Be careful with the forms and uses of the preterit and imperfect. You need only write the verbs, not the whole sentence.

Me **despierto** (1). **Es** (2) viernes y **son** (3) las seis de la mañana. **Hace** (4) sol y los pájaros (birds) **cantan** (5). **Me levanto** (6), **me visto** (7) y **bajo** (8) a la cocina. Mientras mi padre **prepara** (9) el desayuno **suenan** (10) (rings=*sonar*) el teléfono. **Desayuno** (11) y **salgo** (12) de la casa para **ir** (13) a la escuela. **Llevo** (14) una camiseta y los vaqueros. Mientras **camino** (15) a la escuela, **veo** (16) a mis amigos. **Llego** (17) a la escuela, **abro** (18) la puerta y **entro** (19) en la clase. El profesor y unos estudiantes ya **están** (20).

- | | |
|-----|-----|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

IV. Translate into Spanish. Be careful of your tense (preterit or imperfect) and forms.

She met (a person)-

I refused-

We were able (could)-

You (tú) wanted-

They found out-

Y'all knew (something)-

I didn't want-

You (Ud.) couldn't (& didn't-try)

I tried-

We knew (a person)-

V. Give the progressive form that corresponds to each verb, and then translate the verb into English. The first one is done as an example. Watch your tense and your forms.

- | | | |
|------------------|-------------------------|----------------------|
| 1. comemos: | <u>estamos comiendo</u> | <u>We are eating</u> |
| 2. Ella duerme: | _____ | _____ |
| 3. Ellos comían: | _____ | _____ |
| 4. servís: | _____ | _____ |
| 5. digo: | _____ | _____ |
| 6. hablas: | _____ | _____ |
| 7. hablabas: | _____ | _____ |

VI. Translate the following sentences into English. Your translation should reflect common, idiomatic English, rather than be a literal translation.

Hace veinte minutos que comemos.

1. _____

Hace veinte minutos que comimos.

2. _____

VII. Translate. Be careful of verb forms, which must agree not only with their subjects, but must also be in the correct tense.

1. When you (tú) arrived, I was studying the vocabulary.
2. We were listening to music while we read.
3. She woke up, showered, got dressed, ate breakfast, and left the house.
4. I have just eaten lunch, in the student center, with my friends.
5. Are you (Ud.) surfing the web right now?
6. It was raining, but they kept on playing soccer.

VIII. Write a paragraph about a party you went to. Include the following:

- 1) describe three things that were going on when you arrived
- 2) say three things you did at the party
- 3) say at what time you left the party and whether or not you had fun there

Practice Test 6 : Grammar Points 36-41 (Chapters 17-19)

I. Answering (oral) questions with complete sentences. [Ideally, these questions would be read aloud and not seen by the student.]

1. ¿Has desayunado hoy?
2. ¿Te gusta viajar y visitar nuevos lugares?
3. ¿Quién es la persona más alta de la clase?
4. Escriba Ud. dos cosas que ha hecho hoy.
5. Escribe (tú) dos cosas que vas a hacer más tarde.
6. ¿Qué hora era cuando te despertaste hoy?
7. ¿Qué estás haciendo ahora?

II. Vocabulario. Be sure to include the article with all persons, places, and things.

silent-	silence-
long-	difficult-
patience-	homework-
war-	peace-
to pollute-	to recycle-
natural resources-	disposable-
factory-	environment-
elephant-	rabbit-
west-	mountain-
flower-	bill, tab, check-
newspaper-	street-
lake-	island-

**III. Dé los mandatos apropiados para los siguientes verbos. [Give the commands.]
Be sure to include the object pronouns in 4, 5, 6, 9, and 10.**

	Afirmativo	Negativo
1. Hablar (usted)	_____	_____
2. Venir (tú)	_____	_____
3. Hacer (ustedes)	_____	_____
4. Comerlos (tú)	_____	_____
5. Escribírmelos (usted)	_____	_____
6. Acostarse (tú)	_____	_____
7. Salir (usted)	_____	_____
8. Salir (tú)	_____	_____
9. Tenerla (ustedes)	_____	_____
10. Tenerla (tú)	_____	_____

**IV. Da la forma apropiada del presente perfecto. [Give present perfect forms.]
Be sure to include any object pronouns that are present.**

I have spoken-	_____
We have done it [el trabajo]-	_____
They have written them [las cartas]-	_____
You (tú) have seen it [la película]-	_____
He has told it to me -	_____
You (Uds.) have read it [el libro]-	_____

V. **Answer, in Spanish. Please do not translate the questions.**

1. Which is the tallest mountain in the world.

2. Who, in your opinion, is the best, or the worst, actor/actress in Hollywood.

VI. **Escribe los adverbios que corresponden a los siguientes adjetivos, y después escribe el inglés.** [Write the adverbs that correspond to the following adjectives, and then give the meaning of each in English.]

	adverbio	el inglés
1. fácil-	_____	_____
2. fuerte-	_____	_____
3. completo-	_____	_____

VI. **Translate. Be careful of verb forms and agreement.**

- I have gotten dressed, but I have not yet had breakfast.
- Seeing is believing.
- Put the lunch in the kitchen, please [ustedes]. Don't put it in the dining room.
- A rabbit is fast, a lion is faster, but the cheetah is the fastest animal in the world.
- Tell us [tú] the assignment, but don't tell it to us until this evening.
- Playing soccer is her passion. Playing the guitar is his passion.

- VII. Write a paragraph about what you, your friends, and family members have/have not done in the past month. Write about six to eight sentences. Use at least three different subjects (at least one of these should be plural), and don't repeat verbs (except, of course, *haber*).**

En el último mes,

Practice Test 7: Grammar Points 42-47 (Chapters 20-22)

I. Answering (oral) questions with complete sentences. [Ideally, these questions would be read aloud and not seen by the student.]

1. ¿Dudas que hoy sea miércoles?
2. ¿Conoces a alguien que tenga carro?
3. ¿Quieres que haya clases los sábados?
4. ¿Hay alguien en la clase que tenga más años que la profesora/el profesor?
5. ¿Es posible que seas profesora o profesor de español en el futuro?
6. ¿Quieres ir a casa este fin de semana?
7. ¿Quieren tus padres que vayas a casa este fin de semana?

II. Vocabulario. Be sure to include the article with all persons, places, and things.

to deny-	doctor-
nurse-	to be ready-
together-	expensive-
inexpensive-	employee-
passport-	to take a trip-
dishwasher-	swimming pool-
ticket-	to fear-
skyscraper-	What a shame!-
photo-	to recommend-
pleasure-	to change-
government-	destiny-
information-	basic rights-

III. Da la forma del subjuntivo. [Give the subjunctive form.]

Number three has been done as an example.

1. [Tú] Vienes. Espero que tú _____.
2. Ellas saben la verdad. Ojalá que ellas _____ la verdad.
3. Hablamos español. El profesor quiere que **hablemos** español.
4. Pronto busco un trabajo. Ojalá que pronto [yo] _____ un trabajo.
5. Ellos están aquí. Esperamos que ellos _____ aquí.
6. Vas conmigo. Espero que [tú] _____ conmigo.
7. Hay siete personas allí. Ojalá que _____ siete personas allí.
8. Él tiene el libro. Ella espera que él _____ el libro.
9. Ella es arqueóloga. Sus padres esperan que ella _____ arqueóloga.
10. Dormimos bien. Mi madre espera que _____ bien.
11. No han llegado todavía. Es lástima que _____ todavía.
12. He dormido muy poco. ¡Qué lástima que yo _____ muy poco!

IV. Da la forma apropiada: subjuntivo, indicativo, o infinitivo.

1. No dudamos que hoy _____ (ser) sábado.
2. La madre le dice al niño que _____ (lavarse) la cara.
3. Creo que Pablo y Marta lo _____ (tener).
4. Ella quiere un perro que no _____ (ser) muy grande.
5. Queremos _____ (comer) ahora.
6. Es cierto que ellas _____ (traerlo).
7. Es posible que ellos _____ (llegar) mañana.
8. Ellos tienen un carro que _____ (usar) muy poca gasolina.
9. No niegan que esto _____ (¿ser/estar?) importante.
10. Mis padres me prohíben que (yo) _____ (salir) esta noche.
11. No hay ninguna tienda que _____ (vender) eso.
12. No queremos que ella _____ (hacerlo).

13. ¿Tienes un CD que _____ (tener) la música de Argentina?
14. Me dicen que las señoras _____ (ser/estar) aquí.
15. Recomendamos que Uds. _____ (dormir) más mañana.
16. Es verdad que ellos _____ (poder) ir mañana.
17. No conozco a las personas que _____ (vivir) en aquella casa.
18. Ellas piensan que _____ (ser) buena idea leer este libro.
19. Estoy segura que _____ (haber) tiempo para hacerlo.
20. Es imposible que ellos _____ (acostarse) temprano esta noche.

V. Lee la siguiente lectura y contesta las preguntas con frases completas.

Read the following and answer the questions with complete sentences.

Sarah, Felipe, y Laura deciden hacer una fiesta para los estudiantes de su clase de español. La fiesta va a ser el sábado por la tarde. El día antes de la fiesta, los tres estudiantes van de compras. Compran los ingredientes para hacer comidas típicas de algunos países hispanos. También compran refrescos y una piñata que ya está llena de dulces. El sábado, a las cuatro, comienzan a preparar la comida. Los amigos van a llegar en tres horas. Cocinan por dos horas y media, y después descansan. Los amigos llegan y la fiesta comienza. Algunos estudiantes traen música latina, y Felipe toca unas canciones en español. Todos se divierten mucho.

Contesta las preguntas con frases completas.

1. ¿Qué día van de compras Laura, Felipe, y Sarah?
- 2.. ¿Qué planes tienen los tres estudiantes para el sábado?
3. ¿A qué hora comienza la fiesta?
4. ¿Por qué hay música en la fiesta?
5. ¿Qué comen los estudiantes en la fiesta?

VI. Traduce al español. Be careful with tense, mood, and subject-verb agreement.

1. Professor González recommends that we study every day.
2. We have eaten lunch already, and we hope that they have eaten lunch, too.
3. It's possible that they've returned already.
4. I don't doubt that they're here, but I don't see them.
5. It's impossible for me to go with you [tú] at six o'clock, but I think that I can go with Janie at seven thirty.
6. They want to buy a dog that isn't very large.

VII. Write a short paragraph about two things you want or hope to do, two things you hope others will do, and two things other people want you, or someone else, to do.

Practice Test 8: Grammar Points 48-57 (Chapters 23-27)

I. Answering (oral) questions with complete sentences. [Ideally, these questions would be read aloud and not seen by the student.]

1. Si hoy fuera mañana, ¿qué día sería?
2. ¿Qué habrías hecho si no hubieras asistido a esta universidad?
3. ¿Qué harás si tienes mucho dinero en el futuro?
4. Si no tuviéramos clase hoy, ¿qué harías?
5. ¿Cuáles son dos cosas que habrás hecho antes de acostarte esta noche?
6. Si ganaras la lotería, ¿continuarías estudiando o no?
7. Antes de graduarte, ¿estudiarás en el extranjero?

II. Vocabulario. Be sure to include the article with all persons, places, and things.

so that-	provided that-
instead of-	jewelry-
blind date-	when; whenever-
sometimes-	to get engaged-
to give a party-	to spend time with friends-
career-	poverty-
justice-	human being-
age-	to take care of-
although-	without-
suddenly-	guideline(s); norm-
equator-	The United States-
by the way-	Europe-

III. Da la forma del futuro o del condicional. [Give the future or conditional form.] **For the future, use the one word future tense forms, not the IR + A + infinitive future forms.**

I will go-

I would know (saber)-

you (tú) will live-

you (tú) would have-

él/ella/Ud. will be (ser)-

él/ella/Ud. would leave-

we will be able-

we would write-

“y’all” will come-

“y’all” would listen-

they will say or tell-

they would make or do-

IV. Da la forma apropiada.

A. The Past Perfect Indicative.

I had gone-

we had seen-

she had studied-

he had done-

B. The Past Perfect Subjunctive.

Ojalá que tú _____ (HAD ARRIVED BEFORE).

Esperaba que vosotras _____ (HAD NOT SAID IT).

C. The Past or Imperfect Subjunctive.

Era importante que yo lo _____ (I KNEW).

Recomendaron que tú lo _____ (YOU DID).

Ojalá que él _____ (WENT).

V. Da la forma apropiada.

1. Iremos contigo con tal de que _____ (HABER) espacio en el carro.
2. Si ellas _____ (TENER) tiempo, lo harán mañana.

3. Si ellas _____ (TENER) tiempo, lo harían hoy.
4. Fuimos al centro después de que ellos _____ (LLEGAR) anoche.
5. Iremos al centro tan pronto como Laura _____ (VOLVER) hoy.
6. Peter ya _____ (HAD STUDIED) español antes de asistir a la universidad..
7. DeMarcus dijo que él _____ (WOULD COME) mañana.
8. Ellos quieren un carro que _____ (usar) muy poca gasolina.
9. Ellos tenían un carro que _____ (usar) muy poca gasolina.
10. Mis padres me piden que (yo) no _____ (salir) esta noche.
11. Mis padres me pidieron que (yo) no _____ (salir) esta noche.
12. Ayer, decidimos hacerlo antes de _____ (COMER).
13. Ayer, decidimos hacerlo antes de que Sarah _____ (COMER).
14. Yo siempre compraba dulces si _____ (TENER) dinero.
15. Si yo _____ (SER) tú, yo no iría mañana.
16. Actúas como si (tú) _____ (PODER) ir mañana, pero no puedes.
17. Yo no conocía a las personas que _____ (VIVIR) en aquella casa.
18. No había nadie que _____ (VIVIR) en aquella casa.
19. Ellos quieren salir sin _____ (COMER).
20. Ellos querían salir sin que nadie los _____ (VER).

V. Traduce al español. Be careful with tense, mood, and subject-verb agreement.

1. When they arrived, we had already visited the museum.
2. They were hoping that Felipe had brought his guitar to the party.

3. If the weather is nice tomorrow, we'll go to the beach.
 4. If they had known that, they would not have come.
 5. I will have finished all of my courses by August.
 6. They wanted to buy a dog that wasn't very large.
- VII. Write a short paragraph about how you think your life would have been different if some event in your past had not occurred, for instance if you had gone to another college or university. You may choose any event (and, of course, you may invent a complete fiction), but try to stay within the grammar and the vocabulary that you know.**

KEY TO THE PRACTICE TESTS

About these Practice Tests.

The practice tests included with this online introductory Spanish course are designed to give you some practice with the grammar you have been studying. However, each instructor has her or his own way of testing the material, and so while the content of these tests will give you practice, the *format* may be very different from what your instructor will use on tests. These practice tests, therefore, are not intended to represent how your instructor will test the material, but only to give you some practice with the material.

Key to Practice Test for Grammar Points 1-7 (Chapters 1-4)

- I. Answer the following questions with complete sentences.** This section will, ideally, be an oral section in which your instructor reads a question once or twice and then gives you some time to answer it with a complete sentence. Here, however, the questions are written.

Answers will vary.

1. ¿Qué día es hoy? **Hoy es lunes (or martes / miércoles / etc.)**
2. ¿Cómo te llamas? **Me llamo Felipe.** [*Me llamo es Felipe* is wrong.]
3. ¿Cuándo es tu cumpleaños? **Mi cumpleaños es el veintitrés de abril.**
4. ¿Dónde vive tu familia? **Mi familia vive en Alaska.**
5. ¿Dónde estás? **Estoy en la clase de español.**
6. ¿Qué hay en la clase de español? **En la clase de español hay una pizarra, un reloj, un(a) profesor(a), escritorios, y estudiantes.**

- II. Write a short dialog of about 6-8 lines between two students who are meeting and introducing themselves to each other in Spanish.**

Answers will vary.

Sarah: Buenos días. Soy Sarah. ¿Cómo te llamas?
Felipe: Soy Felipe. Mucho gusto. ¿De dónde eres?
Sarah: Soy de Virginia. Y tú, ¿dónde vives?
Felipe: Soy de Tejas. ¿Qué estudias, Sarah?
Sarah: Estudio las matemáticas, la historia, la literatura, y el español.
Felipe: Yo también estudio español y historia. No estudio las matemáticas.

- III. Give the Spanish for the following. Include an article (*el, la, los, las*) with each person, place, thing, or idea (in other words, for every noun).**

You can check the vocabulary on your own.

pencil-	clock-
door-	paper-
you (“your grace”)-	a couple, a few-
today-	house-
Good afternoon-	to study-
thirteen-	twenty nine-
How much? How many?-	to phone-
to dance-	on Fridays-
June-	August-
to think, to believe (that)-	Where are you from?-
my book-	my books-
our computer-	our computers-

IV. Give the Spanish. Ten correct will receive full credit.

she dances-	(ella) baila	I attend-	asisto
he sings-	él canta	we speak-	hablamos
you [tú] listen to-	escuchas	they memorize-	(ellas/ellos) memorizan
you [Y'all] live-	vivís	you [Uds.] look at-	Ustedes miran
I open-	abro	we eat-	comemos
he rests-	él descansa	she believes-	ella cree
they kiss-	(ellos/ellas) besan	you [tú] drink-	bebes / tomas

V. Complete with the correct form of the verb.

1. **Hablo** (I SPEAK) español en la clase de la profesora González.
2. **Ella come y estudia** (SHE EATS AND STUDIES) en el centro estudiantil.
3. **Vamos a estudiar** (WE ARE GOING TO STUDY) en la biblioteca.
4. Los estudiantes no **comprenden** (UNDERSTAND) al profesor.
5. El profesor no **comprende** (UNDERSTAND) a los estudiantes.
6. Laura y Sarah **están** (ARE) en la clase.
7. Laura y Sarah **son** (ARE) estudiantes de literatura.
8. **Él lee** (HE IS READING) un libro.

9. **Escribes** (“YOU MY FRIEND” ARE WRITING) en la pizarra.
10. **Ustedes aprenden** (YOU=”YOUR GRACES” ARE LEARNING) la historia.
11. **Ellas/Ellos aprenden** (THEY ARE LEARNING) las matemáticas.
12. ¿**Creéis** (DO YOU=”Y’ ALL” THINK) que dos y dos son cinco?
13. Mañana **voy a visitar** (I AM GOING TO VISIT) el museo.
14. **Él necesita practicar** (HE NEEDS TO PRACTICE).
15. ¿**Trabajas** (DO “YOU MY FRIEND” WORK) hoy?

VI. SER, ESTAR or HAY? Give the correct form of the verb.

1. **Hay** quince estudiantes en mi clase de sociología.
2. ¿Cuántos días **hay** en una semana?
3. ¿Dónde **están** los estudiantes?
4. ¿De dónde **es** Laura? [This means “Where is Laura from?”]
5. Felipe **es** alto y Janie **es** baja.
6. ¿Qué día **es** mañana?
7. Creo que **hay** tres puertas en la casa.
8. Sarah y sus amigas **están** en el centro estudiantil.
9. ¿**Eres** (tú) estudiante o profesora?

VII. For each subject pronoun, give the appropriate possessive adjective phrase.

Example: ella / libro: **su** libro

1. yo / libro: **mi** libro
2. nosotras / computadora **nuestra** computadora
3. él / libros: **sus** libros [los libros de él is also correct]
4. ella / ordenador: **su** ordenador [el ordenador de ella is also correct]
5. ella / ordenadores: **sus** ordenadores [or los ordenadores de ella]
6. ustedes / casa: **su** casa [or la casa de ustedes]
7. ustedes / casas: **sus** casas [or las casas de ustedes]
8. yo / papeles: **mis** papeles
9. tú / mesa: **tu** mesa [no accent on the adjective]
10. tú / mesas: **tus** mesas

VIII. Translate into Spanish. Be especially careful with verb and adjective forms.

1. DeMarcus is tall, and Sarah is tall, too.

DeMarcus es alto, y Sarah es alta, también. [Note “alto” vs. alta”]

2. We eat in the student center and study in the library.

Comemos en el centro estudiantil y estudiamos en la biblioteca.

3. I’m a student. I’m from Tennessee. I’m in Colorado.

(Yo) Soy estudiante. Soy de Tennessee. Estoy en Colorado.

4. I am going to study in the library. I need to learn the vocabulary.

Voy a estudiar en la biblioteca. Necesito aprender el vocabulario.

5. There are sixteen students in my Spanish class.

Hay dieciséis estudiantes en mi clase de español.

Key to Practice Test 2: Grammar Points 8-14 (Chapters 5-7)

- I. Answering (oral) questions with complete sentences.** [Ideally, these questions would be read aloud and not seen by the student.]
- (*Instructor holding up a book*): ¿De quién es este libro? **Ese (libro) es tu libro. / Ese libro es de la profesora / del profesor. / Es su/tu libro.**
 - ¿Cuántas clases tienes hoy?
Hoy tengo _____ clases. / Hoy tengo la clase de historia y la clase de español.
 - ¿Me conocen ustedes? **Sí, te conocemos. /No, no te conocemos. Sí, la conocemos** (for a female instructor); **Sí, lo conocemos** (for a male instructor).
 - ¿Sabe Ud. hablar inglés?
Si, sé hablar inglés.
 - ¿Qué hora es?
Answers will vary. Son las diez y cuarto. / Es la una y media.
 - ¿A qué hora tenemos la clase de español?
Answers will vary. Tenemos la clase de español a las dos de la tarde.
 - ¿Qué ropa llevas hoy?
Answers will vary. Hoy llevo una camiseta azul oscuro y los vaqueros.
- II. Vocabulario. Be sure to include the article with all persons, places, and things. Write all numbers out in words.**

You can check these on your own.

five hundred-	eight hundred-
What time is it?-	At what time is . . . ?
clothing-	sweatshirt-
yellow-	black-
ten thousand-	a million-
brother, sister-	grandparents-
single (i.e., not married)-	married-
talented-	hardworking-
What's the weather like today?	autumn-
to begin-	to sleep-
to play (a game)-	to lose-
Who?	Why?

III. Give the appropriate form of the verb.

1. Marisa y Felipe viene (venir) a clase hoy.
2. ¿A qué hora sales (salir-tú) de la clase de inglés?
3. Yo quiero (querer) jugar (jugar) al tenis esta tarde.
4. Nosotras venimos (venir) a la fiesta mañana. [*vamos a venir* is also correct]
5. ¿Puede (Poder-ella) traer (traer) los libros a mi casa?
6. ¿Qué hacéis (hacer-vosotras) este fin de semana? [*vais a hacer* is also correct]
7. ¿Qué piensa usted (pensar-ud.) de esta película?
8. ¿Juegas (jugar-tú) al béisbol?
9. Uds. empiezan (empezar) la clase a las ocho.
10. En el verano llevamos (llevar-nosotros) los pantalones cortos.

IV. Give the Spanish.

it costs-	cuesta	she says-	ella dice
we begin-	empezamos	he can-	él puede
I put-	pongo	they lose-	ellos/ellas pierden
y'all remember-	recordáis	you [Uds.] understand-	entienden
I come-	vengo	we wear-	llevamos
she makes or does-	ella hace	you [tú] prefer-	prefieres
they sleep-	ellas/ellos duermen	I make or do-	hago
she plays-	ella juega	we play-	jugamos

V. Replace the italicized word(s) with direct object pronouns and rewrite the sentences.

For example, for number one you would write the Spanish for "We have *it*."

1. Tenemos *el libro* hoy. **Lo tenemos hoy.**
2. Ellas comen *la comida*. **Ellas la comen.**
3. Él ve *a María y yo*. **Él nos ve.**
4. Hablamos *español*. **Lo hablamos.**
5. Dan *las computadoras*. **Las dan.**
6. La estudiante hace *las lecciones*. **La estudiante las hace.**
7. Ellas entienden *a mí*. **Ellas me entienden.**

VI. Escribe la forma correcta de SABER o CONOCER.

1. José noconoce a Susana, pero él sabe donde ella vive.
2. ¿Conoces [tú] bien la ciudad de San Francisco?
3. Yo no sé hablar español, pero el inglés sí.
4. [Nosotros] conocemos a los Dursley. ¡Qué mugles son!

VII. Do any of the following sentences need a “personal a”? If so, write one in.

1. No conocemos _____ Washington D.C.
2. Sabemos _____ hablar español un poco [=a little].
3. Vemos _____ la biblioteca.
4. No conocemos _____ **a** la madre de Janie.
5. Veo **a** mis padres.

VIII. Translate. Write out all numbers as words.

1. We have Spanish class on Monday, Wednesday, and Friday.
Tenemos la clase de español los lunes, los miércoles y los viernes.
2. It's two forty five in the afternoon. Today I have a class at four fifteen.
Son las tres menos veinte de la tarde. Hoy tengo una clase a las cuatro y cuarto.
3. He is wearing a green shirt and blue pants today. He is wearing them.
Hoy él lleva una camisa verde y unos pantalones azules. (Él) Los lleva.
4. Her birthday is the twenty seventh of December.
El cumpleaños de ella [or su cumpleaños] es el veintisiete de diciembre.
5. This orange T-shirt. I need to wear it tomorrow.
Ests camiseta anaranjada. La necesito llevar mañana. / Necesito llevarla mañana.
6. My favorite months are June and July.
Mis meses favoritos son junio y julio.
7. My father is artistic and reserved. My mother is gregarious and funny.
Mi padre es artístico y reservado. Mi madre es gregaria/extrovertida y cómica.
8. If [=si] it is sunny and cool tomorrow, I am going to play soccer [=el fútbol].
Si mañana hace sol y hace fresco, voy a jugar al fútbol.

IX. Write a brief paragraph about what clothes you prefer to wear in the different seasons of the year. Stay within the grammar and vocabulary you know, and don't use any English (or Spanglish!). Strive for correctness of expression, not for a polished sample of creative writing.

Possible response:

En el verano, cuando hace calor, llevo un traje de baño o los pantalones cortos, una camiseta, y las sandalias. En el otoño prefiero llevar los vaqueros, una camiseta, y un suéter o una sudadera. En el invierno llevo un abrigo, una sudadera, los vaqueros y las botas. En la primavera llevo los pantalones cortos, una camiseta o una sudadera, y los zapatos de tenis.

Key to Practice Test 3: Grammar Points 15-22 (Chapters 8-10)

I. Answering (oral) questions with complete sentences. [Ideally, these questions would be read aloud and not seen by the student.]

Answers will vary.

1. ¿A qué hora te despertaste hoy?

Hoy me desperté a las siete y media.

2. ¿A qué hora te despiertas los sábados?

Los sábados me despierto a la una de la tarde. / Los sábados me gusta despertarme tarde.

3. ¿Te gusta bailar? **Sí me gusta mucho bailar.**

No, no me gusta bailar.

4. A tus amigos y amigas ¿les gusta bailar?

Sí, (a mis amigos/amigas) les gusta bailar. / No, (a ellos/ellas) no les gusta bailar.

5. ¿Qué día fue ayer? **Ayer fue miércoles.**

6. ¿Qué vas a hacer el viernes por la noche?

El viernes por la noche voy a salir con mis amigos y bailar.

7. ¿Adónde fuiste anoche?

Anoche fui a la biblioteca y estudié el español.

II. Vocabulario. Be sure to include the article with all persons, places, and things.

You can look these up on your own.

to wake up-

to get up-

to take a shower-

to take a bath

money-

cash-

to go shopping-

to the left of-

world-

neighborhood-

the human body-

head (body part)-

the weekend-

toe-

place-

teeth-

music-

person, people-

to pay-

to surf the web-

to look for-

a/the painting-

to give as a gift

to exercise-

III. Rewrite each sentence, changing the underlined words to pronouns. Each response should use two pronouns together. For example, for #1 you would give the Spanish for: "They give it to me."

- | | |
|---|---|
| 1. Ellas me dan <u>el dinero</u> . | <u>Ellas me lo dan.</u> |
| 2. No te compraron <u>la computadora</u> . | <u>No te la compraron.</u> |
| 3. Nos regalaste <u>el libro</u> . | <u>Nos lo regalaste.</u> |
| 4. Os regalamos <u>tres mesas</u> . | <u>Os las regalamos.</u> |
| 5. Les leí <u>la lección a ellos</u> . | <u>Se la leí (a ellos).</u> |
| 6. No me leyeron <u>las lecciones</u> . | <u>No me las leyeron.</u> |
| 7. No voy a darle <u>el dinero</u> a <u>Janie</u> . | <u>No voy a dárselo (a Janie). / or /</u>
<u>No se lo voy a dar (a Janie).</u> |
| 8. Él nos toca <u>la música</u> . | <u>Él nos la toca.</u> |

IV. Give the appropriate form of the preterit tense. Remember that some forms need accents.

- Anoche, (yo) les pedí (PEDIR) el carro a mis padres.
- Anteayer (nosotros) comimos (COMER) en un restaurante.
- Ella se duchó (DUCHARSE) rápidamente.
- ¿Hoy (tú) te levantaste (LEVANTARSE) temprano o tarde?
- Ellos no lo creyeron (CREER).
- Ayer (yo) llegué (LLEGAR) a las ocho y media.
- Ustedes vivieron (VIVIR) tres años en Venezuela.
- (Vosotras) no fuisteis de compras (IR DE COMPRAS) el domingo.
- (Yo) comencé (COMENZAR) a las tres de la tarde.
- Anoche él salió (SALIR) a las diez y cuarto.

V. Give the form of GUSTAR.

- Nos gusta la guitarra de Felipe.
- No me gusta mucho la música clásica.
- A ella le gusta bailar y cantar.
- A él no le gustan los libros de filosofía.
- ¿Os gusta la película? [¿Os **gustó la película?** is also possible.]
- ¿Te gusta la clase de historia?

7. Anoche, nos _____ **gustó** _____ mucho el concierto. [**Because of *Anoche*, this verb has to be in the past tense.**]

VI. Escribe la forma correcta de IR o SER.

- Hoy voy a la biblioteca. Ayer (yo) **fui** a la biblioteca.
- Si hoy es domingo, ayer **fue** sábado.
- Hoy vas al centro estudiantil. Ayer (tú) **fuiste** al centro estudiantil.
- Ellos van a comer. Anoche ellos **fueron** a comer.
- Anoche (nosotros) **fuimos** al concierto. Vosotras también **fuisteis**.

VII. Give the correct prepositional forms.

- Esta carta no es para **mí** (ME). Es para **ti** (YOU-MY-FRIEND).
- Estos libros no son de **él** (HIM); son de **ella** (HER).
- Esta es la casa de **nosotros/nosotras** (US).
- ¿Es este el apartamento de **vosotras/vosotros** (YOU-ALL)?
- Este dinero es para **ellos/ellas** (THEM).
- ¿Es esta la pintura pintada por [=painted by] **ustedes** (YOU; UDS. FORM)?

VII. Translate. Be careful of verb forms, which must agree not only with their subjects, but must also be in the correct tense.

- Last night she studied. Today she is studying. Tomorrow she is going to study. She studies a lot!
Anoche ella estudió. Hoy (ella) estudia. Mañana (ella) va a estudiar. ¿(Ella) estudia mucho!
- My parents like to dance. **A mis padres les gusta bailar.**
- Yesterday they ran with me. Tomorrow you can/may run with us.
Ayer ellos/ellas corrieron conmigo. Mañana puedes correr con nosotros.
- Laura woke up, showered, went to the student center, and ate breakfast.
Laura se despertó, se duchó, fue al centro estudiantil, y desayunó.
- I got up at seven o'clock yesterday, but tomorrow I'm going to get up at one in the afternoon.
Ayer me levanté a las siete. Mañana voy a despertarme a la una de la tarde.

6. We have two ears and one mouth. We should listen more and talk less.
Tenemos dos orejas y una boca. Debemos escuchar más y hablar menos.

VIII. Write a paragraph about what you did yesterday, and when you did it. Include at least five different verbs. Strive for correctness of expression.

Responses will vary.

Ayer me desperté a las siete y media. No me duché. Fui a comer. Desayuné a las ocho menos cuarto, y fui a mi clase de español a las ocho. Hablé español con los otros estudiantes. Fui a mi clase de historia y fui a la clase de filosofía. Almorcé con mis amigas a las doce y media. Por la tarde asistí a dos clases, la clase de biología y una clase de matemáticas. A las cuatro de la tarde jugué al tenis con mi compañera de cuarto, y después me duché. Cenamos a las seis menos quince. Anoche estudié en la biblioteca con dos amigos de la clase de español. Me dormí a las doce de la noche.

Key to Practice Test 4: Grammar Points 23-28 (Chapters 11-13)

I. Answering (oral) questions with complete sentences. [Ideally, these questions would be read aloud and not seen by the student.]

Sample answers:

1. ¿Tienes tantos hermanos como hermanas?
Sí, tengo un hermano y una hermana. / No, tengo más hermanas que hermanos. / No tengo ni hermanos ni hermanas. Soy hijo/hija único/única.
2. Cuando eras niña o niño, ¿a qué hora te despertabas para ir a la escuela?
(Cuando era niña/niño,) me despertaba a las ocho para ir a la escuela.
3. ¿Cuál es una comida típica en tu restaurante favorito?
(En mi restaurante favorito,) una comida típica es un sándwich tostado de pavo y queso, con papas fritas.
4. ¿Durmió usted bien anoche?
Sí, anoche dormí (muy) bien. / No, no dormí bien anoche.
5. ¿Cuántas clases tuviste ayer?
Ayer tuve tres clases. /Ayer tuve la clase de historia y la clase de filosofía.
6. ¿Cuántos elefantes hay en la clase hoy?
¡No hay ningún elefante en la clase hoy! / ¡Nunca hay ningún elefante en la clase!
7. ¿Siempre te levantas a las cinco de la mañana?
No, nunca me levanto a las cinco de la mañana. / Si, siempre me levanto a las cinco.

II. Vocabulario. Be sure to include the article with all persons, places, and things.

Check vocabulary lists.

to have fun-	to follow-
milk-	orange juice-
eggs-	soft drink-
rice-	chicken-
popcorn-	red wine-
someone-	no one-
fast-	worse-
avocado-	meat-
to be born-	to get married-
vacation-	on foot-
before-	after-

everywhere-

at least-

III. Give the appropriate form of the preterit tense.

1. Yo no lo hice (HACER). Ella lo hizo (HACER).
2. Le dijimos (DECIR-nosotras) la verdad a ella.
3. ¿Cuándo lo supieron (SABER) ustedes?
4. ¿A qué hora vino (VENIR) él?
5. ¿Pusiste (PONER-tú) la comida en la mesa?
6. ¿Tuvisteis (TENER-vosotros) una clase anoche?
7. (Yo) quise (QUERER) ir, pero no pude (PODER-yo).
8. Anoche ellas no trajeron (TRAER) los instrumentos musicales.
9. Ayer, yo pedí los tacos y ella pidió el arroz con pollo. (PEDIR)
10. (Tú) dormiste poco, pero él durmió mucho. (DORMIR)

IV. Give the corresponding form of the imperfect tense. The first one is done for you.

hablo-	(yo) <i>hablaba</i>	comes-	comías
vive-	(ella/él/ Ud.) vivía	queremos-	queríamos
escribís-	escribíais	dicen-	decían
soy-	(yo) era	vas-	ibas
ve-	(él/ella/Ud.) veía	damos-	dábamos
estáis-	estabais	piden-	pedían
pueden-	podían	duerme-	dormía
muero-(yo)	moría	empiezas-	empezabas
busco-	(yo) buscaba	traen-	traían

V. Complete the following comparisons.

1. Tengo menos (LESS) dinero que (THAN) mi hermana.
2. Ella tiene tantas (AS MANY) computadoras como (AS) mis padres.
3. DeMarcus es más alto (TALLER) que (THAN) yo.
4. Janie no es tan alta como (AS TALL AS) Laura.
5. Este libro es mejor que (BETTER THAN) aquel.

6. Él habla tan (AS) rápidamente como (AS) su hermana.
 7. Ellas hacen tanto como (AS MUCH AS) nosotros.

VI. Make the following sentences negative and rewrite them. Be sure to use at least one negative word besides “no” in each sentence.

1. Siempre estudio en la biblioteca. Nunca estudio en la biblioteca.
No estudio nunca en la biblioteca.
2. Quiero comprar algo para mi profesor. No quiero comprar nada para mi profesor.
3. Conozco a muchas personas. No conozco a nadie.
4. Tengo camisas y suéteres también. No tengo (ni) camisas ni suéteres, tampoco.
5. Hoy Pedro tiene tres libros. Hoy Pedro no tiene ningún libro.

VII. Por y para.

1. Salimos mañana por la tarde para Honduras.
2. ¿Para quién es este regalo?
3. Este vaso es para agua.
4. Le di veinte dólares por el libro.
5. Estuvimos en Sevilla por tres meses.
6. Ellos caminan por la Avenida Rivermont para llegar al parque.
7. Hago el trabajo por mi hermano porque él no puede hacerlo hoy.
8. Tenemos que terminar el trabajo para viernes.

VIII. Translate. Be careful of verb forms, which must agree not only with their subjects, but also be in the correct tense.

1. Do your friends study as much as you do?
¿Estudian tus amigos/amigas tanto como tú?

2. When I was a child, I used to play in that park on Saturdays.
Cuando era niña/niño, (yo) jugaba los sábados en ese/aquel parque.
3. Felipe brought his guitar, and we sang for two hours.
Felipe trajo la guitarra, y cantamos por dos horas.
4. Felisa is taller than her sisters but shorter than her brothers.
Felisa es más alta que sus hermanas pero menos alta (or más baja) que sus hermanos.
5. We left at ten o'clock to arrive at eleven.
Salimos a las diez para llegar a las once.
6. I don't want to eat breakfast or go to class, either.
No quiero (ni) desayunar ni ir a clase, tampoco.

IX. Write a paragraph about what you used to do when you were a child. At what time did you used to get up for school? What did you used to do on Saturdays and Sundays. Write at least six sentences, and try not to repeat verbs and vocabulary.

Sample response (all responses should have verbs in the imperfect tense because the paragraph is about past habitual action):

Cuando era niña/niño, me despertaba a las ocho y media los días de escuela. No me duchaba por la mañana. Me vestía, desayunaba, y salía para el autobús a la escuela. Tenía muchas clases todos los días. Por la tarde, volvía a casa. Hacía la tarea para la escuela, y después salía para jugar con mis amigos/amigas. Jugábamos en el parque, o pasábamos tiempo en mi casa o la casa de uno/una de mis amigos/amigas. Cenaba con mi familia a las seis. Después de cenar, navegaba la red, miraba la televisión, o escuchaba música en mi cuarto. Me duchaba o me bañaba. Me acostaba a las nueve.

Key to Practice Test 5: Grammar Points 29-35 (Chapters 14-16)

I. Answering (oral) questions with complete sentences. [Ideally, these questions would be read aloud and not seen by the student.]

Sample answers.

1. ¿Cuánto tiempo hace que llegaste a la clase?
Hace cinco minutos que llegué a la clase.
2. ¿Cuánto tiempo hace que estás en la clase?
Hace cinco minutos que estoy en la clase.
3. Cuando entraste en la clase hoy, ¿estaba yo aquí o no?
Sí, cuando entré estaba(s) aquí. / No, cuando entré no estaba(s).
4. ¿Qué acabas de hacer?
Acabo de desayunar. / Acabo de entrar en la clase. / Acabo de contestar una pregunta.
5. ¿Qué hacías anoche a las once de la noche?
(Anoche a las once), yo miraba la tele. / Estudiaba. / Hablaba con amigos.
6. ¿Cuántos años tenías cuando conociste a tu mejor amiga o amigo?
(yo) Tenía doce años cuando conocí a mi mejor amigo/amiga.
7. ¿Qué estás haciendo ahora?
Estoy escribiendo un examen de español.

II. Vocabulario. Be sure to include the article with all persons, places, and things.

Check on your own.

mirror-	pillow-
bed-	closet-
furniture-	TV set-
to ask a question-	to win; to earn-
to be in the habit (of doing something)-	English-
to be (very) cold-	to be bald-
to be hot (things)-	to be hot (persons)-
What does s/he look like?-	physical traits-
to resemble-	old-
new-	feeling-
earth-	the truth-
to be important to someone-	to be worrisome to someone-

III. Put the verbs in the following paragraph in the past tense. Be careful with the forms and uses of the preterit and imperfect. You need only write the verbs, not the whole sentence.

Me **despierto** (1). **Es** (2) viernes y **son** (3) las seis de la mañana. **Hace** (4) sol y los pájaros (birds) **cantan** (5). **Me levanto** (6), **me visto** (7) y **bajo** (8) a la cocina. Mientras mi padre **prepara** (9) el desayuno **suenan** (10) (rings=*sonar*) el teléfono. **Desayuno** (11) y **salgo** (12) de la casa para **ir** (13) a la escuela. **Llevo** (14) una camiseta y los vaqueros. Mientras **camino** (15) a la escuela, **veo** (16) a mis amigos. **Llego** (17) a la escuela, **abro** (18) la puerta y **entro** (19) en la clase. El profesor y unos estudiantes ya **están** (20).

1. **Me desperté**

11. **Desayuné**

2. **Era**

12. **salí**

3. **eran**

13. **ir**

4. **Hacía**

14. **Llevaba**

5. **cantaban**

15. **caminaba**

6. **Me levanté**

16. **vi**

7. **me vestí**

17. **Llegué**

8. **bajé**

18. **abrí**

9. **preparaba**

19. **entré**

10. **sonó**

20. **estaban**

IV. Translate into Spanish. Be careful of your tense (preterit or imperfect) and forms.

She met (a person)-**ella conoció (a una persona)** I refused-**no quise**

We were able (managed)- **pudimos** You (tú) wanted-**querías**

They found out- **supieron** Y'all knew (something)-**sabíais**

I didn't want- **no quería** You (Ud.) couldn't (& didn't try) **no podía**

I tried- **quise** We knew (a person)-**conocíamos**

V. Give the progressive form that corresponds to each verb, and then translate the verb into English. The first one is done as an example. Watch your tense and your forms.

- | | | |
|------------------|-------------------------|--------------------------|
| 1. comemos: | <u>estamos comiendo</u> | <u>We are eating</u> |
| 2. Ella duerme: | <u>está durmiendo</u> | <u>She is sleeping</u> |
| 3. Ellos comían: | <u>estaban comiendo</u> | <u>They were eating</u> |
| 4. servís: | <u>estáis sirviendo</u> | <u>Y'all are serving</u> |
| 5. digo: | <u>estoy diciendo</u> | <u>I am saying</u> |
| 6. hablas: | <u>estás hablando</u> | <u>You are speaking</u> |
| 7. hablabas: | <u>estabas hablando</u> | <u>You were speaking</u> |

VI. Translate the following sentences into English. Your translation should reflect common, idiomatic English, rather than be a literal translation.

Hace veinte minutos que comemos.

1. **We have been eating for twenty minutes.**

Hace veinte minutos que comimos.

2. **We ate twenty minutes ago.**

VII. Translate. Be careful of verb forms, which must agree not only with their subjects, but also be in the correct tense.

1. When you (tú) arrived, I was studying the vocabulary.

Cuando llegaste, (yo) estudiaba el vocabulario.

2. We were listening to music while we read.

Escuchábamos música mientras leíamos.

3. She woke up, showered, got dressed, ate breakfast, and left the house.

Ella se despertó, se duchó, se vistió, desayunó, y salió de la casa.

4. I have just eaten lunch, in the student center, with my friends.

Acabo de almorzar, en el centro estudiantil, con mis amigos.

5. Are you (Ud.) surfing the web right now?

¿Está Ud. navegando el Internet (ahora)? / ¿Navega ahora (Ud.) el Internet?

6. It was raining, but they kept on playing soccer.

Estaba lloviendo, pero seguían/continuaban jugando al fútbol.

Llovía, pero seguían/continuaban jugando al fútbol.

VIII. Write a paragraph about a party you went to. Include the following:

- 1) describe three things that were going on when you arrived
- 2) say three things you did at the party
- 3) say at what time you left the party and whether or not you had fun there

Possible response:

Cuando llegué a la fiesta, había mucha gente/muchas personas. Algunas personas bailaban, otras hablaban, y unas personas comían. Hablé con Janie por unos minutos. Tomé un refresco. Bailé y canté con algunas personas. Me preparé un sándwich de pavo y queso y la comí. Me divertí mucho en la fiesta. Salí a la una de la mañana.

Key to Practice Test 6 : Grammar Points 36-41 (Chapters 17-19)

I. Answering (oral) questions with complete sentences. [Ideally, these questions would be read aloud and not seen by the student.]

1. ¿Has desayunado hoy?

Sí, he desayunado hoy. / No, no he desayunado hoy.

2. ¿Te gusta viajar y visitar nuevos lugares?

Sí, me gusta (viajar y visitar nuevos lugares). / No, no me gusta . . .

3. ¿Quién es la persona más alta de la clase?

_____ es la persona más alta de la clase. / {Man's name} es el más alto.

(In the first sentence, *alta* modifies *persona*; in the second sentence *alto* modifies a boy or man. If the tallest person is female, the sentence would be: _____ es la más alta.)

4. Escriba Ud. dos cosas que ha hecho hoy.

Me he despertado y he desayunado. / Me he duchado y he venido a la clase.

5. Escribe (tú) dos cosas que vas a hacer más tarde.

Más tarde hoy voy a asistir a la clase de biología y voy a almorzar con mis amigos/amigas.

6. ¿Qué hora era cuando te despertaste hoy?

Hoy me desperté a las ocho y media. / Eran las ocho y media cuando me desperté hoy.

7. ¿Qué estás haciendo ahora?

Estoy escribiendo un examen de español. / Escucho a la profesora.

II. Vocabulario. Be sure to include the article with all persons, places, and things. You can check these on your own.

silent-

silence-

long-

difficult-

patience-

homework-

war-

peace-

to pollute-

to recycle-

natural resources-

disposable-

factory-

environment-

elephant-

rabbit-

west-	mountain-
flower-	bill, tab, check-
newspaper-	street-
lake-	island-

**III. Dé Ud. los mandatos apropiados para los siguientes verbos. [Give the commands.]
Be sure to include the object pronouns in 4, 5, 6, 9, and 10.**

	Afirmativo	Negativo
1. Hablar (usted)	<u>Hable usted.</u>	<u>No hable usted.</u>
2. Venir (tú)	<u>Ven.</u>	<u>No vengas.</u>
3. Hacer (ustedes)	<u>hagan ustedes</u>	<u>no hagan ustedes</u>
4. Comerlos (tú)	<u>Cómelos.</u>	<u>No los comas.</u>
5. Escribírmelos (usted)	<u>Escribámelos usted.</u>	<u>No me los escriba usted.</u>
6. Acostarse (tú)	<u>Acuéstate.</u>	<u>No te acuestes.</u>
7. Salir (usted)	<u>Salga usted.</u>	<u>No salga usted.</u>
8. Salir (tú)	<u>Sal.</u>	<u>No salgas.</u>
9. Tenerla (ustedes)	<u>Ténganla ustedes.</u>	<u>No la tengan ustedes.</u>
10. Tenerla (tú)	<u>Tenla.</u>	<u>No la tengas.</u>

**IV. Da la forma apropiada del presente perfecto. [Give present perfect forms.]
Be sure to include any object pronouns that are present.**

I have spoken-	<u>He hablado.</u>
We have done it [el trabajo]-	<u>Lo hemos hecho.</u>
They have written them [las cartas]-	<u>Ellas/Ellos las han escrito.</u>
You (tú) have seen it [la película]-	<u>La has visto.</u>
He has told it to me -	<u>Él me lo ha dicho.</u>
You (Uds.) have read it [el libro]-	<u>Ustedes lo han leído.</u>

V. **Answer, in Spanish. Please do not translate the questions.**

1. Which is the tallest mountain in the world?

La Montaña Everest es la montaña más alta del mundo.

2. Who, in your opinion, is the best, or the worst, actor/actress in Hollywood.

En mi opinión, -----es el/la mejor actor/actriz de Hollywood.

VI. **Escribe los adverbios que corresponden a los siguientes adjetivos, y después escribe el inglés.** [Write the adverbs that correspond to the following adjectives, and then give the meaning of each in English.]

	adverbio	el inglés
1. fácil-	<u>fácilmente</u>	<u>easily</u>
2. fuerte-	<u>fuertemente</u>	<u>strongly or loudly</u>
3. completo-	<u>completamente</u>	<u>completely</u>

VI. **Translate. Be careful of verb forms and agreement.**

1. I have gotten dressed, but I have not yet had breakfast.

Me he vestido, pero todavía no he desayunado.

2. Seeing is believing.

Ver es creer.

3. Put the lunch in the kitchen, please [ustedes]. Don't put it in the dining room.

Por favor, pongan ustedes el almuerzo en la cocina. No la pongan en el comedor.

4. A rabbit is fast, a lion is faster, but the cheetah is the fastest animal in the world.

Un conejo es rápido, un león es más rápido, pero la chita es el animal más rápido del mundo.

5. Tell us [tú] the assignment, but don't tell it to us until this evening.

Dinos la tarea, pero no nos la digas hasta esta noche.

6. Playing soccer is her passion. Playing the guitar is his passion.

(el) jugar al fútbol es la pasión de ella. (El) tocar la guitarra es la pasión de él.

VII. Write a paragraph about what you, your friends, and family members have/have not done in the past month. Write about six to eight sentences. Use at least three different subjects (at least one of these should be plural), and don't repeat verbs (except, of course, *haber*).

Sample response:

En el último mes, he aprendido muchas cosas en mis clases. También he practicado el baloncesto y he pintado en mi tiempo libre. Mi amigo/amiga----- ha visitado frecuentemente a su novio/novia, pero no ha estudiado mucho. Mis padres me han mandado dinero y galletas para mi cumpleaños, y mi hermano menor me ha comprado un libro que yo quería. Dos otros amigos han decidido asistir a otra universidad el año que viene. Han comenzado el proceso de encontrar una nueva escuela.

Key to Practice Test 7: Grammar Points 42-47 (Chapters 20-22)

I. Answering (oral) questions with complete sentences. [Ideally, these questions would be read aloud and not seen by the student.]

1. ¿Dudas que hoy sea miércoles?
Sí, dudo que hoy sea miércoles. / No, no dudo que hoy es miércoles.
2. ¿Conoces a alguien que tenga carro?
Sí, conozco a muchas personas que tienen carro. / No, no conozco a nadie que tenga carro.
3. ¿Quieres que haya clases los sábados?
¡No, no quiero que haya clases los sábados! / Sí, quiero que haya clases los sábados.
4. ¿Hay alguien en la clase que tenga más años que la profesora/el profesor?
No, no hay nadie que tenga más años que la profesora. / Si, _____ tiene más años que la profesora.
5. ¿Es posible que seas profesora o profesor de español en el futuro?
**No, no es posible que yo sea profesor(a) de español en el futuro.
Sí, es posible que yo sea profesor(a) de español en el futuro/algún día.**
6. ¿Quieres ir a casa este fin de semana?
Si, quiero ir a casa este fin de semana. / No, no quiero ir a casa este fin de semana. / Sí, quiero ir a casa este fin de semana, pero no puedo.
7. ¿Quieren tus padres que vayas a casa este fin de semana?
**Sí, mis padres quieren que yo vaya a casa este fin de semana.
No, mis padres no quieren que yo vaya a casa este fin de semana, porque ellos no van a estar.**

II. Vocabulario. Be sure to include the article with all persons, places, and things. You can check these on your own.

to deny-	doctor-
nurse-	to be ready-
together-	expensive-
inexpensive-	employee-
passport-	to take a trip-
dishwasher-	swimming pool-
ticket-	to fear-
skyscraper-	What a shame!-
photo-	to recommend-

pleasure-
government-
information-

to change-
destiny-
basic rights-

III. Da la forma del subjuntivo. [Give the subjunctive form.]

Number three has been done as an example.

1. [Tú] Vienes. Espero que tú vengas.
2. Ellas saben la verdad. Ojalá que ellas sepan la verdad.
3. Hablamos español. El profesor quiere que hablemos español.
4. Pronto busco un trabajo. Ojalá que pronto [yo] busque un trabajo.
5. Ellos están aquí. Esperamos que ellos estén aquí.
6. Vas conmigo. Espero que [tú] vayas conmigo.
7. Hay siete personas allí. Ojalá que haya siete personas allí.
8. Él tiene el libro. Ella espera que él tenga el libro.
9. Ella es arqueóloga. Sus padres esperan que ella sea /vaya a ser arqueóloga.
10. Dormimos bien. Mi madre espera que durmamos bien.
11. No han llegado todavía. Es lástima que no hayan llegado todavía.
12. He dormido muy poco. ¡Qué lástima que yo haya dormido muy poco!

IV. Da la forma apropiada: subjuntivo, indicativo, o infinitivo.

1. No dudamos que hoy es (ser) sábado.
2. La madre le dice al niño que se lave (lavarse) la cara.
3. Creo que Pablo y Marta lo tienen (tener).
4. Ella quiere un perro que no sea (ser) muy grande.
5. Queremos comer (comer) ahora.
6. Es cierto que ellas lo traen / lo van a traer (traerlo).
7. Es posible que ellos lleguen (llegar) mañana.
8. Ellos tienen un carro que usa (usar) muy poca gasolina.
9. No niegan que esto es (ser/estar) importante.

10. Mis padres me prohíben que (yo) salga (salir) esta noche.
11. No hay ninguna tienda que venda (vender) eso.
12. No queremos que ella lo haga (hacerlo).
13. ¿Tienes un CD que tenga (tener) la música de Argentina?
14. Me dicen que las señoras están (¿ser/estar?) aquí.
15. Recomendamos que Uds. duerman (dormir) más mañana.
16. Es verdad que ellos pueden (poder) ir mañana.
17. No conozco a las personas que viven (vivir) en aquella casa.
18. Ellas piensan que es (ser) buena idea leer este libro.
19. Estoy segura que hay (haber) tiempo para hacerlo.
20. Es imposible que ellos se acuesten (acostarse) temprano esta noche.

V. Lee la siguiente lectura y contesta las preguntas con frases completas.

Read the following and answer the questions with complete sentences.

Sarah, Felipe, y Laura deciden hacer una fiesta para los estudiantes de su clase de español. La fiesta va a ser el sábado por la tarde. El día antes de la fiesta, los tres estudiantes van de compras. Compran los ingredientes para hacer comidas típicas de algunos países hispanos. También compran refrescos y una piñata que ya está llena de dulces. El sábado, a las cuatro, comienzan a preparar la comida. Los amigos van a llegar en tres horas. Cocinan por dos horas y media, y después descansan. Los amigos llegan y la fiesta comienza. Algunos estudiantes traen música latina, y Felipe toca unas canciones en español. Todos se divierten mucho.

Contesta las preguntas con frases completas.

1. ¿Qué día van de compras Laura, Felipe, y Sarah?
Van de compras el viernes, el día antes de la fiesta.
2. ¿Qué planes tienen los tres estudiantes para el sábado?
Van a hacer una fiesta para los estudiantes de su clase de español.
3. ¿A qué hora comienza la fiesta?
La fiesta comienza a las siete de la tarde/noche.

4. ¿Por qué hay música en la fiesta?
Hay música porque algunos estudiantes traen música latina, y porque Felipe toca la guitarra.
5. ¿Qué comen los estudiantes en la fiesta?
En la fiesta, los estudiantes comen platos típicos de unos países hispanos.

VI. Traduce al español. Be careful with tense, mood, and subject-verb agreement.

1. Professor González recommends that we study every day.
La profesora González/ El profesor González recomienda que estudiemos todos los días/cada día.
2. We have eaten lunch already, and we hope that they have eaten lunch, too.
Ya hemos almorzado, y esperamos que ellos hayan almorzado también.
3. It's possible that they've returned already.
Es posible que ya hayan vuelto/regresado.
4. I don't doubt that they're here, but I don't see them.
No dudo que están aquí, pero no los (las, if all female) veo.
5. It's impossible for me to go with you [tú] at six o'clock, but I think that I can go with Janie at seven thirty.
Es imposible que yo vaya a las seis contigo, pero creo que puedo ir con Janie a las siete y media.
6. They want to buy a car that isn't very large.
Quieren comprar un carro que no sea muy grande.

VII. Write a short paragraph about two things you want or hope to do, two things you hope others will do, and two things other people want you, or someone else, to do.

Sample response:

Espero visitar a mis amigos/amigas este verano. Me han invitado y quieren que (yo) los/las visite. Mis padres esperan viajar a Australia en la primavera, y mi hermana menor espera ir con ellos. Yo tengo clases y no puedo ir, pero mis padres dicen que van a pagar mi boleto de avión si visito a mis amigos/amigas en el verano. Espero que mis padres y mi hermana se diviertan mucho en Australia. También espero que mi hermana me visite en la universidad el año que viene, porque ella va a graduarse en un año. Quiero que ella vea mi universidad porque creo que es posible que a ella le guste mucho. Extraño mucho a mi familia, y si mi hermana decide asistir a esta universidad conmigo, me va a gustar mucho.

Key to Practice Test 8: Grammar Points 48-57 (Chapters 23-27)

I. Answering (oral) questions with complete sentences. [Ideally, these questions would be read aloud and not seen by the student.]

1. Si hoy fuera mañana, ¿qué día sería?
Si hoy fuera mañana, sería _____ (martes, miércoles, etc.)
2. ¿Qué habrías hecho si no hubieras asistido a esta universidad?
(Si no hubiera asistido a esta universidad,) yo habría asistido a una universidad más cerca de mi casa.
[Alternative: Si no hubiera asistido a esta universidad, hubiera asistido a otra.]
3. ¿Qué harás si tienes mucho dinero en el futuro?
Si tengo mucho dinero en el futuro, viajaré por todo el mundo. Quiero visitar todos los continentes del mundo.
4. Si no tuviéramos clase hoy, ¿qué harías?
Si no tuviéramos clase hoy, yo dormiría / iría al parque / jugaría al fútbol, etc.
5. ¿Cuáles son dos cosas que habrás hecho antes de acostarte esta noche?
Antes de acostarme esta noche, habré almorzado con mis amigos, y habré hecho la tarea para mis clases.
6. Si ganaras la lotería, ¿continuarías estudiando o no?
Sí, si ganara la lotería, continuaría estudiando, pero tal vez después de tomar dos años para viajar por el mundo. / No, no continuaría trabajando.
7. Antes de graduarte, ¿estudiarás en el extranjero?
Sí, antes de graduarme espero estudiar en el extranjero. / Sí, estudiaré en el extranjero. / No, antes de graduarme no estudiaré en el extranjero.

II. Vocabulario. Be sure to include the article with all persons, places, and things. You can check these.

so that-	provided that-
instead of-	jewelry-
blind date-	when; whenever-
sometimes-	to get engaged-
to give a party-	to spend time with friends-
career-	poverty-
justice-	human being-
age-	to take care of-
although-	without-

suddenly-	guideline(s); norm-
equator-	The United States-
by the way-	Europe-

III. Da la forma del futuro o del condicional. [Give the future or conditional form.] **For the future, use the one word future tense forms, not the IR + A + infinitive future forms.**

I will go-	iré	I would know (saber)-	sabría
You (tú) will live-	vivirás	You (tú) would have-	tendrías
él/ella/Ud. will be (ser)-	será	él/ella/Ud. would leave-	saldría
we will be able-	podremos	we would write-	escribiríamos
“y’all” will come-	vendréis	“y’all” would listen-	escucharíais
they will say or tell-	dirán	they would make or do-	harían

IV. Da la forma apropiada.

A. The Past Perfect Indicative.

I had gone-	(yo) había ido	we had seen-	habíamos visto
she had studied-	ella había estudiado	he had done-	él había hecho

B. The Past Perfect Subjunctive.

Ojalá que tú **hubieras llegado antes.** (HAD ARRIVED BEFORE).

Esperaba que vosotras **no lo hubierais dicho.** (HAD NOT SAID IT).

C. The Past or Imperfect Subjunctive.

Era importante que yo lo **supiera** (I KNEW).

Recomendaron que tú lo **hicieras** (YOU DID).

Ojalá que él **fuera** (WENT).

V. Da la forma apropiada.

1. Iremos contigo con tal de que haya (HABER) espacio en el carro.
2. Si ellas tienen (TENER) tiempo, lo harán mañana.
3. Si ellas tuvieran (TENER) tiempo, lo harían hoy.
4. Fuimos al centro después de que ellos llegaron (LLEGAR) anoche.
5. Iremos al centro tan pronto como Laura vuelva (VOLVER) hoy.
6. Peter ya había estudiado (HAD STUDIED) español antes de asistir a la universidad..
7. DeMarcus dijo que él vendría (WOULD COME) mañana.
8. Ellos quieren un carro que use (usar) muy poca gasolina.
9. Ellos tenían un carro que usaba (usar) muy poca gasolina.
10. Mis padres me piden que (yo) no salga (salir) esta noche.
11. Mis padres me pidieron que (yo) no saliera (salir) esta noche.
12. Ayer, decidimos hacerlo antes de comer (COMER).
13. Ayer, decidimos hacerlo antes de que Sarah comiera (COMER).
14. Yo siempre compraba dulces si tenía (TENER) dinero.
15. Si yo fuera (SER) tú, yo no iría mañana.
16. Actúas como si (tú) pudieras (PODER) ir mañana, pero no puedes.
17. Yo no conocía a las personas que vivían (VIVIR) en aquella casa.
18. No había nadie que viviera (VIVIR) en aquella casa.
19. Ellos quieren salir sin comer (COMER).
20. Ellos querían salir sin que nadie los viera (VER).

V. Traduce al español. Be careful with tense, mood, and subject-verb agreement.

1. When they arrived, we had already visited the museum.
Cuando ellos/ellas llegaron, ya habíamos visitado el museo.
2. They were hoping that Felipe had brought his guitar to the party.
Ellas/Ellos esperaban que Felipe hubiera traído la guitarra a la fiesta.
3. If the weather is nice tomorrow, we'll go to the beach.
Si hace buen tiempo mañana, iremos a la playa / vamos a la playa.
4. If they had known that, they would not have come.
Si ellos/ellas hubieran sabido eso, no habrían venido.
[Alternate: si ellos/ellas hubieran sabido eso, no hubieran venido.]
5. I will have finished all of my courses by August.
Habré terminado todos los cursos para agosto.
6. They wanted to buy a dog that wasn't very large.
Ellas/Ellos querían comprar un perro que no fuera muy grande.

VII. Write a short paragraph about how you think your life would have been different if some event in your past had not occurred, for instance if you had gone to another college or university. You may choose any event (and, of course, you may invent a complete fiction), but try to stay within the grammar and the vocabulary that you know.

Sample 1:

Si yo no hubiera asistido a esta universidad, creo que habría/hubiera asistido a otra. No habría conocido a los amigos que tengo ahora. Habría tenido otros amigos y amigas. No habría tenido las mismas experiencias que he tenido aquí. Mucho habría sido diferente. Pero yo habría tenido los mismos intereses y habría tomado más o menos las mismas clases. Es posible que yo hubiera estudiado cursos diferentes, pero lo dudo. Me gusta mucho mi vida aquí en esta universidad, y me alegro de no haber asistido a otra. [Alternative final sentence: Me gusta mucho mi vida aquí en esta universidad, y me alegra que no haya asistido a otra.]

Sample 2:

Si mi hermana menor nunca hubiera nacido, mi vida habría/hubiera sido muy diferente. He aprendido muchas cosas de ella. Ella es una persona afectada por el

síndrome de Down. Es muy amable y cariñosa. Si ella no hubiera nacido, es posible que yo hubiera asistido a una universidad más lejos de mi casa. Visito mucho a mi familia ahora, porque me gusta pasar tiempo con mi hermana. Ella recibe una educación especial, y nunca va a asistir a la universidad. A ella le gusta pintar, y en mi opinión pinta muy bien. Ella pinta muchas escenas de la naturaleza. Quiero ser enfermera para poder ayudar a mis padres a cuidar a mi hermana menor. La quiero mucho.

VERB TENSE/Form PRACTICE

The exercises in this section of *Para todos* are designed to give you practice with the various verb tenses and forms covered in this book. The exercises listed below offer practice with all the tenses of regular -AR, -ER, and -IR verbs, using *hablar*, *comer*, and *vivir*, in each of the persons associated with Spanish verbs (*yo, tú, él/ella/usted, nosotras/nosotros, vosotras/vosotros, ellas/ellos/ustedes*). There is also one irregular verb, *decir*, in the *yo* form, which is included. All of these exercises are also available in the FLASH format ([click here to go to the FLASH Table of Contents](#)).

For the student who would like additional practice with verb forms and tenses, here is a link to the site developed by Professor Fred F. Jehle of Indiana University-Purdue University Fort Wayne, which was available in 2015. There you can find all the forms of over 600 verbs. That site also has a blank form that you can repeatedly fill out with the forms of different verbs; and then, when you have filled out a form, you can check your answers on this same site. (If this site should no longer be operative, you can search for verb forms on the web.) [To Professor Jehle's verb bank](#).

In the succeeding pages, you will find the following exercises. Answers to each of the exercises are in a key beginning on page 387. All of these practice and answer pages are bookmarked, for ease of navigation; alternatively, you can just scroll down to the page you want.

	Practice (page)	Answer (page)
<i>Hablar: yo</i>	368	387
<i>Hablar: tú</i>	369	388
<i>Hablar: él/ella/ usted</i>	370	389
<i>Hablar: nosotras/nosotros</i>	371	390
<i>Hablar: vosotras/vosotros</i>	372	391
<i>Hablar: ellas/ellos/ustedes</i>	373	392
<i>Comer: yo</i>	374	393
<i>Comer: tú</i>	375	394
<i>Comer: él/ ella/ usted</i>	376	395
<i>Comer: nosotras/nosotros</i>	377	396
<i>Comer: vosotras/vosotros</i>	378	397
<i>Comer: ellas/ellos/ustedes</i>	379	398
<i>Vivir: yo</i>	380	399
<i>Vivir: tú</i>	381	400
<i>Vivir: él/ella/ usted</i>	382	401
<i>Vivir: nosotras/nosotros</i>	383	402
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Práctica: HABLAR, yo Give the corresponding forms.

Infinitive-

(TO SPEAK)

Present participle (speaking)-
(used with ESTAR)

Past participle (spoken)-
(used with HABER)

I speak, am speaking, do speak-
(present indicative)

I am speaking (act in progress only)-
[present progressive (indicative)]

I spoke-
(preterit indicative)

I used to speak, was speaking-
(imperfect indicative)

I was speaking (act in progress only)-
[past progressive (indicative)]

I shall or will speak-
(future indicative)

I am going to speak-
(another future indicative)

I would speak-
(conditional)

I have spoken-
(present perfect indicative)

They hope I have spoken-
(present perfect subjunctive)

I had spoken-
(past perfect indicative)

I want to speak-

I wanted to speak-

They want me to speak (=They want that I speak)-
(present subjunctive)

They wanted me to speak (= They wanted that I spoke)-
(past subjunctive)

They hoped I had spoken-
(past perfect subjunctive)

I would have spoken-
(conditional perfect)

I shall or will have spoken-
(future perfect indicative)

Práctica: HABLAR, tú Give the corresponding forms.

Infinitive- (TO SPEAK) **Present participle (speaking)-**
(used with ESTAR)

Past participle (spoken)-
(used with HABER)

you speak, are speaking, do speak-
(present indicative)

you are speaking (act in progress only)-
[present progressive (indicative)]

you spoke-
(preterit indicative)

you used to speak, was speaking-
(imperfect indicative)

you were speaking (act in progress only)-
[past progressive (indicative)]

you shall or will speak-
(future indicative)

you are going to speak-
(another future indicative)

you would speak-
(conditional)

you have spoken-
(present perfect indicative)

They hope you have spoken-
(present perfect subjunctive)

you had spoken-
(past perfect indicative)

you want to speak-

you wanted to speak-

They want you to speak (=They want that you speak)-
(present subjunctive)

They wanted you to speak (= They wanted that you spoke)-
(past subjunctive)

They hoped you had spoken-
(past perfect subjunctive)

you would have spoken-
(conditional perfect)

you shall or will have spoken-
(future perfect indicative)

Práctica: HABLAR, él/ella/usted Give the corresponding forms.

Infinitive-

(TO SPEAK)

Present participle (speaking)-
(used with ESTAR)

Past participle (spoken)-
(used with HABER)

s/he/"your grace" speak, is speaking, does speak-
(present indicative)

s/he/"your grace" is speaking (act in progress only)-
[present progressive (indicative)]

s/he/"your grace" spoke-
(preterit indicative)

s/he/"your grace" used to speak, was speaking-
(imperfect indicative)

s/he/"your grace" was speaking (act in progress only)-
[past progressive (indicative)]

s/he/"your grace" shall or will speak-
(future indicative)

s/he/"your grace" is going to speak-
(another future indicative)

s/he/"your grace" would speak-
(conditional)

s/he/"your grace" has spoken-
(present perfect indicative)

They hope s/he/"your grace" has spoken-
(present perfect subjunctive)

s/he/"your grace" had spoken-
(past perfect indicative)

s/he/"your grace" wants to speak-

s/he/"your grace" wanted to speak-

They want him/her/"your grace" to speak (=They want that s/he/"your grace" speak)-
(present subjunctive)

They wanted her/him/"your grace" to speak (= They wanted that s/he/"your grace" spoke)-
(past subjunctive)

They hoped s/he/"your grace" had spoken-
(past perfect subjunctive)

s/he/"your grace" would have spoken-
(conditional perfect)

s/he/"your grace" shall or will have spoken-
(future perfect indicative)

Práctica: HABLAR, nosotras/nosotros**Give the corresponding forms.****Infinitive-** (TO SPEAK)**Present participle (speaking)-**
(used with ESTAR)**Past participle (spoken)-**
(used with HABER)**we speak, are speaking, do speak-**
(present indicative)**we are speaking** (act in progress only)-
[present progressive (indicative)]**we spoke-**
(preterit indicative)**we used to speak, was speaking-**
(imperfect indicative)**we were speaking** (act in progress only)-
[past progressive (indicative)]**we shall or will speak-**
(future indicative)**we are going to speak-**
(another future indicative)**we would speak-**
(conditional)**we have spoken-**
(present perfect indicative)**They hope we have spoken-**
(present perfect subjunctive)**we had spoken-**
(past perfect indicative)**we want to speak-****we wanted to speak-****They want us to speak (=They want that we speak)-**
(present subjunctive)**They wanted us to speak (= They wanted that we spoke)-**
(past subjunctive)**They hoped we had spoken-**
(past perfect subjunctive)**we would have spoken-**
(conditional perfect)**we shall or will have spoken-**
(future perfect indicative)

Práctica: HABLAR, vosotras/vosotros

Give the corresponding forms.

Infinitive- (TO SPEAK)**Present participle (speaking)-**
(used with ESTAR)**Past participle (spoken)-**
(used with HABER)**“you all” speak, are speaking, do speak-**
(present indicative)**“you all” are speaking** (act in progress only)-
[present progressive (indicative)]**“you all” spoke-**
(preterit indicative)**“you all” used to speak, were speaking-**
(imperfect indicative)**“you all” were speaking** (act in progress only)-
[past progressive (indicative)]**“you all” shall or will speak-**
(future indicative)**“you all” are going to speak-**
(another future indicative)**“you all” would speak-**
(conditional)**“you all” have spoken-**
(present perfect indicative)**They hope “you all” have spoken-**
(present perfect subjunctive)**“you all” had spoken-**
(past perfect indicative)**“you all” want to speak-****“you all” wanted to speak-****They want “you all” to speak (=They want that “you all” speak)-**
(present subjunctive)**They wanted “you all” to speak (= They wanted that “you all” spoke)-**
(past subjunctive)**They hoped “you all” had spoken-**
(past perfect subjunctive)**“you all” would have spoken-**
(conditional perfect)**“you all” shall or will have spoken-**
(future perfect indicative)

Práctica: HABLAR, ellas/ellos/ustedes

Give the corresponding forms.

Infinitive- (TO SPEAK)**Present participle (speaking)-**
(used with ESTAR)**Past participle (spoken)-**
(used with HABER)**they/"your graces" speak, are speaking, do speak-**
(present indicative)**they/"your graces" are speaking** (act in progress only)-
[present progressive (indicative)]**they/"your graces" spoke-**
(preterit indicative)**they/"your graces" used to speak, were speaking-**
(imperfect indicative)**they/"your graces" were speaking** (act in progress only)-
[past progressive (indicative)]**they/"your graces" shall or will speak-**
(future indicative)**they/"your graces" are going to speak-**
(another future indicative)**they/"your graces" would speak-**
(conditional)**they/"your graces" have spoken-**
(present perfect indicative)**They hope they/"your graces" have spoken-**
(present perfect subjunctive)**they/"your graces" had spoken-**
(past perfect indicative)**they/"your graces" want to speak-****they/"your graces" wanted to speak-****We want they/"your graces" to speak (=We want that they/"your graces" speak)-**
(present subjunctive)**We wanted they/"your graces" to speak (= We wanted that they/"your graces" spoke)-**
(past subjunctive)**We hoped they/"your graces" had spoken-**
(past perfect subjunctive)**they/"your graces" would have spoken-**
(conditional perfect)**they/"your graces" shall or will have spoken-**
(future perfect indicative)

Práctica: COMER, yo **Give the corresponding forms.**

Infinitive-

(TO EAT)

Present participle (eating)-
(used with ESTAR)

Past participle (eaten)-
(used with HABER)

I eat, am eating, do eat-
(present indicative)

I am eating (act in progress only)-
[present progressive (indicative)]

I ate-
(preterit indicative)

I used to eat, was eating-
(imperfect indicative)

I was eating (act in progress only)-
[past progressive (indicative)]

I shall or will eat-
(future indicative)

I am going to eat-
(another future indicative)

I would eat-
(conditional)

I have eaten-
(present perfect indicative)

They hope I have eaten-
(present perfect subjunctive)

I had eaten-
(past perfect indicative)

I want to eat-

I wanted to eat-

They want me to eat (=They want that I eat)-
(present subjunctive)

They wanted me to eat (= They wanted that I ate)-
(past subjunctive)

They hoped I had eaten-
(past perfect subjunctive)

I would have eaten-
(conditional perfect)

I shall or will have eaten-
(future perfect indicative)

Práctica: COMER, tú **Give the corresponding forms.**

Infinitive-

(TO EAT)

Present participle (eating)-
(used with ESTAR)

Past participle (eaten)-
(used with HABER)

you eat, are eating, do eat-
(present indicative)

you are eating (act in progress only)-
[present progressive (indicative)]

you ate-
(preterit indicative)

you used to eat, was eating-
(imperfect indicative)

you were eating (act in progress only)-
[past progressive (indicative)]

you shall or will eat-
(future indicative)

you are going to eat-
(another future indicative)

you would eat-
(conditional)

you have eaten-
(present perfect indicative)

They hope you have eaten-
(present perfect subjunctive)

you had eaten-
(past perfect indicative)

you want to eat-

you wanted to eat-

They want you to eat (=They want that you eat)-
(present subjunctive)

They wanted you to eat (= They wanted that you ate)-
(past subjunctive)

They hoped you had eaten-
(past perfect subjunctive)

you would have eaten-
(conditional perfect)

you shall or will have eaten-
(future perfect indicative)

Práctica: COMER, él/ella/usted Give the corresponding forms.

Infinitive-

(TO EAT)

Present participle (eating)-

(used with ESTAR)

Past participle (eaten)-

(used with HABER)

s/he/"your grace" eats, is eating, does eat-
(present indicative)

s/he/"your grace" is eating (act in progress only)-
[present progressive (indicative)]

s/he/"your grace" ate-
(preterit indicative)

s/he/"your grace" used to eat, was eating-
(imperfect indicative)

s/he/"your grace" was eating (act in progress only)-
[past progressive (indicative)]

s/he/"your grace" shall or will eat-
(future indicative)

s/he/"your grace" is going to eat-
(another future indicative)

s/he/"your grace" would eat-
(conditional)

s/he/"your grace" has eaten-
(present perfect indicative)

They hope s/he/"your grace" has eaten-
(present perfect subjunctive)

s/he/"your grace" had eaten-
(past perfect indicative)

s/he/"your grace" wants to eat-

s/he/"your grace" wanted to eat-

They want him/her/"your grace" to eat (=They want that s/he/"your grace" eat)-
(present subjunctive)

They wanted her/him/"your grace" to eat (= They wanted that s/he/"your grace" ate)-
(past subjunctive)

They hoped s/he/"your grace" had eaten-
(past perfect subjunctive)

s/he/"your grace" would have eaten-
(conditional perfect)

s/he/"your grace" shall or will have eaten-
(future perfect indicative)

Práctica: COMER, nosotras/nosotros**Give the corresponding forms.****Infinitive-** (TO EAT)**Present participle (eating)-**
(used with ESTAR)**Past participle (eaten)-**
(used with HABER)**we eat, are eating, do eat-**
(present indicative)**we are eating (act in progress only)-**
[present progressive (indicative)]**we ate-**
(preterit indicative)**we used to eat, was eating-**
(imperfect indicative)**(we were eating (act in progress only)-**
[past progressive (indicative)]**we shall or will eat-**
(future indicative)**we are going to eat-**
(another future indicative)**we would eat-**
(conditional)**we have eaten-**
(present perfect indicative)**They hope we have eaten-**
(present perfect subjunctive)**we had eaten-**
(past perfect indicative)**we want to eat-****we wanted to eat-****They want us to eat (=They want that we eat)-**
(present subjunctive)**They wanted us to eat (= They wanted that we ate)-**
(past subjunctive)**They hoped we had eaten-**
(past perfect subjunctive)**we would have eaten-**
(conditional perfect)**we shall or will have eaten-**
(future perfect indicative)

Práctica: COMER, vosotras/vosotros Give the corresponding forms.

Infinitive-

(TO EAT)

Present participle (eating)-
(used with ESTAR)

Past participle (eaten)-
(used with HABER)

“you all” eat, are eating, do eat-
(present indicative)

“you all” are eating (act in progress only)-
[present progressive (indicative)]

“you all” ate-
(preterit indicative)

“you all” used to eat, were eating-
(imperfect indicative)

“you all” were eating (act in progress only)-
[past progressive (indicative)]

“you all” shall or will eat-
(future indicative)

“you all” are going to eat-
(another future indicative)

“you all” would eat-
(conditional)

“you all” have eaten-
(present perfect indicative)

They hope “you all” have eaten-
(present perfect subjunctive)

“you all” had eaten-
(past perfect indicative)

“you all” want to eat-

“you all” wanted to eat-

They want “you all” to eat (=They want that “you all” eat)-
(present subjunctive)

They wanted “you all” to eat (= They wanted that “you all” ate)-
(past subjunctive)

They hoped “you all” had eaten-
(past perfect subjunctive)

“you all” would have eaten-
(conditional perfect)

“you all” shall or will have eaten-
(future perfect indicative)

Práctica: COMER, ellas/ellos/ustedes Give the corresponding forms.

Infinitive-

(TO EAT)

Present participle (eating)-
(used with ESTAR)

Past participle (eaten)-
(used with HABER)

they/"your graces" eat, are eating, do eat-
(present indicative)

they/"your graces" are eating (act in progress only)-
[present progressive (indicative)]

they/"your graces" ate-
(preterit indicative)

they/"your graces" used to eat, were eating-
(imperfect indicative)

they/"your graces" were eating (act in progress only)-
[past progressive (indicative)]

they/"your graces" shall or will eat-
(future indicative)

they/"your graces" are going to eat-
(another future indicative)

they/"your graces" would eat-
(conditional)

they/"your graces" have eaten-
(present perfect indicative)

They hope they/"your graces" have eaten-
(present perfect subjunctive)

they/"your graces" had eaten-
(past perfect indicative)

they/"your graces" want to eat-

they/"your graces" wanted to eat-

We want they/"your graces" to eat (=We want that they/"your graces" eat)-
(present subjunctive)

We wanted they/"your graces" to eat (= We wanted that they/"your graces" ate)-
(past subjunctive)

We hoped they/"your graces" had eaten-
(past perfect subjunctive)

they/"your graces" would have eaten-
(conditional perfect)

they/"your graces" shall or will have eaten-
(future perfect indicative)

Práctica: VIVIR, yo **Give the corresponding forms.**

Infinitive- (TO LIVE)

Present participle (living)-
(used with ESTAR)

Past participle (lived)-
(used with HABER)

I live, am living, do live-
(present indicative)

I am living (act in progress only)-
[present progressive (indicative)]

I lived-
(preterit indicative)

I used to live, was living-
(imperfect indicative)

I was living (act in progress only)-
[past progressive (indicative)]

I shall or will live-
(future indicative)

I am going to live-
(another future indicative)

I would live-
(conditional)

I have lived-
(present perfect indicative)

They hope I have lived-
(present perfect subjunctive)

I had lived-
(past perfect indicative)

I want to live-

I wanted to live-

They want me to live (=They want that I live)-
(present subjunctive)

They wanted me to live (= They wanted that I lived)-
(past subjunctive)

They hoped I had lived-
(past perfect subjunctive)

I would have lived-
(conditional perfect)

I shall or will have lived-
(future perfect indicative)

Práctica: VIVIR, tú

Give the corresponding forms.

Infinitive-

(TO EAT)

Present participle (living)-
[(used with ESTAR)]**Past participle (lived)-**
(used with HABER)**you live, are living, do live-**
(present indicative)**you are living** (act in progress only)-
[present progressive (indicative)]**you lived-**
(preterit indicative)**you used to live, was living-**
(imperfect indicative)**you were living** (act in progress only)-
[past progressive (indicative)]**you shall or will live-**
(future indicative)**you are going to live-**
(another future indicative)**you would live-**
(conditional)**you have lived-**
(present perfect indicative)**They hope you have lived-**
(present perfect subjunctive)**you had lived-**
(past perfect indicative)**you want to live-****you wanted to live-****They want you to live (=They want that you live)-**
(present subjunctive)**They wanted you to live (= They wanted that you lived)-**
(past subjunctive)**They hoped you had lived-**
(past perfect subjunctive)**you would have lived-**
(conditional perfect)**you shall or will have lived-**
(future perfect indicative)

Práctica: VIVIR, él/ella/usted Give the corresponding forms.

Infinitive-

(TO EAT)

Present participle (living)-
(used with ESTAR)

Past participle (lived)-
(used with HABER)

s/he/"your grace" lives, is living, does live-
(present indicative)

s/he/"your grace" is living (act in progress only)-
[present progressive (indicative)]

s/he/"your grace" lived-
(preterite indicative)

s/he/"your grace" used to live, was living-
(imperfect indicative)

s/he/"your grace" was living (act in progress only)-
[past progressive (indicative)]

s/he/"your grace" shall or will live-
(future indicative)

s/he/"your grace" is going to live-
(another future indicative)

s/he/"your grace" would live-
(conditional)

s/he/"your grace" has lived-
(present perfect indicative)

They hope s/he/"your grace" has lived-
(present perfect subjunctive)

s/he/"your grace" had lived-
(past perfect indicative)

s/he/"your grace" wants to live-

s/he/"your grace" wanted to live-

They want him/her/"your grace" to live (=They want that s/he/"your grace" live)-
(present subjunctive)

They wanted her/him/"your grace" to live (= They wanted that s/he/"your grace" lived)-
(past subjunctive)

They hoped s/he/"your grace" had lived-
(past perfect subjunctive)

s/he/"your grace" would have lived-
(conditional perfect)

s/he/"your grace" shall or will have lived-
(future perfect indicative)

Práctica: VIVIR, nosotras/nosotros Give the corresponding forms.

Infinitive- (TO LIVE)

Present participle (living)-
(used with ESTAR)

Past participle (lived)-
(used with HABER)

we live, are living, do live-
(present indicative)

we are living (act in progress only)-
[present progressive (indicative)]

we lived-
(preterit indicative)

we used to live, was living-
(imperfect indicative)

we were living (act in progress only)-
[past progressive (indicative)]

we shall or will live-
(future indicative)

we are going to live-
(another future indicative)

we would live-
(conditional)

we have lived-
(present perfect indicative)

They hope we have lived-
(present perfect subjunctive)

we had lived-
(past perfect indicative)

we want to live-

we wanted to live-

They want us to live (=They want that we live)-
(present subjunctive)

They wanted us to live (= They wanted that we lived)-
(past subjunctive)

They hoped we had lived-
(past perfect subjunctive)

we would have lived-
(conditional perfect)

we shall or will have lived-
(future perfect indicative)

Práctica: VIVIR, vosotras/vosotros

Give the corresponding forms.

Infinitive- (TO LIVE)**Present participle (living)-**
(used with ESTAR)**Past participle (lived)-**
(used with HABER)**“you all” live, are living, do live-**
(present indicative)**“you all” are living** (act in progress only)-
[present progressive (indicative)]**“you all” lived-**
(preterit indicative)**“you all” used to live, were living-**
(imperfect indicative)**“you all” were living** (act in progress only)-
[past progressive (indicative)]**“you all” shall or will live-**
(future indicative)**“you all” are going to live-**
(another future indicative)**“you all” would live-**
(conditional)**“you all” have lived-**
(present perfect indicative)**They hope “you all” have lived-**
(present perfect subjunctive)**“you all” had lived-**
(past perfect indicative)**“you all” want to live-****“you all” wanted to live-****They want “you all” to live (=They want that “you all” live)-**
(present subjunctive)**They wanted “you all” to live (= They wanted that “you all” lived)-**
(past subjunctive)**They hoped “you all” had lived-**
(past perfect subjunctive)**“you all” would have lived-**
(conditional perfect)**“you all” shall or will have lived-**
(future perfect indicative)

Práctica: VIVIR, ellas/ellos/ustedes Give the corresponding forms.

Infinitive- (TO LIVE)

Present participle (living)-
(used with ESTAR)

Past participle (lived)-
(used with HABER)

they/"your graces" live, are living, do live-
(present indicative)

they/"your graces" are living (act in progress only)-
[present progressive (indicative)]

they/"your graces" lived-
(preterit indicative)

they/"your graces" used to live, were living-
(imperfect indicative)

they/"your graces" were living (act in progress only)-
[past progressive (indicative)]

they/"your graces" shall or will live-
(future indicative)

they/"your graces" are going to live-
(another future indicative)

they/"your graces" would live-
(conditional)

they/"your graces" have lived-
(present perfect indicative)

They hope they/"your graces" have lived-
(present perfect subjunctive)

they/"your graces" had lived-
(past perfect indicative)

they/"your graces" want to live-

they/"your graces" wanted to live-

We want they/"your graces" to live (=We want that they/"your graces" live)-
(present subjunctive)

We wanted they/"your graces" to live (= We wanted that they/"your graces" lived)-
(past subjunctive)

We hoped they/"your graces" had lived-
(past perfect subjunctive)

they/"your graces" would have lived-
(conditional perfect)

they/"your graces" shall or will have lived-
(future perfect indicative)

Práctica: DECIR, yo**Infinitivo-** (TO SAY/TELL)**Participio presente-**
(used with ESTAR)**Participio pasado-**
(used with HABER)**I say/tell, am saying/telling, do say/tell-**
(present indicative)**I am saying/telling** (act in progress only)-
[present progressive (indicative)]**I said/told-**
(preterit indicative)**I used to say/tell, was saying/telling-**
(imperfect indicative)**I was saying/telling** (act in progress only)-
[past progressive (indicative)]**I shall or will say/tell-**
(future indicative)**I am going to say/tell-**
(another future indicative)**I would say/tell-**
(conditional)**I have said/told-**
(present perfect indicative)**They hope I have said/told-**
(present perfect subjunctive)**I had said/told-**
(past perfect indicative)**I want to say/tell-****I wanted to say/tell-****They want me to say/tell** (=They want that I say/tell)-
(present subjunctive)**They wanted me to say/tell** (= They wanted that I say/tell)-
(past subjunctive)**They hoped I had said/told-**
(past perfect subjunctive)**I would have said/told-**
(conditional perfect)**I shall or will have said/told-**
(future perfect indicative)

Práctica: HABLAR, yo Give the corresponding forms.

Infinitive- *hablar* (TO SPEAK)

Present participle (speaking)-*hablando*
(used with ESTAR)

Past participle (spoken)-*hablado*
(used with HABER)

I speak, am speaking, do speak- *hablo*
(present indicative)

I am speaking (act in progress only)- *estoy hablando*
[present progressive (indicative)]

I spoke- *hablé*
(preterit indicative)

I used to speak, was speaking- *hablaba*
(imperfect indicative)

I was speaking (act in progress only)- *estaba hablando*
[past progressive (indicative)]

I shall or will speak- *hablaré*
(future indicative)

(**I am going to speak-** *voy a hablar*
another future indicative)

I would speak- *hablaría*
(conditional)

I have spoken- *he hablado*
(present perfect indicative)

They hope I have spoken- *Esperan que haya hablado*
(present perfect subjunctive)

I had spoken- *había hablado*
(past perfect indicative)

I want to speak- *quiero hablar*

I wanted to speak- *quería hablar*

They want me to speak (=They want that I speak)- *Quieren que hable*
(present subjunctive)

They wanted me to speak (= They wanted that I spoke)- *Querían que hablara*
(past subjunctive)

They hoped I had spoken- *Esperaban que hubiera hablado*
(past perfect subjunctive)

I would have spoken- *habría hablado*
(conditional perfect)

I shall or will have spoken- *habré hablado*
(future perfect indicative)

Práctica: HABLAR, tú Give the corresponding forms.

Infinitive- *hablar* (TO SPEAK)

Present participle (speaking)- *hablando*
(used with ESTAR)

Past participle (spoken)- *hablado*
(used with HABER)

you speak, are speaking, do speak- *hablas*
(present indicative)

(you are speaking (act in progress only)- *estás hablando*
[present progressive (indicative)]

you spoke- *hablaste*
(preterit indicative)

you used to speak, was speaking- *hablabas*
(imperfect indicative)

you were speaking (act in progress only)- *estabas hablando*
[past progressive (indicative)]

you shall or will speak- *hablarás*
(future indicative)

you are going to speak- *vas a hablar*
(another future indicative)

you would speak- *hablarías*
(conditional)

you have spoken- *has hablado*
(present perfect indicative)

They hope you have spoken- *Esperan que hayas hablado*
(present perfect subjunctive)

you had spoken- *habías hablado*
(past perfect indicative)

you want to speak- *quieres hablar*

you wanted to speak- *querías hablar*

They want you to speak (=They want that you speak)- *Quieren que hables*
(present subjunctive)

They wanted you to speak (= They wanted that you spoke)- *Querían que hablaras*
(past subjunctive)

They hoped you had spoken- *Esperaban que hubieras hablado*
(past perfect subjunctive)

you would have spoken- *habrías hablado*
(conditional perfect)

you shall or will have spoken- *habrás hablado*
(future perfect indicative)

Práctica: HABLAR, él/ella/usted Give the corresponding forms.

Infinitive- *hablar* (TO SPEAK)

Present participle (speaking)- *hablando*
(used with ESTAR)

Past participle (spoken)- *hablado*
(used with HABER)

s/he/"your grace" speak, is speaking, does speak- *habla*
(present indicative)

s/he/"your grace" is speaking (act in progress only)- *está hablando*
[present progressive (indicative)]

s/he/"your grace" spoke- *habló*
(preterit indicative)

s/he/"your grace" used to speak, was speaking- *hablaba*
(imperfect indicative)

s/he/"your grace" was speaking (act in progress only)- *estaba hablando*
[past progressive (indicative)]

s/he/"your grace" shall or will speak-
(future indicative) *hablará*

s/he/"your grace" is going to speak- *va a hablar*
(another future indicative)

s/he/"your grace" would speak- *hablaría*
(conditional)

s/he/"your grace" has spoken-
(present perfect indicative) *ha hablado*

They hope s/he/"your grace" has spoken-
(present perfect subjunctive) *Esperan que haya hablado*

s/he/"your grace" had spoken- *había hablado*
(past perfect indicative)

s/he/"your grace" wants to speak-
quiere hablar

s/he/"your grace" wanted to speak- *quería hablar*

They want him/her/"your grace" to speak (=They want that s/he/"your grace" speak)-
(present subjunctive) *Quieren que hable*

They wanted her/him/"your grace" to speak (= They wanted that s/he/"your grace" spoke)-
(past subjunctive) *Querían que hablara*

They hoped s/he/"your grace" had spoken- *Esperaban que hubiera hablado*
(past perfect subjunctive)

s/he/"your grace" would have spoken-
(conditional perfect) *habría hablado*

s/he/"your grace" shall or will have spoken-
(future perfect indicative) *habrás hablado*

Práctica: HABLAR, nosotras/nosotros**Give the corresponding forms.****Infinitive-** *hablar* (TO SPEAK)**Present participle (speaking)-** *hablando*
(used with ESTAR)**Past participle (spoken)-** *hablado*
(used with HABER)**we speak, are speaking, do speak-** *hablamos*
(present indicative)**we are speaking** (act in progress only)- *estamos hablando*
[present progressive (indicative)]**we spoke-** *hablamos*
(preterit indicative)**we used to speak, was speaking-** *hablabamos*
(imperfect indicative)**we were speaking** (act in progress only)- *estábamos hablando*
[past progressive (indicative)]**we shall or will speak-** *hablaremos*
(future indicative)**we are going to speak-** *vamos a hablar*
(another future indicative)**we would speak-** *hablaríamos*
(conditional)**we have spoken-** *hemos hablado*
(present perfect indicative)**They hope we have spoken-** *Esperan que hayamos hablado*
(present perfect subjunctive)**we had spoken-** *habíamos hablado*
(past perfect indicative)**we want to speak-** *queremos hablar***we wanted to speak-** *queríamos hablar***They want us to speak** (=They want that we speak)- *Quieren que hablemos*
(present subjunctive)**They wanted us to speak** (= They wanted that we spoke)- *Querían que habláramos*
(past subjunctive)**They hoped we had spoken-** *Esperaban que hubiéramos hablado*
(past perfect subjunctive)**we would have spoken-** *habríamos hablado*
(conditional perfect)**we shall or will have spoken-** *habremos hablado*
(future perfect indicative)

Práctica: HABLAR, vosotras/vosotros

Give the corresponding forms.

Infinitive- *hablar* (TO SPEAK)**Present participle (speaking)- *hablando***
(used with ESTAR)**Past participle (spoken)- *hablado***
(used with HABER)**“you all” speak, are speaking, do speak- *habláis***
(present indicative)**“you all” are speaking (act in progress only)- *estáis hablando***
[present progressive (indicative)]**“you all” spoke- *hablasteis***
(preterit indicative)**“you all” used to speak, were speaking- *hablabais***
(imperfect indicative)**“you all” were speaking (act in progress only)- *estabais hablando***
[past progressive (indicative)]**“you all” shall or will speak- *hablareis***
(future indicative)**“you all” are going to speak- *vais a hablar***
(another future indicative)**“you all” would speak- *hablaríais***
(conditional)**“you all” have spoken- *habéis hablado***
(present perfect indicative)**They hope “you all” have spoken-**
(present perfect subjunctive) *Esperan que hayáis hablado***“you all” had spoken- *habíais hablado***
(past perfect indicative)**“you all” want to speak- *quieréis hablar*****“you all” wanted to speak- *queríais hablar*****They want “you all” to speak (=They want that “you all” speak)- *Quieren que habléis***
(present subjunctive)**They wanted “you all” to speak (= They wanted that “you all” spoke)- *Querían que hablarais***
(past subjunctive)**They hoped “you all” had spoken-**
(past perfect subjunctive)*Esperaban que hubierais hablado***“you all” would have spoken-**
(conditional perfect *habríais hablado*)**“you all” shall or will have spoken-**
(future perfect indicative) *habréis hablado*

Práctica: HABLAR, ellas/ellos/ustedes

Give the corresponding forms.

Infinitive- *hablar* (TO SPEAK)**Present participle (speaking)- *hablando***
(used with ESTAR)**Past participle (spoken)- *hablado***
(used with HABER)**they/"your graces" speak, are speaking, do speak- *hablan***
(present indicative)**they/"your graces" are speaking (act in progress only)- *están hablando***
[present progressive (indicative)]**they/"your graces" spoke- *hablaron***
(preterit indicative)**they/"your graces" used to speak, were speaking- *hablaban***
(imperfect indicative)**they/"your graces" were speaking (act in progress only)- *estaban hablando***
[past progressive (indicative)]**they/"your graces" shall or will speak-**
(future indicative) ***hablarán*****they/"your graces" are going to speak-**
(another future indicative) ***van a hablar*****they/"your graces" would speak- *hablarían***
(conditional)**they/"your graces" have spoken- *han hablado*** They hope they/"your graces" have spoken-
(present perfect indicative) (present perfect subjunctive) ***Esperan que hayan hablado*****they/"your graces" had spoken- *habían hablado***
(past perfect indicative)**they/"your graces" want to speak-**
quieren hablar**they/"your graces" wanted to speak-**
querían hablar**We want they/"your graces" to speak (=We want that they/"your graces" speak)-**
(present subjunctive) ***Queremos que hablen*****We wanted they/"your graces" to speak (= We wanted that they/"your graces" spoke)-**
(past subjunctive) ***Queríamos que hablaran*****We hoped they/"your graces" had spoken- *Esperábamos que hubieran hablado***
(past perfect subjunctive)**they/"your graces" would have spoken-**
(conditional perfect) ***habrían hablado*****they/"your graces" shall or will have spoken-**
(future perfect indicative) ***habrán hablado***

Práctica: COMER, yo Give the corresponding forms.

Infinitive-*comer* (TO EAT)

Present participle (eating)- *comiendo*
(used with ESTAR)

Past participle (eaten)- *comido*
(used with HABER)

I eat, am eating, do eat- *como*
(present indicative)

I am eating (act in progress only)- *estoy comiendo*
[present progressive (indicative)]

I ate- *comí*
(preterit indicative)

I used to eat, was eating- *comía*
(imperfect indicative)

I was eating (act in progress only)- *estaba comiendo*
[past progressive (indicative)]

I shall or will eat- *comeré*
(future indicative)

I am going to eat- *voy a comer*
(another future indicative)

I would eat- *comería*
(conditional)

I have eaten- *he comido*
(present perfect indicative)

They hope I have eaten- *Esperan que haya comido*
(present perfect subjunctive)

I had eaten- *había comido*
(past perfect indicative)

I want to eat- *quiero comer*

I wanted to eat- *quería comer*

They want me to eat (=They want that I eat)- *Quieren que coma*
(present subjunctive)

They wanted me to eat (= They wanted that I ate)- *Querían que comiera*
(past subjunctive)

They hoped I had eaten- *Esperaban que hubiera comido*
(past perfect subjunctive)

I would have eaten- *habría comido*
(conditional perfect)

I shall or will have eaten- *habré comido*
(future perfect indicative)

Práctica: COMER, tú Give the corresponding forms.

Infinitive- *comer* (TO EAT)

Present participle (eating)- *comiendo*
(used with ESTAR)

Past participle (eaten)- *comido*
(used with HABER)

you eat, are eating, do eat- *comes*
(present indicative)

you are eating (act in progress only)- *estás comiendo*
[present progressive (indicative)]

you ate- *comiste*
(preterit indicative)

you used to eat, was eating- *comías*
(imperfect indicative)

you were eating (act in progress only)- *estabas comiendo*
[past progressive (indicative)]

you shall or will eat- *comerás*
(future indicative)

you are going to eat- *vas a comer*
(another future indicative)

you would eat- *comerías*
(conditional)

you have eaten- *has comido*
(present perfect indicative)

They hope you have eaten- *Esperan que hayas comido*
(present perfect subjunctive)

you had eaten- *habías comido*
(past perfect indicative)

you want to eat- *quieres comer*

you wanted to eat- *querías comer*

They want you to eat (=They want that you eat)- *Quieren que comas*
(present subjunctive)

They wanted you to eat (= They wanted that you ate)- *Querían que comieras*
(past subjunctive)

They hoped you had eaten- *Esperaban que hubieras comido*
(past perfect subjunctive)

you would have eaten- *habrías comido*
(conditional perfect)

you shall or will have eaten- *habrás comido*
(future perfect indicative)

Práctica: COMER, él/ella/usted Give the corresponding forms.

Infinitive- *comer* (TO EAT)

Present participle (eating)- *comiendo*
(used with ESTAR)

Past participle (eaten)- *comido*
(used with HABER)

s/he/"your grace" eats, is eating, does eat- *come*
(present indicative)

s/he/"your grace" is eating (act in progress only)- *está comiendo*
[present progressive (indicative)]

s/he/"your grace" ate- *comió*
(preterit indicative)

s/he/"your grace" used to eat, was eating- *comía*
(imperfect indicative)

s/he/"your grace" was eating (act in progress only)- *estaba comiendo*
[past progressive (indicative)]

s/he/"your grace" shall or will eat- *comerá*
(future indicative)

s/he/"your grace" is going to eat- *va a comer*
(another future indicative)

s/he/"your grace" would eat- *comería*
(conditional)

s/he/"your grace" has eaten- *ha comido*
(present perfect indicative)

They hope s/he/"your grace" has eaten-
(present perfect subjunctive) *Esperan que haya comido*

s/he/"your grace" had eaten- *había comido*
(past perfect indicative)

s/he/"your grace" wants to eat- *quiere comer* **s/he/"your grace" wanted to eat-** *quería comer*

They want him/her/"your grace" to eat (=They want that s/he/"your grace" eat)-
(present subjunctive) *Quieren que coma*

They wanted her/him/"your grace" to eat (= They wanted that s/he/"your grace" ate)-
(past subjunctive) *Querían que comiera*

They hoped s/he/"your grace" had eaten-
(past perfect subjunctive)

Esperaban que hubiera comido

s/he/"your grace" would have eaten-
(conditional perfect) *habría comido*

s/he/"your grace" shall or will have eaten-
(future perfect indicative) *habrá comido*

Práctica: COMER, nosotras/nosotros

Give the corresponding forms.

Infinitive- *comer* (TO EAT)**Present participle (eating)- *comiendo***
(used with ESTAR)**Past participle (eaten)- *comido***
(used with HABER)**we eat, are eating, do eat-** *comemos*
(present indicative)**we are eating** (act in progress only)- *estamos comiendo*
[present progressive (indicative)]**we ate-** *comimos*
(preterit indicative)**we used to eat, was eating-** *comíamos*
(imperfect indicative)**we were eating** (act in progress only)- *estábamos comiendo*
[past progressive (indicative)]**we shall or will eat-** *comeremos*
(future indicative)**we are going to eat-** *vamos a comer*
(another future indicative)**we would eat-** *comeríamos*
(conditional)**we have eaten- hemos comido**
(present perfect indicative)**They hope we have eaten-** *Esperan que hayamos comido*
(present perfect subjunctive)**we had eaten-** *había comido*
(past perfect indicative)**we want to eat-** *queremos comer* **we wanted to eat-** *queríamos comer***They want us to eat (=They want that we eat)-** *Quieren que comamos*
(present subjunctive)**They wanted us to eat (= They wanted that we ate)-** *Querían que comiéramos*
(past subjunctive)**They hoped we had eaten-** *Esperaban que hubiéramos comido*
(past perfect subjunctive)**we would have eaten-** *habríamos comido*
(conditional perfect)**we shall or will have eaten-** *habremos comido*
(future perfect indicative)

Práctica: COMER, vosotras/vosotros Give the corresponding forms.

Infinitive- *comer* (TO EAT) **Present participle (eating)-** *comiendo*
(used with ESTAR)

Past participle (eaten)- *comido*
(used with HABER)

“you all” eat, are eating, do eat- *coméis*
(present indicative)

“you all” are eating (act in progress only)- *estáis comiendo*
[present progressive (indicative)]

“you all” ate- *comisteis*
(preterite indicative)

“you all” used to eat, were eating- *comíais*
(imperfect indicative)

“you all” were eating (act in progress only)- *estabais comiendo*
[past progressive (indicative)]

“you all” shall or will eat-*comeríais*
(future indicative)

“you all” are going to eat- *vais a comer*
(another future indicative)

“you all” would eat- *comeríais*
(conditional)

“you all” have eaten-*habéis comido*
(present perfect indicative)

They hope “you all” have eaten- *Esperan que hayáis comido*
(present perfect subjunctive)

“you all” had eaten- *habíais comido*
(past perfect indicative)

“you all” want to eat- *queréis comer*

“you all” wanted to eat- *queríais comer*

They want “you all” to eat (=They want that “you all” eat)- *Quieren que comáis*
(present subjunctive)

They wanted “you all” to eat (= They wanted that “you all” ate)- *Querían que comierais*
(past subjunctive)

They hoped “you all” had eaten- *Esperaban que hubierais comido*
(past perfect subjunctive)

“you all” would have eaten-*habríais comido*
(conditional perfect)

“you all” shall or will have eaten- *habréis comido*
(future perfect indicative)

Práctica: COMER, ellas/ellos/ustedes Give the corresponding forms.

Infinitive- *comer* (TO EAT)

Present participle (eating)- *comiendo*
(used with ESTAR)

Past participle (eaten)- *comido*
(used with HABER)

they/"your graces" eat, are eating, do eat-*comen*
(present indicative)

they/"your graces" are eating (act in progress only)- *están comiendo*
[present progressive (indicative)]

they/"your graces" ate- *comieron*
(preterit indicative)

they/"your graces" used to eat, were eating- *comían*
(imperfect indicative)

they/"your graces" were eating (act in progress only)- *estaban comiendo*
[past progressive (indicative)]

they/"your graces" shall or will eat-*comerán* **they/"your graces" are going to eat-** *van a comer*
(future indicative) (another future indicative)

they/"your graces" would eat-*comerían*
(conditional)

they/"your graces" have eaten-
(present perfect indicative) *han comido*

They hope they/"your graces" have eaten-
(present perfect subjunctive) *Esperan que hayan comido*

they/"your graces" had eaten- *había comido*
(past perfect indicative)

they/"your graces" want to eat- *quieren comer* **hey/"your graces" wanted to eat-** *querían comer*

We want they/"your graces" to eat (=We want that they/"your graces" eat)- *Esperamos que coman*
(present subjunctive)

We wanted they/"your graces" to eat (= We wanted that they/"your graces" ate)-
(past subjunctive) *Queríamos que comieran*

We hoped they/"your graces" had eaten- *Esperábamos que hubieran comido*
(past perfect subjunctive)

they/"your graces" would have eaten-
(conditional perfect) *habrían comido*

they/"your graces" shall or will have eaten-
(future perfect indicative) *habrán comido*

Práctica: VIVIR, yo Give the corresponding forms.

Infinitive-*vivir* (TO LIVE) **Present participle (living)-** *viviendo*
(used with ESTAR)

Past participle (lived)- *vivido*
(used with HABER)

I live, am living, do live- *vivo*
(present indicative)

I am living (act in progress only)- *estoy viviendo*
[present progressive (indicative)]

I lived- *viví*
(preterit indicative)

I used to live, was living- *vivía*
(imperfect indicative)

I was living (act in progress only)- *estaba viviendo*
[past progressive (indicative)]

I shall or will live- *viviré*
(future indicative)

I am going to live- *voy a vivir*
(another future indicative)

I would live- *viviría*
(conditional)

I have lived- *he vivido*
(present perfect indicative)

They hope I have lived- *Esperan que haya vivido*
(present perfect subjunctive)

I had lived- *había vivido*
(past perfect indicative)

I want to live- *quiero vivir*

I wanted to live- *quería vivir*

They want me to live (=They want that I live)- *Quieren que viva*
(present subjunctive)

They wanted me to live (= They wanted that I lived)- *Querían que viviera*
(past subjunctive)

They hoped I had lived- *Esperaban que hubiera vivido*
(past perfect subjunctive)

I would have lived- *habría vivido*
(conditional perfect)

I shall or will have lived- *habré vivido*
(future perfect indicative)

Práctica: VIVIR, tú Give the corresponding forms.

Infinitive- *vivir* (TO EAT) **Present participle (living)- *viviendo***
(used with ESTAR)

Past participle (lived)- *vivido*
(used with HABER)

you live, are living, do live- *vives*
(present indicative)

you are living (act in progress only)- *estás viviendo*
[present progressive (indicative)]

you lived- *viviste*
(preterit indicative)

you used to live, was living- *vivías*
(imperfect indicative)

you were living (act in progress only)- *estabas viviendo*
[past progressive (indicative)]

you shall or will live- *vivirás*
(future indicative)

you are going to live- *vas a vivir*
(another future indicative)

you would live-*vivirías*
(conditional)

you have lived-*has vivido*
(present perfect indicative)

They hope you have lived- *Esperan que hayas vivido*
(present perfect subjunctive)

you had lived- *habías vivido*
(past perfect indicative)

you want to live- *quieres vivir*

you wanted to live- *querías vivir*

They want you to live (=They want that you live)- *Quieren que vivas*
(present subjunctive)

They wanted you to live (= They wanted that you lived)- *Querían que vivieras*
(past subjunctive)

They hoped you had lived- *Esperaban que hubieras vivido*
(past perfect subjunctive)

you would have lived- *habrías vivido*
(conditional perfect)

you shall or will have lived- *habrás vivido*
(future perfect indicative)

Práctica: VIVIR, él/ella/usted Give the corresponding forms.

Infinitive- *vivir* (TO EAT)

Present participle (living)- *viviendo*
(used with ESTAR)

Past participle (lived)- *vivido*
(used with HABER)

s/he/"your grace" lives, is living, does live- *vive*
(present indicative)

s/he/"your grace" is living (act in progress only)- *está viviendo*
[present progressive (indicative)]

s/he/"your grace" lived- *vivió*
(preterit indicative)

s/he/"your grace" used to live, was living- *vivía*
(imperfect indicative)

s/he/"your grace" was living (act in progress only)- *estaba viviendo*
[past progressive (indicative)]

s/he/"your grace" shall or will live-*vivirá*
(future indicative)

s/he/"your grace" is going to live- *va a vivir*
(another future indicative)

s/he/"your grace" would live- *viviría*
(conditional)

s/he/"your grace" has lived- *ha vivido*
(present perfect indicative)

They hope s/he/"your grace" has lived-
(present perfect subjunctive) *Esperan que haya vivido*

s/he/"your grace" had lived- *había vivido*
(past perfect indicative)

s/he/"your grace" wants to live- *quiere vivir* **s/he/"your grace" wanted to live-** *quería vivir*

They want him/her/"your grace" to live (=They want that s/he/"your grace" live)-
(present subjunctive) *Quieren que viva*

They wanted her/him/"your grace" to live (= They wanted that s/he/"your grace" lived)-
(past subjunctive) *Querían que viviera*

They hoped s/he/"your grace" had lived- *Esperaban que hubiera vivido*
(past perfect subjunctive)

s/he/"your grace" would have lived-
(conditional perfect) *habría vivido*

s/he/"your grace" shall or will have lived-
(future perfect indicative) *habrá vivido*

Práctica: VIVIR, nosotras/nosotros Give the corresponding forms.

Infinitive- *vivir* (TO LIVE) **Present participle (living)- *viviendo***
(used with ESTAR)

Past participle (lived)- *vivido*
(used with HABER)

we live, are living, do live- *vivimos*
(present indicative)

we are living (act in progress only)- *estamos viviendo*
[present progressive (indicative)]

we lived- *vivimos*
(preterit indicative)

we used to live, was living- *vivíamos*
(imperfect indicative)

(we were living (act in progress only)- *estábamos viviendo*
[past progressive (indicative)]

we shall or will live-*viviremos*
(future indicative)

we are going to live- *vamos a vivir*
(another future indicative)

we would live- *viviríamos*
(conditional)

we have lived- *hemos vivido*
(present perfect indicative)

They hope we have lived- *Esperan que hayamos vivido*
(present perfect subjunctive)

we had lived- *habíamos vivido*
(past perfect indicative)

we want to live- *queremos vivir* **we wanted to live- *queríamos vivir***

They want us to live (=They want that we live)- *Quieren que vivamos*
(present subjunctive)

They wanted us to live (= They wanted that we lived)- *Querían que viviéramos*
(past subjunctive)

They hoped we had lived-
(past perfect subjunctive)

Esperaban que hubiéramos vivido

we would have lived- *habríamos vivido*
(conditional perfect)

we shall or will have lived- *habremos vivido*
(future perfect indicative)

Práctica: VIVIR, vosotras/vosotros

Give the corresponding forms.

Infinitive- *vivir* (TO LIVE)**Present participle (living)- *viviendo***
(used with ESTAR)**Past participle (lived)- *vivido***
(used with HABER)**“you all” live, are living, do live-** *vivís*
(present indicative)**“you all” are living** (act in progress only)- *estáis viviendo*
[present progressive (indicative)]**“you all” lived-** *vivisteis*
(preterit indicative)**“you all” used to live, were living-** *vivíais*
(imperfect indicative)**“you all” were living** (act in progress only)- *estabais viviendo*
[past progressive (indicative)]**“you all” shall or will live-***viviréis*
(future indicative)**“you all” are going to live-** *vais a vivir*
(another future indicative)**“you all” would live-** *viviríais*
(conditional)**“you all” have lived-** *habéis vivido*
(present perfect indicative)**They hope “you all” have lived-** *Esperan que hayáis vivido*
(present perfect subjunctive)**“you all” had lived-** *habíais vivido*
(past perfect indicative)**“you all” want to live-** *queréis vivir***“you all” wanted to live-** *queríais vivir***They want “you all” to live** (=They want that “you all” live)- *Quieren que viváis*
(present subjunctive)**They wanted “you all” to live** (= They wanted that “you all” lived)- *Querían que vivierais*
(past subjunctive)**They hoped “you all” had lived-** *Esperaban que hubierais vivido*
(past perfect subjunctive)**“you all” would have lived-** *habría vivido*
(conditional perfect)**“you all” shall or will have lived-** *habréis vivido*
(future perfect indicative)

Práctica: VIVIR, ellas/ellos/ustedes Give the corresponding forms.

Infinitive- *vivir* (TO LIVE)

Present participle (living)- *viviendo*
[used with ESTAR]

Past participle (lived)- *vivido*
(used with HABER)

they/"your graces" live, are living, do live- *viven*
(present indicative)

they/"your graces" are living (act in progress only)- *están viviendo*
[present progressive (indicative)]

they/"your graces" lived- *viveron*
(preterit indicative)

they/"your graces" used to live, were living- *vivían*
(imperfect indicative)

they/"your graces" were living (act in progress only)- *estaban viviendo*
[past progressive (indicative)]

they/"your graces" shall or will live- *vivirán* **they/"your graces" are going to live-** *van a vivir*
(future indicative) (another future indicative)

they/"your graces" would live- *vivirían*
(conditional)

they/"your graces" have lived- *han vivido*
(present perfect indicative)

They hope they/"your graces" have lived-
(present perfect subjunctive) *Esperan que hayan vivido*

they/"your graces" had lived- *habían vivido*
(past perfect indicative)

they/"your graces" want to live- *quieren vivir* **they/"your graces" wanted to live-** *querían vivir*

We want they/"your graces" to live (=We want that they/"your graces" live)-
(present subjunctive) *Queremos que vivan*

We wanted they/"your graces" to live (= We wanted that they/"your graces" lived)-
(past subjunctive) *Queríamos que vivieran*

We hoped they/"your graces" had lived- *Espeábamos que hubieran vivido*
(past perfect subjunctive)

they/"your graces" would have lived-
(conditional perfect) *habrían vivido*

they/"your graces" shall or will have lived-
(future perfect indicative) *habrán vivido*

Práctica: DECIR, yo Give the corresponding forms.

Infinitivo- <i>decir</i> (TO SAY/TELL)	Participio presente- (used with ESTAR)	<i>diciendo</i>
	Participio pasado- (used with HABER)	<i>dicho</i>
I say/tell, am saying/telling, do say/tell- (present indicative)	<i>digo</i>	
I am saying/telling (act in progress only)- [present progressive (indicative)]	<i>estoy diciendo</i>	
I said/told- (preterit indicative)	<i>dije</i>	
I used to say/tell, was saying/telling- (imperfect indicative)	<i>decía</i>	
I was saying/telling (act in progress only)- [past progressive (indicative)]	<i>estaba diciendo</i>	
I shall or will say/tell- <i>diré</i> (future indicative)	I am going to say/tell- (another future indicative)	<i>voy a decir</i>
I would say/tell- <i>diría</i> (conditional)		
I have said/told- <i>he dicho</i> (present perfect indicative)	They hope I have said/told- <i>Esperan que haya dicho</i> (present perfect subjunctive)	
I had said/told- <i>habría dicho</i> (past perfect indicative)		
I want to say/tell- <i>quiero decir</i>	I wanted to say/tell- <i>quería decir</i>	
They want me to say/tell (=They want that I say/tell)- (present subjunctive)	<i>Quieren que diga</i>	
They wanted me to say/tell (= They wanted that I say/tell)- (past subjunctive)	<i>Querían que dijera</i>	
They hoped I had said/told- (past perfect subjunctive)	<i>Esperaban que hubiera dicho</i>	
I would have said/told- <i>habría dicho</i> (conditional perfect)	I shall or will have said/told- <i>habré dicho</i> (future perfect indicative)	

España: unos datos de su historia y cultura



Unos datos de la geografía y la historia.

España está *ubicada al suroeste* del continente de Europa.

También, está muy cerca de África. Entre España y el

continente de África hay solamente 14.3 kilómetros (9

millas) de agua, *el estrecho* de Gibraltar. En el norte, entre

España y Francia, hay montañas, *los Pirineos*. *Al oeste* de

España está Portugal y el océano Atlántico. El mar

data, pieces of information

located at the southwest

the Strait

the Pyrenees; to the west

mediterráneo está al este y al sur de España.

El país consiste en diecisiete regiones que se llaman *comunidades autónomas*, y dos ciudades autónomas, Ceuta y Melilla, que están en África. La capital de España es Madrid, que está en el centro del país. Barcelona, una ciudad en la región de Cataluña en el *noreste* de España, es un centro de *comercio*. En el sur, en la región de Andalucía, unas ciudades principales son Córdoba y Sevilla. España tiene aproximadamente 46 millones de habitantes.

En 711, los árabes *vinieron* de África y *conquistaron* la mayor parte de *lo que hoy es España*. Eran *musulmanes*. *Vivieron* en España por casi ocho *siglos*, hasta 1492, cuando *fueron expulsados por* los reyes católicos Fernando e Isabel. Esta presencia árabe *tuvo* un impacto *grande* en la lengua, la historia, y la cultura de España. Literatura, pintura, y arquitectura española.

La literatura española celebra, *más que nada*, al *escritor* Miguel de Cervantes (1547-1616). En el siglo diecisiete, Cervantes escribió la novela *Don Quixote de la Mancha*. Muchas personas consideran esta *obra* la primera novela moderna. Algunos de los *pintores* españoles más famosos incluyen a *El Greco* (1541-1614), Diego Velázquez (1599-1660), Francisco de Goya (1746-1828),

autonomous communities

northeast

commerce

came

conquered; of what is today

Spain; Muslims; lived;
centuries

were expelled by; monarchs

had;

large

above all else

writer

work, opus

painters

Pablo Picasso (1881-1973), Joan Miró (1893-1983),
y Salvador Dalí (1904-1989).

Antoni Gaudí (1852-1926) *fue* un arquitecto *catalán*. Entre sus muchos *proyectos* de arquitectura, el más *conocido, tal vez*, es la *Sagrada Familia*, una basílica en Barcelona que él *comenzó* pero nunca *terminó*. La construcción de la Sagrada Familia continúa, y *esperan* terminarla *para* 2026.

Un festival y unos platos típicos.

Hay muchos festivales y celebraciones en España. Un festival muy famoso en todo el mundo ocurre el día siete de julio en la ciudad de Pamplona, en el norte de España. Se llama el festival de San Fermín, y las personas *corren por las calles* con los *toros* que van a *formar parte* de una *corrida de toros*.

En *los Estados Unidos* casi todos conocen la tortilla mexicana. En España también comen tortilla, pero la tortilla española es diferente de *la mexicana*. En España, una tortilla es más como un *omelette*. Los ingredientes incluyen *huevos, patatas, y cebolla*. Y la tortilla española no es *picante*. En general, la comida española es *poco picante, a diferencia de la mexicana*.

was

from Cataluña; projects

known; perhaps; Holy Family

began; finished

they hope;

by

dishes

run through the streets; bulls

that will be part of a bullfight

the United States; almost

the Mexican tortilla

eggs, potatoes, and onions

spicy; not very spicy

unlike Mexican food

Otro plato típico de España, *que es originario de la ciudad de Valencia*, es la paella. Los ingredientes de este plato incluyen el *arroz* y el *azafrán*, y también varios tipos de *carne*, *mariscos* y *verduras*.

that comes from Valencia
rice; saffron;
meat; shellfish; vegetables

La bandera de España



El escudo de España



Sugerencias para búsquedas adicionales en el Internet [A few suggestions for searches on the Internet]:

- la bandera, el escudo, la moneda y/o de España [la moneda = currency]
- el himno nacional de España [the Spanish national anthem]
- La Sagrada Familia: imágenes [Images of the Sagrada Familia basilica in Barcelona]
- Las Cuevas de Altamira [Prehistoric cave drawings in caves in Altamira, Spain]
- La mezquita de Córdoba [the mosque in the city of Córdoba, Spain]
- the architecture of Spain, including Roman structures such as the aqueduct of Segovia

- La corrida de toros [The Spanish bullfight]
- La Alhambra [The Alhambra Palace in Granada, Spain]
- La receta e imágenes de paella [The recipe and images of *paella*]
- La receta para *croquetas*
- La receta e imágenes de la tortilla española [The recipe and images of the Spanish tortilla]
- FC Barcelona [the Barcelona professional soccer team]
- La tomatina festival [Spain's tomato festival]

Los Estados Unidos Mexicanos: unos datos de su historia y cultura



La geografía, demografía, y dos industrias importantes.

De todos los países donde el español es una lengua oficial, solamente México tiene una *frontera* con los Estados Unidos. Una parte de esta frontera consiste en *lo que los mexicanos llaman* el río Bravo del Norte y lo que los *estadounidenses llaman* El Río Grande. Entre los países *hispanoparlantes*, México no es el más grande, pero tiene más *habitantes* que los otros. La *población* de México es de unos 120 millones de personas. Los mexicanos *se*

border

what the Mexicans call

people of the United States

Spanish-speaking

inhabitants; population

<p><i>consideran mestizos</i>, una palabra que describe la <i>mezcla</i> de lo europeo—lo español—con la indígena. La mayoría de la población mexicana son mestizos.</p>	<p>consider themselves to be <i>mestizos</i>; mixture, blending</p>
<p>El nombre oficial de México es Los Estados Unidos Mexicanos. Geográficamente, México tiene el Océano Pacífico al oeste, el Golfo de México al este, y los países de <i>Belize</i> y Guatemala forman la frontera de México al sur.</p>	<p>Belize</p>
<p>Hay treinta y un estados mexicanos, y también hay un Distrito Federal, la Ciudad de México, que es la capital y la ciudad más grande del país. Otras ciudades importantes y/o bien conocidas incluyen Guadalajara, Acapulco, y Cancún. Dos industrias centrales para la economía de México son <i>el turismo</i> y la producción y <i>venta de petróleo</i>.</p>	<p>tourism; sale of petroleum</p>
<p><u>Unos datos históricos y fechas importantes.</u></p>	
<p>México tiene una historia <i>precolombina</i> muy larga <i>de la cual</i> los mexicanos están muy <i>orgullosos</i>. Los aztecas y los mayas son probablemente los dos grupos indígenas precolombinas <i>más conocidos</i>, pero <i>ha habido</i> muchas otras civilizaciones importantes en <i>lo que es hoy México</i>, entre ellas los <i>olmecas</i> y los <i>toltecas</i>. Hoy en día, el <i>gobierno</i> de México reconoce sesenta y ocho grupos indígenas que tienen <i>su propia lengua</i>. En México, todavía es posible ver las ruinas de varias civilizaciones precolombinas, y todos los años hay muchas personas,</p>	<p>pre-Columbian about which; proud best known; there have been what is today Mexico Olmecs; Toltecs; government their own language</p>

mexicanos y turistas, que las visitan.

México declaró su independencia de España el 16 de septiembre de 1810, y ahora esta *fecha* en septiembre es un *date*
día festivo para los mexicanos. Otra fecha importante en *holiday*
 México es el 5 de mayo, cuando el país conmemora una *against*
 victoria militar *contra* las tropas francesas en 1862.
 Otra celebración mexicana es *la de* La Virgen de *that of*
 Guadalupe, la *santa patrona* no solamente de los *católicos* *patron saint; Catholics*
 de México, *sino también de los de toda Latinoamérica.* *but also of all Latin America;*
 Según *la historia*, un *milagro* ocurrió en 1531 cuando *story; miracle*
 la Virgen María *apareció* a un hombre indígena, Juan *appeared*
 Diego. La basílica de la Virgen de Guadalupe *es el sitio*
de peregrinaje católico más visitado del mundo. *is the most visited pilgrimage site*
among the world's Catholics

Dos artes modernos.

En el arte del siglo XX en México, *se destacan los* *the muralists stand out*
muralistas Diego Rivera, José Clemente Orozco, y
 David Alfaro Siqueiros, y también el *autorretratista* Frida *painter of self portraits*
 Kahlo. México también *ha tenido* escritores de *has had; renown*
renombre internacional, entre ellos Juan Rulfo, quien
 escribió cuentos y la novela *Pedro Páramo*, y Octavio
 Paz, poeta, *ensayista* y *embajador* mexicano a la India, que *essayist; won; ambassador*
ganó el Premio Nobel de Literatura en 1990. *won*

Unos platos típicos.

Casi todo el mundo conoce la comida mexicana, que incluye los tacos, los tamales, las enchiladas, y las quesadillas. Pero los burritos, populares en los Estados Unidos como comida mexicana, no son originarios de México, sino de *Tejas*. Un plato típico del estado de Puebla, en México, es el *mole* poblano.

Texas

a dark sauce containing chilies, chocolate, and other ingredients

La bandera mexicana



El escudo mexicano



Sugerencias para búsquedas adicionales en el Internet [A few suggestions for searches on the Internet]:

- la bandera, el escudo, y/o el himno nacional [=the national anthem] de México
- la moneda de México [Mexican currency]
- la música de México
- la arquitectura del país
- Juan Diego (y la Virgen de Guadalupe)
- Tenochtitlan [capital city of the Aztec civilization]
- Chichén Itzá [ancient city of Maya and Toltec ruins in the Yucatán peninsula]

- Tulum [another site with pre-Columbian ruins]
- Monte Albán [another site with pre-Columbian ruins]
- Olmecs [perhaps the oldest civilization in what is now Mexico that we have evidence of; their sculptured giant heads are especially impressive]
- the Aztec calendar stone
- Mexican muralists
- Frida Kahlo
- Alfonso Cuarón [film director]
- recipes for el mole poblano

La República de Cuba



Geografía e historia.

Cuba es una *isla* en el *Mar Caribe*. Es parte de un grupo *que se llaman* las *Antillas Mayores*. Cuba es la más grande de las islas del Caribe, y también es el país más populoso de esa región, con unos once millones de *habitantes*. Cuba está a unos 150 kilómetros (unas 90 millas) al sur de los Estados Unidos; Jamaica y las Islas Caymanes están al sur de Cuba, y México está al oeste. Haití y la República Dominicana están al sureste, y las Bahamas están al noreste. La capital de Cuba, La Habana, está en el oeste del país, y es la ciudad más grande.

island; Caribbean Sea
that are called; the Greater
Antilles

inhabitants



Cristóbal Colón llegó a Cuba durante su primer viaje, en 1492, y *reclamó* la isla en nombre de España. Cuba fue parte del imperio español *hasta* el año 1898, cuando *se convirtió* en territorio *estadounidense*. Cuba *pidió* y *recibió* su independencia de los Estados Unidos en 1902. Fidel Castro, el líder de la Revolución Cubana, *tomó* control del país el primero de enero de 1959. *A causa de* la Revolución Cubana, muchos cubanos *salieron de Cuba para* los Estados Unidos, España, y otros países. *Desde 1959*, el

Christopher Columbus; during
claimed
until
it became; of the U.S.; asked for
and received
took
Because of
left Cuba for
Since

gobierno de Cuba *ha sido* marxista-leninista, con un solo *partido* político, *el comunista*. Hoy en día las *Naciones Unidas* le da a Cuba clasificaciones muy altas en las áreas de *la salud y la educación*.

Unos datos culturales: literatura, música, y cocina.

Un escritor respetado por todos los cubanos, *los dentro y los fuera del país*, es José Martí (1853-1895). Este poeta y *ensayista* *luchó por* la independencia de Cuba, y *murió* en una *batalla* contra las *tropas* españolas. José Martí es un *héroe* para los comunistas dentro de Cuba y también para los cubanos que salieron de la isla después de 1959. Otros escritores importantes de Cuba incluyen José Lezama Lima (poeta, ensayista, y novelista), el poeta Nicolás Guillén, y los novelistas Alejo Carpentier y Guillermo Cabrera Infante.

En Cuba, por *razones* históricas, la música y la cocina reflejan influencias europeas (mayormente de España), africanas (por los *esclavos que trabajaron* en los campos de la *caña de azúcar*), *indígenas* (principalmente de la cultura Taino), y *caribeñas*. Los instrumentos musicales de Cuba también reflejan estas influencias. La música cubana incluye la rumba, el mambo, el chachachá, y salsa.

Algunos platos típicos de Cuba incluyen *boliche*, y

has been
the Communist Party;
United
Nations
health and education

those inside and outside of the
country
essayist; fought for
died; battle; troops
hero

reasons
slaves that worked
sugar cane; indigenous
Caribbean

a beef roast stuffed with
chorizo sausage and hard-
boiled eggs

“*moros y cristianos*,” que es arroz con frijoles. Otros alimentos comunes son “*ropa vieja*,” el plátano, la carne de cerdo, la *yuca*, y frutas.

rice and black beans
shredded beef; pork
cassava

La bandera de Cuba



El escudo de Cuba



Sugerencias para búsquedas del Internet:

- la bandera, el escudo, y/o el himno nacional de Cuba
- la moneda de Cuba [the currency of Cuba]
- la música cubana
- José Martí
- Celia Cruz [cantante cubana]
- Gloria Estefan [cantante cubano-americana]
- la influencia africana en Cuba
- la influencia de los Estados Unidos
- recetas de los platos
- Taino [indigenous group]
- la *esclavitud* en Cuba [slavery]
- los *deportes* en Cuba [sports]
- la Revolución cubana y la política de Cuba [politics]
- la arquitectura del país

La República Dominicana



Geografía e historia.

La República Dominicana *comparte* la isla de *La Española* con otro país, Haití. La Española es la segunda isla más grande de las Antillas Mayores; solamente Cuba es más grande. El país de la República Dominicana ocupa la parte *oriental* de La Española. Hay unos diez millones de habitantes que viven en la República Dominicana. La isla de Puerto Rico está al este de la República Dominicana. La capital y la ciudad principal de la República Dominicana es Santo Domingo. Este país es un sitio histórico *significativo*, según los historiadores,

shares

Hispaniola

eastern

significant

porque fue *el primer lugar* donde aterrizó Cristóbal Colón en 1492 cuando llegó a *lo que hoy es América*.

the first place; landed;
what is today America



Desde 1492 La República Dominicana comenzó a formar parte del *imperio español*. Santo Domingo fue un centro de comercio importante durante el período colonial. *Como ocurrió en todo el Caribe*, africanos esclavizados fueron importados a la República Dominicana para trabajar en los campos de la caña de azúcar.

Spanish empire

As

happened throughout the;
Caribbean

El país, en diferentes momentos de su historia, *perteneció* al imperio español, existió *bajo* el control de

belonged to; under

Haiti (de 1821 *hasta* 1844), y estuvo *ocupado por tropas* de los Estados Unidos de 1916 hasta 1924. El dominicano Rafael L. Trujillo fue *dictador* del país por treinta y un años, de 1930-1961.

La música, la cocina, y el béisbol.

La música y baile *que más se asocia con* la República Dominicana es el merengue. También es popular la bachata, un ritmo y baile que originó en las zonas rurales del país. Como en Cuba, la música y la cocina de la República Dominicana reflejan influencias españolas, africanas, e indígenas (principalmente de la cultura Taino). La salsa, el rock, y el rap son unas formas de la música moderna que tienen alguna popularidad en el país.

En la República Dominicana *se comen*, entre otras cosas, el *sancocho*, el chicharrón, la *yuca*, y el *arroz con leche*, y, *claro*, los *frijoles*. El deporte más popular en la República Dominicana es el béisbol. El país *ha producido* muchos beisbolistas que *han jugado en las grandes ligas* profesionales de los Estados Unidos.

until; was occupied by U.S.

troops

dictator

cuisine; baseball

that is most associated with

are eaten

a stew; cassava, a tuber; rice with

milk; of course; beans

has produced

have played in the big leagues

La bandera de la República Dominicana



El escudo de la República Dominicana



Sugerencias para búsquedas del Internet:

- la bandera, el escudo, y/o el himno nacional del país
- la moneda (currency) de la República Dominicana
- la arquitectura del país
- Rafael Trujillo
- las relaciones entre la República Dominicana y Haití
- San Pedro de Macorís [town that has produced many big league baseball players]
- Juan Luis Guerra [compositor y cantante dominicano]
- la influencia africana en la República Dominicana
- la influencia de los Estados Unidos en la República Dominicana
- recetas de los platos [recipes of dishes]
- Taino [indigenous group]
- la *esclavitud* en la República Dominicana [slavery]

El Estado Libre Asociado de Puerto Rico



Geografía e historia.

Una tercera isla del Caribe donde el español es una lengua oficial, además de Cuba y La Española, es Puerto Rico. Como Cuba y La Española (donde está la República Dominicana), Puerto Rico es una isla de las Antillas Mayores. Es más pequeña que Cuba y La Española, y tiene menos habitantes, unos tres millones y media, aunque *la densidad de la población es alta*. La capital de Puerto Rico es San Juan. Mayagüez y Ponce son otras ciudades importantes. Cristóbal Colón llegó a Puerto Rico *durante su*

the population density is high

during

segundo viaje, en 1493.

Un *hecho político importante* de Puerto Rico es que no es un país independiente, *sino* un territorio de los Estados Unidos. La descripción política oficial de Puerto Rico es que es un *estado libre asociado* de los Estados Unidos. Puerto Rico fue parte del imperio español hasta 1898, cuando Puerto Rico y Cuba pasaron a ser posesiones de los Estados Unidos. En 1902 Cuba decidió ser un país independiente de los Estados Unidos, pero Puerto Rico *decidió seguir siendo* un territorio estadounidense, *y todavía lo es hoy en día*. Puerto Rico tiene un *gobernador*, que es el *jefe del estado*. Desde 1917, los puertorriqueños son *ciudadanos* de los Estados Unidos, y por eso no necesitan pasaporte para entrar en los Estados Unidos continentales, *ni para ir a Alaska ni Hawái*.

important political fact

but rather

a free, associated state

decided to continue to be; and so

it remains today; governor

head of state

citizens

nor to go to Alaska or Hawai'i



Unos datos culturales.

Como Cuba y la República Dominicana, la cultura puertorriqueña refleja influencias de España, de África, y de grupos indígenas (principalmente los Tainos). Además, por su asociación especial con los Estados Unidos, Puerto Rico *muestra* también algunas influencias estadounidenses, *tal vez* más que otros lugares donde el español es una lengua oficial. La música y la cocina puertorriqueñas *manifiestan* estas influencias culturales. En Puerto Rico se escucha, entre otros ritmos musicales, la bomba, la plena y la forma *híbrida* del reggaetón. Algunos platos típicos de Puerto Rico incluyen arroz con *gandules*, arroz con *pollo*, y dulce de leche. Una *bebida* típica es la piña colada, *hecha con ron*.

show

perhaps

demonstrate, manifest

hybrid

gandule bean or pigeon pea;
chicken; a sweet milk drink
drink; made with rum

La bandera de Puerto Rico



El escudo de Puerto Rico



Sugerencias para búsquedas del Internet:

- The Commonwealth of Puerto Rico
- estado libre asociado [free associated state]
- La bandera y el escudo de Puerto Rico
- Puerto Rican Citizenship
- la arquitectura de Puerto Rico
- René Marqués [playwright]
- Luis Rafael Sánchez [novelist]
- Luis Palés Matos [poet]
- Roberto Clemente [baseball player and humanitarian]
- la influencia africana en Puerto Rico
- la influencia de los Estados Unidos en Puerto Rico
- recetas de los platos y bebidas [recipes of dishes and beverages]
- Taino [indigenous group]
- la *esclavitud* en Puerto Rico [slavery]

La República de Guatemala



Geografía e historia.

Guatemala es el más grande de los países de Centroamérica. También tiene más habitantes que los otros países de la región, unos dieciséis millones. Sus *paises vecinos* incluyen México al norte y al oeste, *Belize* al este, y El Salvador y Honduras al sur. *Además*, Guatemala tiene dos costas: una atlántica, que es *corta*, y una pacífica, que es *más larga*. El *volcán* Tajumulco, que *mide 4.220 metros (13.845 pies)*, es el *punto* más alto de Centroamérica.

neighboring
countries; Belize
Additionally
short
longer; volcano
measures 4,220 meters
(13,845 feet); point



La capital y ciudad más grande del país es la Ciudad de Guatemala, que tiene más de un millón de personas. Este país *ha padecido una larga serie de desastres* naturales como *huracanes* violentos, *terremotos*, y volcanes activos. *A lo largo* de su historia, estos fenómenos naturales han causado problemas serios.

Los arqueólogos han encontrado evidencia de grupos humanos que vivieron *hace 14.000 años en lo que es hoy*

has suffered a long series of
disasters
hurricanes; earthquakes

Throughout

14,000 years ago; in what is today

Guatemala. Una de las civilizaciones más importantes de Mesoamérica, *la de los mayas*, que fue activa entre los años 250-900 dC., tuvo varios centros en Guatemala. Hoy en día es posible ver muchos sitios con *pirámides* y otras ruinas mayas en este país. Muchos turistas visitan estas *ruinas mayas* cada año, y en los últimos cuarenta años han descubierto nuevos sitios mayas en Guatemala. Hoy, el país tiene un *porcentaje* relativamente alto de grupos *indígenas*. El 40% de la *población* es *de ascendencia indígena*, y el otro 60% son *mestizos*.

Guatemala celebra su independencia de España el 15 de septiembre. En el año 1821, no solamente lo que es hoy Guatemala, *sino también* Honduras, El Salvador, Nicaragua y Costa Rica, declararon su independencia de España. *Lo que hoy son cinco países era entonces una región políticamente unida*. Después, los cinco países *se independizaron el uno del otro*.

Cocina y dos premios Nobel.

La cocina de Guatemala refleja influencias mayas. Los *alimentos* básicos son *el maíz*, los chiles, y los *frijoles*. Una *bebida* que se llama el ponche *se sirve caliente* y contiene *pedazos* de fruta. Otra comida son paches, tamales hechos de *papas*. Los guatemaltecos *suelen comer* esta

that of the Maya

después de Cristo = AD or CE

pyramids

Mayan ruins

percentage; indigenous

population; of indigenous ancestry;
mix between Spanish and Indigenous

but also

What today are five countries were then a single political entity;

later the five countries became independent from each other.

cuisine; Nobel Prizes

foods; corn; beans

beverage; is served hot

pieces

potatoes; are in the habit of eating

comida los jueves.

Un escritor *guatemalteco*, Miguel Ángel Asturias, *ganó* el Premio Nobel de Literatura en 1967. Su novela más conocida se llama *El señor presidente*. En 1992, una mujer indígena, Rigoberta Menchú, *ganó* el Premio Nobel de la Paz por su *lucha* por los *derechos humanos* de la gente indígena de su país.

Guatemalan

won

Peace; struggle, fight; human rights

La bandera de Guatemala



El escudo de Guatemala



Suggestions for other searches on the Internet:

- la bandera, el escudo, la moneda (currency), y/o el himno nacional (national anthem) de Guatemala
- el quetzal [colorful bird native to Guatemala; symbol of the country, it is on the seal and flag; the male has an extremely long tail feather]
- nueva canción [a musical movement of protest songs]
- Tikal [Mayan site]
- Panajachel
- la arquitectura de Guatemala

- Lake Atitlán
- Rigoberta Menchú
- Miguel Ángel Asturias
- Jorge Ubico (1878-1946) [Guatemalan dictator who is the subject of Miguel Ángel Asturias's novel *El señor presidente*]
- *The Popol Vuh* [sacred book of the Maya-Quiché]

La República de El Salvador



Geografía e historia.

El Salvador es el más pequeño de los países de Centroamérica, aunque tiene *la densidad de población más alta* de la región. Hay unos seis millones y medio de habitantes. El Salvador tiene una costa en el Océano Pacífico, pero no tiene costa atlántica. El país tiene una frontera con Guatemala al oeste, y *limita* con Honduras al norte y al este. La capital y ciudad más grande es San Salvador. Santa Ana y San Miguel también son ciudades importantes. Como otros países de Centroamérica, durante

the highest population density

borders

su historia El Salvador ha tenido problemas *a causa de* huracanes, *terremotos*, y volcanes.

because of earthquakes



También como *la mayoría* de los países centroamericanos, la situación política de El Salvador *ha sido inestable*. *Ha habido guerras civiles* y mucha violencia durante su historia. La mayoría de los salvadoreños son *mestizos* (el 87% de la población). Hay solamente 1% de la población salvadoreña que es indígena.

the majority has been unstable

There have been civil wars mixed Spanish and indigenous

Con Guatemala, Honduras, Costa Rica y Nicaragua, El Salvador fue parte de *La República Federal de Centroamérica* hasta 1841, cuando los cinco países *que conocemos hoy se independizaron el uno del otro*. Y como esos otros países, la independencia de El Salvador de España *data* del 15 de septiembre de 1821.

the Federal Republic of Central America

that we know today became independent from each other

dates

Unos datos sobre la cocina y el deporte.

Un plato muy típico de El Salvador es la pupusa, una tortilla *más gruesa que la mexicana, rellena de varios ingredientes*, por ejemplo, el *queso*, los *frijoles*, la *carne y más*. Un desayuno *salvadoreño* típico es *el plátano frito* con crema. El *café* es uno de los productos más importantes de El Salvador, y el turismo es el sector de la economía que *está creciendo más rápidamente hoy en día*.

El deporte más popular de El Salvador es *el fútbol*. El estadio de fútbol más grande de la América Central y el Caribe *se encuentra en San Salvador*.

A few facts about the cuisine and sport

thicker than a Mexican tortilla; stuffed with; cheese; beans; meat

and other things; Salvadoran; fried plantain coffee

is growing most rapidly; today

soccer

is found/located in

La bandera de El Salvador



El escudo de El Salvador



A few suggestions for other searches on the Internet:

- la bandera y/o el escudo de El Salvador
- el himno nacional [the National Anthem of El Salvador]
- la moneda del país [the currency of the country]
- la arquitectura del país
- la geografía del país
- Archbishop Oscar Romero
- Izalco volcano
- el torogoz [national bird of El Salvador]
- The Federal Republic of Central America

La República de Honduras



Geografía e historia.

Honduras *tiene límites con* tres naciones de Centroamérica: Guatemala, al oeste; El Salvador al suroeste; y Nicaragua al sur y al este. Hay una costa *corta* en el Océano Pacífico, y una costa mucho más *larga*, en el norte y el este del país, donde *se encuentra* el Golfo de Honduras, una parte del Mar Caribe. El país está dividido en dieciocho *departamentos*, y las dos áreas metropolitanas más grandes son la de la capital y ciudad principal, Tegucigalpa, y *la de* la ciudad de San Pedro Sula.

borders

short; long

is found

municipalities

the metropolitan area of



Honduras es un país montañoso, y algunos creen que su nombre, *Honduras*, refiere a las muchas *bajas*, o honduras, entre las *estribaciones* de las *montañas*. Otros dicen que puede referir a *la hondura* del agua de la *Bahía* de Trujillo. También, según la historia, *Colón* dijo, al salir de *lo que hoy es Honduras*: “Gracias a Dios, que hemos salido de esas honduras.” La mayoría de los *hondureños* son *mestizos* (el 90% de la población). Más o menos el 8% de la población

mountainous
depths; declivities
foothills; mountains
depth; Bay
Columbus
what; “Thank God, we’ve left
those depths;” Hondurans; mixed
European and Indigenous

hondureña es *amerindio*.

Uno de los héroes de Honduras es el amerindio Lempira. Este *cacique luchó contra* los españoles en el *siglo XVI*, y los hondureños de hoy están *orgullosos* de la *dignidad y valentía* de este *guerrero* indígena. Aunque había una presencia maya en lo que hoy es Honduras, Lempira era de otra *tribu*, los Lencas. *La moneda de Honduras hoy* se llama el Lempira, y también hay una celebración hondureña el 20 de julio, “El Día de Lempira.”

Unos datos más.

La bandera de Honduras tiene una *banda* blanca *entre* dos bandas azules. Las bandas azules representan *el agua que se encuentra* a los dos *lados* del país, el Océano Pacífico y el Mar Caribe, y la banda blanca representa *la tierra de Honduras entre los dos océanos*. En la banda blanca hay cinco *estrellas* que representan los cinco *estados* de la *República Federal de Centroamérica*. *La estrella de en medio* representa Honduras, que era el país central de los cinco. Honduras, como los otros cuatro países de esa federación (Guatemala, El Salvador, Nicaragua, y Costa Rica), celebra el día de su independencia del *imperio español* el 15 de septiembre.

Amerindian

tribal chieftain; fought against
sixteenth century; proud
dignity; valor; warrior
tribe; Honduran currency today

A few more facts

stripe; between
the water found
sides

the land between the oceans
stars

states; Federal Republic of
Central America
the middle star

Spanish Empire

El deporte más popular de Honduras es el *fútbol*.
Comidas típicas del país incluyen las tortillas, los *frijoles*, los tamales, y el *pollo*. También se usa mucho el *coco* en la cocina hondureña.

soccer
beans
chicken; coconut



Suggestions for Additional Internet Searches:

- la bandera, el escudo, la moneda (currency), y/o el himno nacional (national anthem)
- Lempira
- Ara macao [national bird]
- Lencas [un grupo étnico]
- la presencia maya en lo que es hoy Honduras [the Mayan presence]
- The Federal Republic of Central America
- La Basílica Virgen de Suyapa [a basilica in Tegucigalpa]
- la arquitectura de Honduras

- las Cataratas de Pulhapanzak [a waterfall]
- Cuevas de Talgua Catacamas Olancho [a series of caves]

La República de Nicaragua



Geografía e historia.

Nicaragua está situada *entre* Honduras en el norte y Costa Rica al sur. Al este está el Mar Caribe y al oeste el Océano Pacífico. El país tiene los dos *lagos* más grandes de Centroamérica, el Lago de Nicaragua y el Lago de Managua. Nicaragua tiene tres regiones geográficas: las *tierras bajas* del Pacífico; una *meseta más alta* en la parte central y al norte del país; y las tierras bajas al este, donde está el Mar Caribe. Por su *clima*, sus *playas*, su gran biodiversidad, sus *volcanes*, y su *arquitectura*, Nicaragua

between

lakes

lowlands; higher plateau

climate; beaches

volcanoes; architecture

goza de mucho turismo, el sector más grande de la economía desde 2009.

enjoys



Algunos creen que el nombre del país viene de un cacique precolombino que se llamaba Nicaragua. La capital, y la ciudad más grande e importante de Nicaragua es Managua. Según la historia, Cristóbal Colón fue el primer europeo que llegó a lo que hoy es Nicaragua, en su cuarto viaje en 1502.

Some (people)
pre-Columbian chieftain called
and (in front of *i-* and *hi-*)
According to; Columbus was;
European;
arrived; fourth voyage

La población de Nicaragua es de unos seis millones de personas. Es un país multiétnico; según las *estadísticas*, el 69% de los *nicaragüenses* son *mestizos*, el 17% son blancos, el 9% son negros, y el 5% son *amerindios*. Como los otros países que formaron parte de la República Federal de Centroamérica de 1823-1838 (Guatemala, El Salvador, Honduras, y Costa Rica), Nicaragua celebra su Día de Independencia de España el 15 de septiembre. Nicaragua fue el primer estado de esa federación que se independizó, en 1838.

A fines del siglo XIX, unas compañías internacionales pensaban hacer un canal *por* Nicaragua, para conectar el Océano Atlántico con el Pacífico, pero nunca *finalizaron* los planes. En vez de Nicaragua, el sitio para el canal, como sabemos hoy, *resultó ser* Panamá. La historia política de Nicaragua fue inestable durante el siglo XX. *Hubo* períodos de ocupación del país por los marines de los Estados Unidos, *hubo guerra civil*, y también hubo una *dinastía* de la familia Somoza entre 1927 y 1979. En el año 1979 ocurrió la revolución Sandinista, cuando los *contras* comunistas *derrocaron* a Anastasio Somoza.

La Diáspora.

A causa de la guerra civil entre los Sandinistas y el

statistics

Nicaraguans; mixed Spanish and Amerindian
Amerindians

At the end of the nineteenth century
through, across

finalized

ended up being
was unstable during; There were

there was civil war; dynasty

Sandinista rebels

deposed

Diaspora

Because of

gobierno de Somoza, muchos nicaragüenses *decidieron* salir del país. La mayoría de estas personas fueron o a Costa Rica o a los Estados Unidos. Según las estadísticas, hoy uno de cada seis nicaragüenses vive en Costa Rica o en los Estados Unidos.

Literatura, cocina, y deporte.

La más famosa figura literaria nicaragüense es el poeta Rubén Darío (1867-1916). Su nombre está *vinculado* con el Modernismo, un *movimiento* literario latinoamericano del fin del siglo XIX. Fue una figura internacional que *viajó* a España, y que *influyó* en muchos de los escritores latinoamericanos de la *época*, y también en *los de* España.

La comida nacional de Nicaragua se llama el gallo pinto, que consiste en *arroz y frijoles rojos*. Muchas personas del país desayunan cada día este *alimento*. Con el gallo pinto *es común* servir la carne, una ensalada, el queso, el plátano frito y *coco* o la leche de coco.

En Nicaragua, el béisbol es el deporte más popular. También son populares el *boxeo* y *el fútbol*.

decided

linked;

movement

traveled

influenced

epoch, era; the writers of

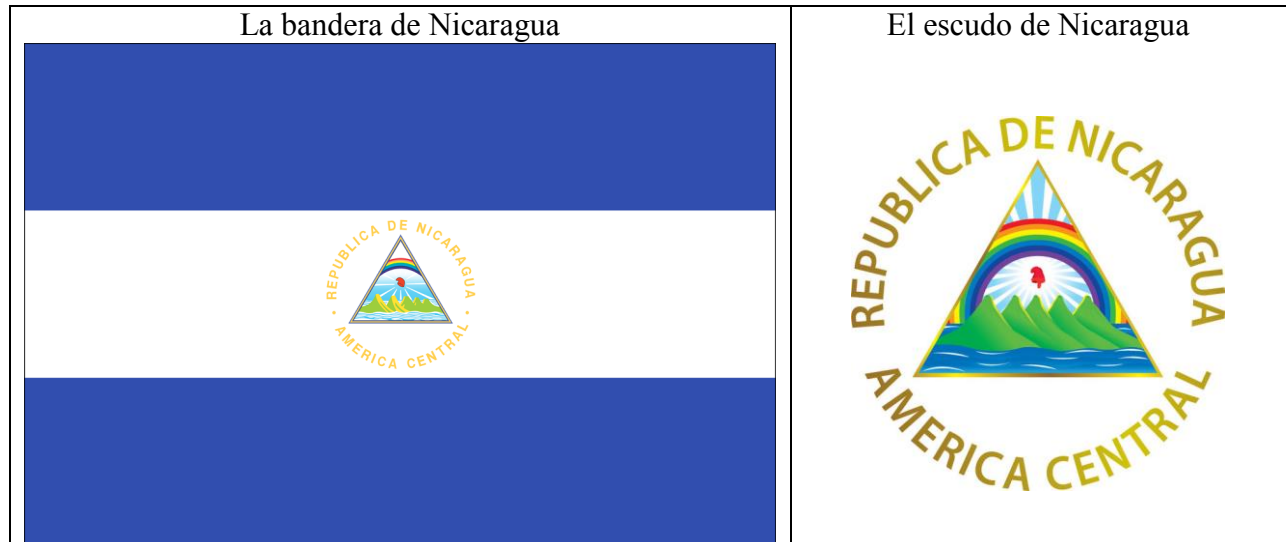
rice and red beans

food

it is common

coconut

boxing; soccer



Suggestions for Additional Internet Searches:

- el himno nacional [the National Anthem]
- la bandera y/o el escudo de Nicaragua
- la moneda de Nicaragua [Nicaraguan currency]
- la arquitectura de Nicaragua
- el Guardabarranco [national bird]
- la biodiversidad del país [the biodiversity of Nicaragua]
- The Federal Republic of Central America
- César Augusto Sandino (1895-1934)
- Daniel Ortega (1945-) [Sandinista military leader and then president of Nicaragua]
- Lake Nicaragua

La República de Costa Rica



Geografía e historia.

La República de Costa Rica se encuentra *entre* Nicaragua en el norte y Panamá al sureste. El nombre del país quiere decir “Rich Coast,” y al este está el mar Caribe y al oeste el océano Pacífico. El país tiene unos cinco millones de habitantes, y más o menos la cuarta parte de ellos viven en San José, capital y ciudad principal de Costa Rica. Los costarricenses *se llaman* informalmente “Ticos.” Hasta 1838 Costa Rica formó parte de la República Federal de Centroamérica, y como Guatemala, El Salvador,

between

call themselves

Honduras, y Nicaragua, celebra oficialmente su
Independencia de España el 15 de septiembre.



Hay una diferencia histórica muy importante entre Costa Rica y los otros países de Latinoamérica. En 1949, después de una guerra civil corta pero violenta, el país eliminó el ejército. Desde entonces, el país ha gozado de una estabilidad política que es la envidia de muchos de los países vecinos. Esta estabilidad es, tal vez, la razón más

a short but violent civil war
the army; Since then; has enjoyed
the envy
neighboring countries; is perhaps
the most important reason for

importante por el mucho turismo *que recibe* Costa Rica. El turismo es la industria más importante del país, y Costa Rica, cada año, tiene más turistas que cualquier otro país de Centroamérica. El país *ha sido un pionero* en el ecoturismo. La abundante biodiversidad del país y sus muchos parques *y reservas naturales* contribuyen al *éxito* del ecoturismo. La gran biodiversidad de las plantas y animales del país *atrae* a turistas *de todas partes del mundo*. Otra industria importante en Costa Rica es la producción del café.

La estabilidad política de Costa Rica *a lo mejor* también *explica por qué* este país recibe más inmigrantes que los otros países centroamericanos. *La gran mayoría* de los inmigrantes vienen de Nicaragua, pero hay grupos de muchos países, *incluso* de los Estados Unidos, que tiene el número más alto de inmigrantes (16.000) después de Nicaragua (287.000) y Colombia (20.000). Otro dato impresionante de Costa Rica es que tiene *una tasa de alfabetismo* de 96.3%, una de las más altas de Latinoamérica.

Cocina y deportes.

La cocina costarricense refleja *más que nada* influencias españolas, indígenas, y africanas. Se come mucho el gallo pinto, esta *mezcla* de arroz blanco y frijoles

that Costa Rica receives

has been a pioneer

nature preserves; success

attracts; from all parts of the world

perhaps

explains why

the vast majority

including

literacy rate

above all others

mixture

rojos que también es popular en Nicaragua. Un plato típico se llama olla de carne, que consiste en carne y verduras. El maíz, el chile, el tomate, *el aguacate*, la *piña*, la papaya y la *guanábana* son otros *alimentos* que *se hallan* en la dieta costarricense.

La *natación* es el *deporte* donde los *atletas* de Costa Rica *han tenido más éxito*. Han ganado cuatro medallas olímpicas de natación. El deporte más practicado en el país es *el fútbol*. También popular es el *boxeo*.

avocado; pineapple
a tropical fruit; foods; are found

swimming; sport; athletes
have had most success

soccer; boxing

La bandera de Costa Rica



El escudo de Costa Rica



Suggestions for Additional Internet Searches:

- el himno nacional [the National Anthem]
- la bandera y/o el escudo de Costa Rica

- la moneda de Costa Rica [the currency of Costa Rica]
- National Parks [for example, “Parque Nacional Corcovado”]
- la biodiversidad del país [the biodiversity of Nicaragua]
- The Federal Republic of Central America
- Ecotourism in Costa Rica
- Abolition of the Military
- la arquitectura

La República de Panamá



Geografía e historia.

La República de Panamá *se sitúa* entre Costa Rica al oeste y Colombia al este. Al norte está el mar Caribe y el océano Atlántico y al sur está el océano Pacífico. Hay unos tres millones y medio de habitantes en Panamá, y la ciudad más grande y de más importancia en el país es la Ciudad de Panamá. Los historiadores *no están seguros* de la etimología del nombre “Panamá,” pero los *libros escolares panameños* normalmente dicen que *quiere decir algo como* “abundancia de peces, árboles, y mariposas.”

is situated

are not certain

schoolbooks in Panama

it means something like
“abundance of fish, trees and
butterflies”

Como en las otras partes de Latinoamérica, *había gente indígena en lo que es hoy Panamá* cuando llegaron los españoles en el siglo XVI. Aunque no había ninguna civilización precolombina muy avanzada, había una *cantidad* de tribus. Ellas *habitaban* el territorio, y *fueron conquistados* por los españoles. Un *acontecimiento* histórico importante para los *panameños de hoy* es que Vasco Núñez de Balboa, el primer europeo que vio el océano Pacífico, lo vio en 1513 *desde* una montaña de Panamá.

there were indigenous peoples; what is today (quite a) quantity; were living in; were conquered; event Panamanians of today from



Mientras que los otros cinco países de Centroamérica donde el español es la lengua oficial (Guatemala, El Salvador, Honduras, Nicaragua y Costa Rica) formaron parte de la República Federal de Centroamérica entre 1823 y 1838, Panamá *tuvo* una historia diferente. *Desde* su

While

had; Since

independencia de España en 1821, y hasta 1903, cuando *se estableció definitivamente* como una república independiente, Panamá *trató* unas diecisiete veces, entre 1826 y 1902, de separarse de su asociación *con lo que es hoy el país de Colombia*. Por fin, en 1903, con *la ayuda clandestina* de los Estados Unidos, Panamá *logró* la independencia. Los Estados Unidos *querían* construir un canal por Panamá, pero *el senado colombiano no quiso cooperar* con ese plan. *Francia había comenzado* un canal en 1874, pero abandonó *la tentativa* en 1889. Los Estados Unidos *lograron terminar* un canal *por* Panamá en 1914.

El canal de Panamá, esta conexión entre los océanos Atlántico y Pacífico, *ha sido sumamente* importante en el *desarrollo* de Panamá. Los Estados Unidos administraron el canal hasta el 31 de diciembre de 1999, cuando el control *pasó a manos* de Panamá. La industria más lucrativa de Panamá es la administración del canal. En 2014, la economía de Panamá creció más rápido que *todas las otras* de Centroamérica. Además de los *ingresos* del canal, Panamá tiene *la segunda zona libre más grande del mundo*. Otras industrias importantes en Panamá son el comercio, la *banca*, y el turismo. Como otros países de Centroamérica, Panamá *goza de* una gran biodiversidad, *la cual atrae* el

definitively established itself
 attempted
 with what is
 today Colombia; the clandestine
 assistance
 succeeded in attaining
 wanted
 the Colombian senate refused to
 cooperate; France had begun
 attempt
 succeeded in finishing; through
 has been extremely
 development
 passed into the hands
 all the other economies of
 Central America
 income
 the second largest duty free zone
 in the world
 banking
 enjoys; which attracts

interés de los turistas, que vienen principalmente de Los Estados Unidos y Europa.

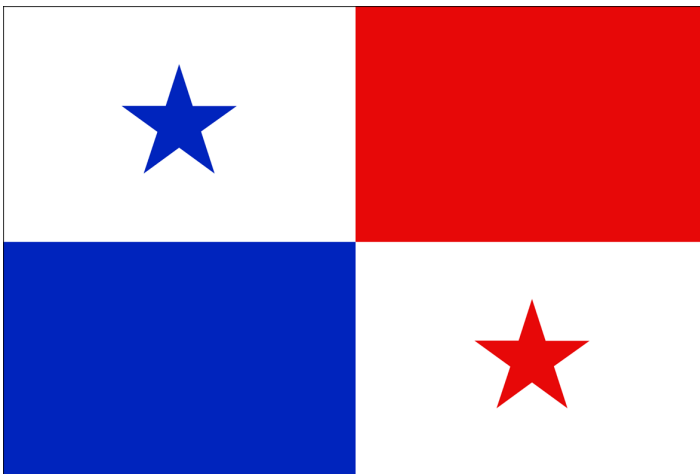
Unos otros datos de Panamá.

La presencia del canal también *ha contribuido* a la diversidad de la población y la cultura panameñas. Según estadísticas, el 68% de la población son mestizos (incluso los afrodescendientes), el 15% son blancos, el 10% son negros, el 6% son indígenas, y el 1% son asiáticos, primariamente chinos de Taiwan. La comida de Panamá también *refleja* las influencias *multiétnicas que ha tenido el país*. El deporte nacional de Panamá es el béisbol, y también son populares el *baloncesto* y el *boxeo*.

has contributed

reflects; multiethnic that the
country has had
basketball; boxing

La bandera de Panamá



El escudo de Panamá



Suggestions for Additional Internet Searches:

- el himno nacional [the National Anthem]
- la bandera y/o el escudo de Panamá
- la moneda de Panamá [the currency of Panama]
- National Parks
- la biodiversidad del país [the biodiversity of Panamá]
- Ecoturism in Panamá
- the Panama Canal
- comidas típicas de Panamá
- la influencia de los Estados Unidos en Panamá
- la arquitectura del país

La República de Colombia



La República de Colombia está en el noroeste del continente de Sudamérica. Colinda con Panamá en el oeste, con Venezuela en el este, con Brasil en el sureste y con Ecuador en el suroeste. Colombia es el *único* país de Sudamérica que tiene acceso a dos costas: el mar Caribe está al norte y el océano Pacífico está al oeste. La población de Colombia es de casi 50 millones de personas. Es el tercer país del mundo con el mayor número de *hispanoparlantes*,

only

Spanish speakers

después de México y los Estados Unidos. El nombre del país *rinde homenaje* a Cristóbal Colón, cuyo nombre en italiano era Crisóforo Colombo. Bogotá es la capital, y tiene casi ocho millones de habitantes. Otras ciudades principales son Medellín (2.4 millones), Cali (2.3 millones), Baranquilla (1.2 millones), y Cartagena (casi un millón).

pays homage; whose



La población es multiétnica, con los *siguientes* grupos: mestizos (49%); blancos (37%); afrocolombianos (10.6%); amerindios (3.4); y gente *roma*, o *gitanos* (.01%).

Los españoles conquistaron las tribus indígenas en el siglo XVI, y el período colonial *duró unos* trescientos años, hasta el 7 de agosto de 1819, cuando Simón Bolívar y sus *tropas* ganaron la batalla de Boyacá. De 1819 hasta 1831 *lo que es hoy* Colombia formó parte de la Gran Colombia *con lo que hoy son* los países de Venezuela, Ecuador, y Panamá. En 1832 Ecuador y Venezuela se independizaron de la Gran Colombia y, *desde entonces hasta* 1903 Colombia y Panamá *constituyeron* una *entidad política*. El nombre la República de Colombia se empleó por primera vez en la constitución de 1886.

De 1946-1958 Colombia sufrió un período que se llama “La Violencia.” *Hubo guerra civil* y persecuciones políticas durante esta *época*, y *murieron* unos 300.000 colombianos en esos años. *Los conflictos armados* internos *han continuado* en el país. Varios grupos de *guerrilleros se han formado*, entre ellos el FARC (*Fuerzas Armadas* Revolucionarias de Colombia). Otro problema *serio* que tiene Colombia es la presencia de los *carteles de drogas*, primariamente en las ciudades de

following

Roma (Gypsies)

lasted some

troops

what is today

along with what are today

since then

until; comprised/made up a single political entity

There was civil war

time; died

armed conflicts

have continued; guerrilla

fighters have been formed;

Armed Forces

serious

drug cartels

Medellín y Cali. Estos carteles controlan mucho del tráfico de la cocaína que pasa de Latinoamérica a los Estados Unidos.

Colombia *ha ganado fama mundial* por avances científicos y tecnológicos, *sobre todo* en el campo de la *salud*. Un ejemplo entre muchos es la invención del *bien conocido procedimiento médico* LASIK, que se usa para *corregir* un problema *ocular*. Otro ejemplo: en el año 2000 *las expectativas de vida* en Colombia eran 74 años. En 2012 las expectativas habían subido a los 78 años. En general, *desde los años ochenta ha habido mejoras significativas* en el área de la salud en Colombia.

Literatura, las artes plásticas, y la música.

Colombia *produjo* uno de los *más conocidos* y respetados novelistas del siglo XX, Gabriel García Márquez (1927-2014), quien ganó el Premio Nobel de la literatura en 1982. Su obra *Cien años de soledad* se considera una de las mejores novelas del *siglo*. Otro artista internacional es el *pintor y escultor* colombiano Fernando Botero (nació en 1932). Sus obras se encuentran en muchos museos y en muchos países. *En cuanto a la música*, tres ritmos tradicionales que se asocian con Colombia son: el bambuco, la cumbia, y el vallenato. En la música contemporánea, dos

has won world renown

especially

health

well-known medical procedure

to correct; of the eyes

life expectancy

since the eighties; there have been significant improvements

produced; well-known

One Hundred Years of Solitude

century

painter and sculptor

As far as music is concerned,

artistas colombianos muy populares son Shakira y Juanes.



Some suggestions for Internet searches:

- Bandera, escudo, himno nacional [flag, seal, national anthem]
- la moneda de Colombia [the currency of Colombia]
- la arquitectura de Colombia
- Indigenous groups of Colombia
- La Conquista española en Colombia [The Spanish Conquest in Colombia]
- La Violencia [a name associated with this period: Jorge Eliécer Gaitán]
- Simón Bolívar [known as El Libertador, The Liberator]
- la cocina colombiana [Colombian cuisine]
- días festivos en Colombia [holidays and celebrations in Colombia]
- la biodiversidad de Colombia

- la ciencia, la tecnología, y las invenciones colombianas
- las drogas y los carteles de drogas en Colombia
- FARC [las Fuerzas Armadas Revolucionarias de Colombia]
- conservadores y liberales [the two main traditional political parties in Colombia]

La República de Venezuela



El nombre oficial de este país es la *República Bolivariana de Venezuela*. Este nombre conmemora a Simón Bolívar (1783-1830), quien nació en Caracas, Venezuela. *Conocido por el apelativo de “El Libertador,”* Bolívar *jugó un papel decisivo en lograr la independencia de lo que hoy son los países de Venezuela, Colombia, Panamá, Ecuador, y Bolivia.*

Bolivarian Republic of Venezuela

Known as “The Liberator”

played a decisive role in
achieving
of what are today



Venezuela está en el norte de Sudamérica: al oeste y suroeste *se halla* Colombia; al este está Guayana, al sur Brasil, y al norte el mar Caribe. El país de Venezuela tiene unos 33 millones de habitantes y la capital y ciudad más poblada es Caracas. Venezuela tiene una geografía variada, desde las alturas de las montañas de los Andes en el oeste, hasta *la selva tropical de la cuenca del Amazonas* en el sur. Los historiadores creen que el nombre del país viene de unas palabras de *Amérigo Vespucci*. En una expedición al

is

the tropical rain forest of the Amazon River basin

Américo Vespucci was an Italian mapmaker. The word “America” was derived from his name.

territorio de la Guajira, una península de *lo que* hoy es Colombia y que *limita* con Venezuela, él vio las casas en *pilotes de madera que salían del agua*, y le recordaron la ciudad italiana de *Venecia*. Dijo que el territorio era “*Venezziola*,” que en italiano *quiere decir* una pequeña Venecia. La forma española de esa palabra italiana es Venezuela. Hay otra *frase* también que se asocia con Venezuela, “*Tierra de Gracia*,” que viene de una descripción de *Colón* cuando vio *por primera vez lo que es* hoy el país de Venezuela.

Historia e Independencia.

Los españoles comenzaron a conquistar a las *tribus* indígenas *de lo que es hoy* Venezuela en 1498, cuando Colón visitó a Venezuela en su *tercer viaje* al “*Nuevo Mundo*.” Como en las otras partes de América, *hubo* resistencia *por parte de* los habitantes, pero los españoles, con sus *caballos* y sus *armas* superiores, *pudieron tomar control* del territorio en unas décadas.

Francisco de Miranda, que *había luchado* en la *Revolución de las colonias británicas* (1775-1783) y también en la *Revolución Francesa* (1789-1799), declaró la independencia de Venezuela de España en 1811, pero *no fue realizada definitivamente* hasta la victoria en la *batalla* de

what

borders

wooden poles, or piles, in the water (upon which the houses were built); Venice, Italy

means “a Little

Venice”

phrase

literally “Land of Grace,” also “most favorable/blessed land” Columbus; for the first time; what

tribes

of what is today

third voyage; New World (what Europe initially called the American continents); there was

on the part of, by

horses; weapons; managed to take

control

had fought

the American Revolution

French Revolution

was not

finally achieved until; battle

Carabobo el 24 de junio de 1821. Venezuela formó parte del grupo regional *llamada* La Gran Colombia, con *lo que hoy en día son* los países de Panamá, Colombia, y Ecuador. Esta federación terminó en 1830, cuando Venezuela y Ecuador decidieron formar países independientes.

El petróleo y la Revolución Bolivariana.

Venezuela tiene *la primera reserva mundial* de petróleo. Este *recurso natural* genera el 80% de los *ingresos* del país. Venezuela es miembro de *OPEP* (Organización de Países Exportadores de Petróleo), y produce 2.400.000 barriles por día, que vende principalmente a los Estados Unidos, Europa, y los países de Latinoamérica. *Además* del petróleo, Venezuela también tiene reservas grandes del gas natural.

El *político* Hugo Chávez llegó a ser presidente de Venezuela en 1998, y fue el jefe del estado hasta su muerte en 2013. El presidente ahora (2015) es Nicolás Maduro, que era el vicepresidente de Chávez. Socialista, Chávez *quiso realizar* una “*revolución bolivariana,*” un *cambio* radical en toda Latinoamérica. Sus políticas causaron grandes controversias en su país, que hoy en día sufre de problemas económicos, *a pesar del* mucho dinero que entra por los ingresos del petróleo.

called; what

are today

the largest oil deposits in the world
natural resource; revenues

OPEC

Besides

politician

tried

to bring about; Bolivarian
revolution ; change

despite

Comida, deportes, y concursos de belleza.

La gente de Venezuela come mucho la arepa, una tortilla de maíz que *se rellena* de queso, carne, u otros ingredientes. La arepa es una *comida rápida* que se come en todas partes del país. *En cuanto a* los deportes, los *venezolanos* son *aficionados* al béisbol, el deporte más popular, aunque *el fútbol* y el básquetbol también tienen muchos *partidarios*. Otro dato de Venezuela es que los concursos de belleza *gozan de* mucha popularidad, y las venezolanas han tenido *mucho éxito* en los concursos de belleza internacionales, como los *certámenes* de Miss Mundo y Miss Universo.

beauty pageants

is filled; *or* before *o-* and *ho-*
fast food

As for

Venezuelans; fans

soccer

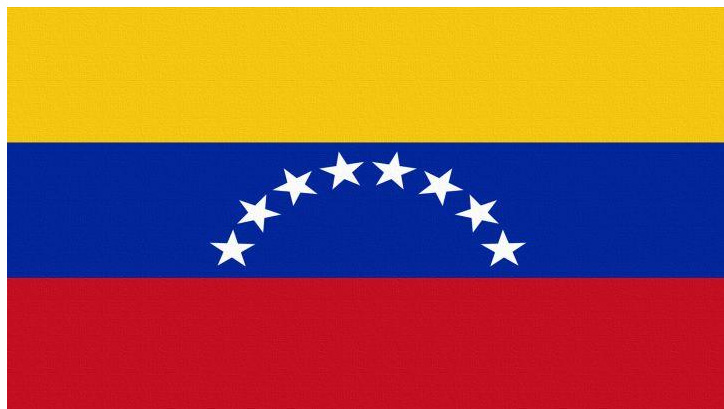
supporters

enjoy

a good deal of success

contests

La bandera de Venezuela



El escudo de Venezuela



Some suggestions for Internet searches:

- Bandera, escudo, himno nacional [flag, seal, national anthem]
- la moneda de Venezuela [Venezuelan currency]
- pre-Columbian Indigenous groups
- La Conquista española en Venezuela [The Spanish Conquest in Venezuela]
- Simón Bolívar [known as El Libertador, The Liberator]
- José Antonio Páez [with Bolívar and Sucre, a hero of LA independence]
- Antonio José de Sucre [with Bolívar and Páez, a hero of LA independence]
- la cocina venezolana [Venezuelan cuisine]
- días festivos de Venezuela [Venezuelan holidays and celebrations]
- la geodiversidad de Venezuela [the diversity of the geography]
- la biodiversidad de Venezuela [the diversity of the flora, and the fauna]
- los concursos de belleza
- La Gran Colombia [also La República de Colombia, but this phrase also refers to what is today the country of Colombia]
- el turpial [national bird of Venezuela]
- Hugo Chávez
- “La Revolución Bolivariana”
- Oil reserves in Venezuela
- the Dutch Effect in the Venezuelan economy

La República del Ecuador



Ecuador *colinda con* Colombia al norte, con el Perú al este y al sur, y tiene el océano Pacífico al oeste. Las *islas Galápagos*, a una distancia de 1.000 kilómetros (620 millas) al oeste del país continental en el océano Pacífico, también forman parte del Ecuador. La población del país es de unos dieciséis millones y medio de habitantes. Ecuador es el país sudamericano *más densamente poblado*. Además, *por*

borders

Galapagos Islands

most densely populated



kilómetro cuadrado, Ecuador posee la concentración más alta de *ríos* del mundo. La capital del país es Quito, *que se encuentra* en la provincia de Pichincha, pero la ciudad más grande es Guayaquil, al suroeste de Quito, en la provincia de Guayas. En Quito hay más de un millón de habitantes; en Guayaquil, más de dos millones.

Historia e Independencia.

En 1463, unos cincuenta años antes de la *llegada* de los *conquistadores* españoles, partes de *lo que* es hoy Ecuador *fueron conquistadas e incorporadas* en el imperio *inca*. Los españoles conquistaron el territorio en *el siglo XVI*

per square kilometer

rivers; which is

found

arrival

conquerors; what is today
Ecuador
were conquered and incorporated
Incan empire
the sixteenth century

y Ecuador, como los otros países de Latinoamérica *donde se habla español*, fue parte de la *colonia española* hasta el *siglo XIX*. El 24 de mayo de 1822, Antonio José de Sucre y sus *tropas* ganaron a los españoles en la batalla de Pichincha, cerca de Quito. Ecuador se incorporó a La Gran Colombia, *con lo que hoy son* los países de Colombia, Venezuela, y Panamá. En 1830, Ecuador se independizó de esa federación y *se declaró un país soberano*. *A lo largo de* su historia, Ecuador ha sido un país políticamente *volátil e inestable*. También ha tenido *disputas* sobre territorios con *los países vecinos* de Colombia, Brasil, y Perú. Estas disputas a veces han llegado a conflictos *armados*, el último, *resuelto* en 1998, con Perú.

Geografía e Industrias.

Como indica el mapa *arriba*, hay cuatro zonas geográficas en Ecuador: las Islas Galápagos; *las tierras bajas de la costa*; *la sierra andina*; y la Amazonía, que también se llama *El Oriente*. En 2008 Ecuador *aprobó* una nueva constitución, la primera del mundo que *vela por la naturaleza* y que *reconoce los derechos de los ecosistemas*. Esta nueva constitución protege no solamente las plantas y animales de las Islas Galápagos, *sino* toda la flora y fauna del país que *se encuentra dentro de áreas protegidas*. En

where Spanish
is spoken; Spanish colonies
nineteenth century
troops
with what are today
declared itself a sovereign
country; Throughout
volatile and
unstable; disputes
neighboring
armed; resolved
above
coastal lowlands
Andean highlands
the East; approved
safeguards/protects nature and
the environment
recognizes the rights of
ecosystems
but; is found within
protected

2008 Ecuador fue nombrado “País de los colibríes:” tiene unas 120 especies de este pájaro. Y en 2013 el país recibió	was named; Land of the hummingbirds
la designación “País de las orquídeas,” por tener la concentración más alta del mundo de esta flor. Ecuador es	Land of the orchids; by virtue of having flower
el exportador de bananas número uno del mundo. Se cultivan en las tierras bajas muy fértiles de la zona costera.	are grown; fertile costal lowlands
En esta zona también se cultiva el arroz y hay una industria pesquera importante. La ciudad de Guayaquil está en	rice; fishing industry
esta zona del país. Quito es la ciudad más importante de la zona de la sierra andina, donde viven la mayoría	majority
de los amerindios Quichua. Esta zona tiene la mayoría de los volcanes del país, y también de las montañas	volcanoes; snow-capped mountains
nevadas. La zona que se llama Amazonía primariamente consiste en selva amazónica, parques y	called; primarily consists of
reservas donde las tribus indígenas del país pueden continuar viviendo según las tradiciones de sus	indigenous tribes
antepasados. En esta zona también hay las reservas de petróleo del país. Ecuador es un país exportador de	according to
petróleo, y la exportación de este producto representa el 40% de lo que exporta Ecuador. En 2000, después de	ancestors
una crisis económica, Ecuador decidió adoptar el dólar de los Estados Unidos como la moneda oficial del país. En	an oil/petroleum
los últimos años la economía de Ecuador ha crecido constantemente. También la tasa de pobreza ha	exporting country
	accounts for 40% of what Ecuador exports
	the official currency
	has grown;
	poverty rate

bajado, en una *década*, del 40%, en el año 2001, al 17.5%.

Unos datos más.

La *cocina* del país *varía según* la zona geográfica. Por ejemplo, en la zona *costera*, *se come mucho pescado*. En la zona de la sierra, son populares varias *carnes*, incluso el *cuy*. En la Amazonía *la yuca* es una parte común de la comida. El deporte nacional es *el fútbol*, que es muy popular. El *pico* del volcán Chimborazo es el *punto* de la tierra *más lejos del centro* del planeta.

decade

A few more facts

cuisine; varies according to
coastal; a lot of fish is eaten

meats

guinea pig; cassava

soccer

peak

point on earth that is farthest

from its center

La bandera de Ecuador



El escudo de Ecuador



Some suggestions for Internet searches:

- Bandera, escudo, himno nacional [flag, seal, national anthem]
- la moneda de Ecuador [the currency of Ecuador]
- the architecture of Ecuador
- pre-Columbian Indigenous groups

- La conquista inca de los territorios de Ecuador
- La Conquista española en Ecuador [The Spanish Conquest in Ecuador]
- Antonio José de Sucre [with Bolívar and Páez, a hero of LA independence]
- la cocina de Ecuador [Ecuadoran cuisine]
- días festivos de Ecuador [Ecuadoran holidays and celebrations]
- la geodiversidad de Ecuador [the diversity of the geography]
- la biodiversidad de Ecuador [the diversity of the flora, and the fauna]
- las Islas Galápagos
- La Gran Colombia [also La República de Colombia, but this phrase also refers to what is today the country of Colombia]
- “La Revolución Boliviarana”
- Oil reserves in Ecuador
- the Constitution of 2008 and its recognition of “The Rights of Nature”

La República del Perú



Perú está en el oeste de la América del Sur. Limita con Colombia en el noreste, con Ecuador en el noroeste, con Brasil al este, con Bolivia al sureste, y con Chile al sur. El océano Pacífico está al oeste del país. La población de Perú es un poco más de 30 millones de personas. La capital, y la ciudad más poblada, es Lima, donde vive uno de cada tres peruanos. El idioma oficial del país es el español (o como lo llaman muchas personas, *el castellano*), pero también

[Lima tiene unos diez millones de habitantes]

The word *castellano*, for the Spanish language, is common in Latin America.

Perú tiene otros idiomas “co-oficiales,” por ejemplo el Quechua y el Aimara.



En Perú hay un *porcentaje alto* de amerindios (45%). Los *mestizos* forman el 37% de la población, los blancos el 15%, y el otro 3% consiste en negros y asiáticos, *estos*

high percentage
mixed European and Amerindian

primariamente de China y Japón. Aunque hay varias teorías de la etimología de la palabra Perú, los historiadores no saben con certeza el origen del nombre.

Historia e independencia.

La ciudad de Cuzco, Perú, fue el centro de la civilización *incaica* que los españoles conquistaron en el siglo XVI. Pero antes había muchas *tribus* en *lo que es hoy* Perú, y algunas civilizaciones con *una organización jerárquica más allá de la tribal*. Entre ellas fueron la civilización Caral, *tan vieja como la de Egipto*, la Chavín, la Chimú, y la Tiahuanaco. En el siglo XV los incas establecieron un imperio muy extenso *que incluía*, cuando llegaron los españoles, *lo que son hoy* el sur de Colombia, el oeste de Ecuador, Bolivia, Perú, el norte de Chile, y el noroeste de Argentina. *Entre otros muchos datos interesantes* de la civilización incaica *es el hecho que* no tenían *un idioma escrito*, solamente uno hablado.

Después de la *Conquista española*, Perú, como los otros territorios de Latinoamérica donde *se habla español*, pasó por unos tres siglos de *colonia española*. El territorio que hoy es Perú fue importante para los españoles *durante el coloniaje*, *por los metales preciosos*, *sobre todo el oro y la plata*. Tenía el nombre del *Virreinato del Perú*, y *duró*, oficialmente, hasta 1824.

the Asians primarily from China and Japan; Although theories about the etymology; historians with certainty

Incan
century; tribes; what is today
a hierarchical organization
beyond the tribal
as old as ancient Egyptian civilization
that included
what today are

Among the many other
interesting facts; is that
a written language

Spanish Conquest
Spanish is spoken
as a Spanish colony

during the colonial period;
because of;
precious metals, above all gold
and silver;
Viceroyalty of Peru it lasted

En ese año Simón Bolívar y sus *tropas ganaron* dos *batallas*, la de Junín y la de Ayacucho, que *pusieron fin al conflicto armado* con España.

troops; won; battles
put an end to the armed conflict

Zonas geográficas.

Los Andes, que corren en dirección paralela a la costa pacífica del Perú, dividen el país en tres zonas geográficas.

The Andes mountains

La costa, la región al oeste de las montañas, es un *llano estrecho* que es, por la mayor parte, árido. La *sierra* es la zona que contiene los Andes y también el *altiplano*. El Río Amazonas, que tiene el *caudal* de agua más grande de los ríos del mundo, comienza en la sierra peruana como un *chorrito*. La tercera región, al este de las montañas, es la *selva amazónica*. Esta región del país contiene el 60% de la tierra de Perú.

narrow plain
the central highlands;
high plateau
amount, flow

a thin or weak stream of water
Amazon jungle and rainforest

Unos otros datos sobre Perú.

Cada año, muchos turistas de todas partes del mundo, visitan las ruinas de Machu Picchu, una *ciudadela* precolombina construida por los incas en 1450. En el año 2.000, por ejemplo, unos 400.000 turistas la visitaron. La *cocina* peruana combina comidas amerindias y españolas, con influencias importantes de las cocinas africanas y asiáticas. El novelista, *periodista*, y *ensayista* peruano Mario Vargas Llosa (1936-) ganó el premio Nobel de

facts

citadel

cuisine, cooking

journalist; essayist

literatura en 2010. Otros escritores importantes del Perú incluyen los novelistas *Ciro Alegría* y *José María Arguedas*, que escribieron novelas con *temas indigenistas*, y *César Vallejo*, *poeta modernista políticamente comprometido*.

indigenous themes;
politically engaged modernist
poet



Some suggestions for Internet searches:

- Bandera, escudo, himno nacional [flag, seal, national anthem]
- la moneda de Perú [the currency of Peru]
- Peruvian architecture
- pre-Columbian Indigenous groups
- Los incas
- La Conquista española en Perú [The Spanish Conquest in Ecuador]
- José de San Martín [a hero of LA independence]

- la cocina de Perú [Ecuadoran cuisine]
- días festivos de Perú [Ecuadoran holidays and celebrations]
- la geodiversidad de Perú [the diversity of the geography]
- la biodiversidad de Perú [the diversity of the flora, and the fauna]
- Machu Picchu
- the Indigenist Movement [literary movement]
- César Vallejo
- Mario Vargas Llosa

Estado Plurinacional de Bolivia



El nombre oficial de Bolivia es Estado Plurinacional de Bolivia. El país tiene fronteras con Brasil en el norte y el este, con Perú al noroeste, y con Chile, Argentina y Paraguay al sur. Bolivia es uno de dos países de Sudamérica que no tiene costa, *por lo menos desde 1879, cuando le perdió a Chile su única región litoral*. Hay entre diez y once millones de habitantes en Bolivia. La capital del país es oficialmente Sucre, *aunque se encuentra la sede del gobierno* en La Paz.

at least since;
it lost to Chile; only; coastal

although
the seat of government

Por esta división *insólita* del *poder*, hay personas que dicen que hay dos capitales en Bolivia. El país tiene más de treinta lenguas oficiales. Todos los documentos oficiales están escritos en español, pero el país reconoce más de treinta idiomas indígenas como también oficiales, entre ellas el quechua, el aimara y el guaraní. La ciudad más poblada del país es Santa Cruz de la Sierra, donde viven más de dos millones de habitantes.

unusual; power



Geográficamente, Bolivia se divide en tres zonas. La región *andina* en el suroeste, que contiene el 28% del territorio boliviano. Aquí *se encuentran el lago Titicaca y el Salar de Uyuni*. La región sub-andina, con el 13% del territorio del país, es *más templado*. Hay mucho *cultivo* en esta región. La tercera región, en el noreste de Bolivia, es la más extensa (59% del territorio). Aquí hay *tierras bajas, llanos, bosques pluviales*, y mucha biodiversidad.

Bolivia tiene la concentración de amerindios más alta de Sudamérica. Los amerindios constituyen una mayoría de la población del país, el 55% de los bolivianos. El 30% del país son mestizos, y el 15% blancos. *Entre* los amerindios, los cuatro grupos más grandes son los quechuas (dos millones y medio), los aimara (dos millones), los chiquitanos (180.000) y los guaraníes (125.000). *Además de* los grupos étnicos mencionados aquí, hay también otras muchas etnicidades representadas en Bolivia, *incluso* amerindios de otras *tribus*, afro-bolivianos, *e* inmigrantes de Europa, Asia, y los otros países de las Américas. El nombre Bolivia viene de Simón Bolívar, *tal vez el más conocido* de los héroes de las guerras de independencia de

Andean
are found; Lake Titicaca; the
Uyuni salt flats
more temperate in climate;
farming
lowlands; plains; rain
forests

Among

Besides

including
tribes; e = y (and)

perhaps the best
known

los países latinoamericanos contra España en el *siglo XIX*.

Historía e independencia.

Durante el período colonial, *lo que hoy es* el territorio de Bolivia se llamaba el *alto Perú*. Este territorio *produjo* mucha *riqueza* para España, sobre todo en la forma de *plata*. Después de más de una *década de guerra*, el territorio de lo que es hoy Bolivia ganó la independencia el 6 de agosto de 1825. *Desde que ganó* su independencia, Bolivia *ha perdido* la *mitad* de su territorio a los *países vecinos*. Perdió su costa pacífica en la Guerra del Pacífico (1879-1883). El siglo XX fue un período políticamente inestable para Bolivia.

Evo Morales.

Evo Morales *fue elegido* presidente de Bolivia en 2005. Recibió una mayoría de los votos (el 53.7%, *algo muy raro* en la historia de la política de Bolivia; y en 2009, fue reelegido con el 64.2% del voto. Él es un amerindio, y fue *cocalero* antes de ser presidente. Su partido se llama MAS, Movimiento Al Socialismo. Durante sus años como presidente, la economía de Bolivia *se ha mejorado*. Por ejemplo, de 2.000 a 2.004 las reservas económicas en los bancos de Bolivia eran más o menos un billón de dólares U.S. Durante los diez años de la presidencia de Morales, estas reservas *han crecido cada* año, y en 2.014

century

what is today

Upper Perú; produced

riches; silver

decade of war

Since it won; has lost

half; neighboring countries

was elected

something

very rare

a coca farmer

has improved

have grown each

eran casi dieciséis billones de dólares U.S. Bolivia es un país rico en *recursos naturales* como el gas natural, el *estaño*, y el *litio*. Todavía hay muchos *desafíos* económicos y sociales, pero hay ahora también *esperanza*.

La religión.

En Bolivia *no hay ninguna religión oficial ni estatal*. Cada persona tiene el *derecho* de practicar (o no practicar) *la religión que quiera*. Según las estadísticas, el 78% de la población se considera *católico*; el 19% se considera *protestante*; y el 3% no se considera religioso. Como es común en Latinoamérica, la religión que practica *la gente* refleja *el sincretismo*, una *mezcla* de una religión importada con elementos de las viejas religiones indígenas. Por ejemplo, en Bolivia *se ve ambos el culto a la Pachamama*, una figura de una religión indígena, y el culto a la Virgen María.

natural resources

tin; lithium; challenges

hope

there is no official or state
religion
right

the religion of her/his choice;
according to statistics
Roman Catholic

Protestant

the people; syncretism; blending

one sees both the cult of
Pachamama [Earth Mother]



Some suggestions for Internet searches:

- Bandera, escudo, himno nacional [flag, seal, national anthem]
- la moneda de Bolivia [the currency of Bolivia]
- Bolivian architecture
- pre-Columbian Indigenous groups
- Salar de Uyuni [largest salt flat in the world; also contains world's richest deposit of lithium]
- Lake Titicaca
- Los incas
- La Conquista española en Bolivia [The Spanish Conquest in Bolivia]
- Antonio José de Sucre / Simón Bolívar [heroes of LA independence]
- la coca en Bolivia [Coca growing in Bolivia]
- Evo Morales y el MAS [the president and his political party]
- la geográfica zonas de Bolivia
- la biodiversidad de Bolivia [the diversity of the flora, and the fauna]
- the Amerindian majority in Bolivia / the various tribes [Quechua, Aymara, Garaní . . .]

La República de Chile



Ubicado en el suroeste de Sudamérica, Chile limita con tres países. Tiene una *frontera* pequeña con Perú en el noroeste, una con Bolivia en el noreste, y una *larga* con Argentina al este. Chile tiene una costa larga en el océano Pacífico, al oeste. Este país y Ecuador son *los únicos* de la América del Sur que no tienen frontera con Brasil. Además de la tierra continental, varias islas pertenecen a Chile, y de ellas la *Isla de Pascua*, o Rapa Nui, *es tal vez la más*

Located
border
long border
the only ones
Easter Island is perhaps

conocida, por las estatuas de figuras humanoides colosales que allí se encuentran. También, Chile reclama tierras de la Antártida, aunque según un tratado firmado en 1959 por

the best known; colossal humanoid statues that are found there; claims land

Antarctic continent; treaty



muchos países—y Chile es uno de ellos—*todas las reclamaciones de tierras antárticas están suspendidas indefinidamente.*

Chile tiene una población de unos dieciocho millones de personas. Según un estudio reciente del Proyecto Candela, la composición genética de los chilenos es así: aproximadamente el 52% del *genoma* chileno viene de Europa; entre el 42-44% es amerindio; y el 4-6% es africano. El país, entonces, *puede describirse como uno mestizo*. La capital, y la ciudad más poblada de Chile, es Santiago, *cuya área metropolitana* tiene una población de cinco millones y medio de habitantes. *Hoy en día*, Chile es uno de los países latinoamericanos más estables y prósperos. Tiene *los ingresos por cabeza más altos* de la América Latina.

Historía, independencia y geografía.

Durante la conquista española, las tribus de lo que hoy es Chile resistieron *constante y muy vigorosamente*, sobre todo los araucanos (hoy los mapuche), y causaron muchos problemas y dificultades para los españoles. Bernardo O'Higgins y José de San Martín fueron los héroes de la independencia chilena, *la cual se realizó* el 12 de

all claims on Antarctic territory
are suspended indefinitely

the Candela Project
genome

can be described as a mestizo
country

the metropolitan area of which

Today, currently

the highest per capita income

During; Spanish conquest; tribes
of what today is
constantly and vigorously

which was achieved

febrero de 1818. Después de obtener la independencia, *por una serie de guerras contra* los países vecinos, Chile *ha extendido* su territorio nacional. Hoy es un país de una extensión de 4.300 kilómetros (2.670 millas) del norte al sur, pero solamente de 350 kilómetros (215 millas) del oeste al este *en la parte más ancha*.

Hay varias zonas geográficas en Chile. En el norte está *el desierto Atacama, el sitio más árido del planeta*. Esta región contiene *mucho cobre y nitrato*. Otra zona es *el valle central*. Aunque una región más pequeña que las otras del país, es aquí donde *se hallan* la ciudad de Santiago y *la mayoría* de la población chilena. Esta zona *se asocia* con la agricultura. En la zona del sur, hay *bosques, buenos pastos, lagos, y también volcanes*. Los Andes están al este.

En 1973 *hubo un golpe de estado, en el que* el presidente, Salvador Allende (1908-1973), *el primer marxista democráticamente elegido en Latinoamérica, fue derrocado por* el general Augusto Pinochet (1915-2006). Los Estados Unidos, *bajo* el presidente Richard Nixon (1913-1994), *apoyaron el golpe*. *La dictadura* de Pinochet duró hasta 1990.

Through various wars against neighboring; has extended

at its widest part

the Atacama desert; the driest place on earth rich in copper and nitrates

the central valley

are found

the majority; is

associated; forests

pastureland; lakes; volcanoes

a *coup d'état* took place; in which

the first Marxist democratically

elected in Latin America was

deposed by

under

supported/aided the coup; dictatorship

Unos datos culturales.

La danza nacional de Chile es la cueca. En tiempos más modernos, *vale mencionar* la nueva canción chilena, un fenómeno de canciones de protesta. Los chilenos dicen que Chile es *el país de los poetas*. Dos poetas chilenos han ganado el premio Nobel de literatura: la primera fue una mujer, Gabriela Mistral (1899-1957), que ganó en 1945; Pablo Neruda (1904-1973), el poeta más conocido de Chile, ganó en 1971. *Ha habido* otros poetas chilenos *de alta calidad*, entre ellos Vicente Huidobro (1893-1948) y Nicanor Parra (1914 -). Las novelas de la chilena Isabel Allende (1942 -), quien salió del país después del golpe de estado de Pinochet, son muy populares en todo el mundo, y hasta la fecha (2015) *se han vendido* más de cincuenta millones *ejemplares*.

Some cultural facts

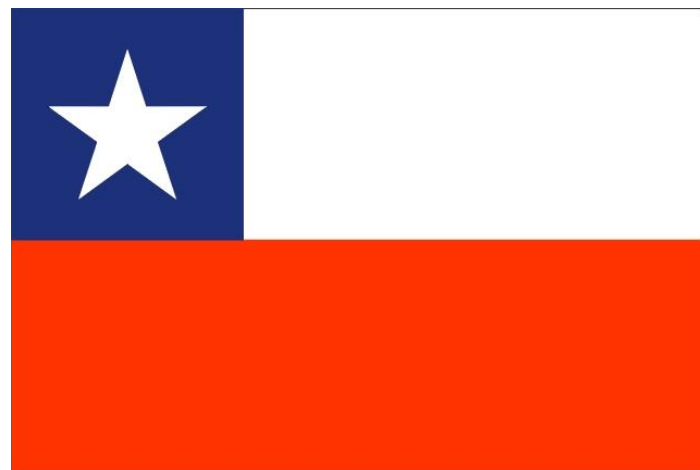
its worth mentioning

the country of poets

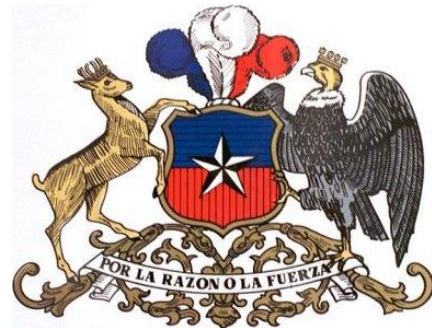
There have been; high
quality

have sold
copies

La bandera de Chile



El escudo de Chile



Some suggestions for further research:

- Bandera, escudo, himno nacional [flag, seal, national anthem]
- Chilean architecture
- la moneda de Chile [the currency of Chile]
- pre-Columbian Indigenous groups [today's Mapuche people were called Araucanos by the Spaniards]
- José Donoso (novelist; see especially *The Obscene Bird of the Night*)
- Ariel Dorfman (poet, playwright, journalist; see especially *Death and the Maiden*)
- La Conquista española en Chile [The Spanish Conquest in Chile]
- José de San Martín [a hero of LA independence]
- Michelle Bachelet [the first female president of Chile]
- la cocina de Chile [Chilean cuisine]
- días festivos de Chile [Chilean holidays and celebrations]
- Isabel Allende (novelista)
- Salvador Allende
- Augusto Pinochet
- Easter Island (Rapa Nui)
- el Cono Sur [The Southern Cone, a geographical designation]
- la cueca (el baile nacional de Chile)
- la canción nueva [y nombres como Víctor Jara, Inti Illimani, and Quilapayún]
- Roberto Bolaño (novelista contemporáneo)

La República de Argentina



De los diecinueve países y un estado (Puerto Rico) donde el español es el primer idioma, Argentina es la más grande, aunque no es el más populoso. Este país limita con Brasil en el noreste, con Paraguay y Bolivia en el norte, con Chile en el oeste, y en el este, al norte, hay una frontera con Uruguay, y, también en el este, el océano Atlántico. Argentina es uno de los países que forman *el Cono Sur*.

the Southern Cone (a geographical designation)



El nombre del país viene de la palabra latina argentum, *que quiere decir plata*, porque los españoles *creía una leyenda que decía que había montañas de plata en la región*. Argentina tiene una población de unos 43 millones de habitantes (2015), y unos 13 millones viven en el área

that means “silver;” believed a legend that said there were mountains of silver in the region

metropolitana de Buenos Aires. Esta ciudad es la capital del país, y también la ciudad más poblada; allí viven más de tres millones de personas. La mayoría de los argentinos tienen ascendencia italiana (el 55%). Según un estudio genético, *el genoma de Argentina consiste en el 78% de los genes de Europa (primariamente de Italia y España), el 18% de Amerindia, y el 4% de África. Argentina tiene varias zonas geográficas y climáticas; tal vez la más conocida es la de las pampas, unos llanos aluviales muy fértiles en el norte y el este del país. Un símbolo nacional que se asocia con las pampas argentinas es el gaucho. Argentina tiene el punto más alto de Latinoamérica (y también del hemisferio occidental), la montaña Aconcagua, de 6.959 metros de altura (22.831 pies). También tiene el punto más bajo de Latinoamérica, la Laguna de Carbón, a 105 metros bajo el nivel del mar (menos 344 pies).*

Independencia e historia.

Antes de la llegada de los españoles, en el territorio de lo que es hoy Argentina, había diferentes tribus indígenas desde el período paleolítico. Después de la Conquista española, el territorio formó parte del Virreinato de Perú hasta 1776, cuando la corona española creó el Virreinato del Río de la Plata, cuya capital era Buenos

genome; consists of

perhaps the best-known of
which is the pampas, a fertile,
alluvial plain

akin to “cowboy;”
the highest point

feet; the lowest point;

here, “lake;”
below sea level

Before the arrival
of what is today; tribes
from paleolithic times

the Viceroyalty of Peru; the
Spanish Crown created

the capital of which was Buenos

Aires. Argentina declaró su independencia de España en 1816, pero inmediatamente comenzó una *guerra civil entre* dos grupos de argentinos, los federalistas, que querían una federación de provincias *autónomas*, y los unitarios, que querían una forma centralista de gobierno. Este conflicto *se resolvió en la segunda mitad del siglo XIX*. Argentina llegó a ser el *séptimo* país más rico del mundo en 1908, pero después hubo problemas económicos y sociales, y hoy es *un país en vías de desarrollo*, el país número 55 en términos de *ingresos por cabeza*.

La Guerra Sucia.

Un episodio muy triste en la historia argentina *se conoce como "la guerra sucia."* Los *historiadores no están de acuerdo en cuanto a la cronología* de este conflicto *armado* entre los militares del gobierno y los grupos de rebeldes y disidentes, pero la guerra sucia *tuvo lugar* más o menos en la década *de los setenta*, y terminó en 1983. *Hubo muertos* de las fuerzas armadas por los rebeldes y disidentes, y también una reacción y *represalia muy fuerte* por parte del gobierno que resultó en muchos más muertos y también en muchos *desaparecidos*. *Hubo, según* muchas personas y organizaciones internacionales, *abusos serios de los derechos humanos por parte del* gobierno argentino

Aires
a civil war between

autonomous
was resolved in the second half of
the XIX century
seventh
one of the developing countries
per capital income

is known as the "Dirty War"
historians are not in agreement
about the chronology
armed
took place of the nineteen
seventies
There were military casualties
caused by the dissidents
very aggressive reprisal/retaliation
disappearances
There were, accordingly

durante esta época. La recuperación después de la guerra sucia *ha sido penosa* y difícil para los argentinos.

during this time
has been painful

Unos datos culturales.

Los argentinos están *orgullosos* de la *vida* cultural de su país. Buenos Aires, la ciudad latinoamericana más visitada por turistas *cada* año, *se ha llamado* “el París de América” por la *cantidad* y la *calidad* de sus actividades culturales. *El cine* de Argentina es *el único* de Latinoamérica que *ha ganado* el *premio Oscar a la mejor película extranjera*, algo que ha ocurrido dos veces: en 1985 por *La historia oficial*; y en 2009 por *El secreto de sus ojos*. Argentina también *produjo* uno de los más *respetados* escritores del siglo XX, Jorge Luis Borges (1899-1986), quien escribió varios libros de *ficciones*, *una forma innovadora del cuento*. Otros escritores famosos de la Argentina del siglo XX incluyen Julio Cortázar, Ernesto Sábato, y Adolfo Bioy Casares. En la música, Argentina *se asocia* con el tango, que *mezcla* influencias europeas y africanas. Las *canciones* cuentan, *más que nada*, del amor. Su *edad de oro* fue entre *los años treinta y los cincuentas*, pero el tango es *todavía un baile popular* por todo el mundo. En cuanto a la cocina argentina, son populares y típicas la *empanada* y la *parrillada*. Otro *dato culinario*

proud; life

each; has been called
quantity and quality
The film industry; the only one
has won; the Oscar for best
foreign film
The Official Story; The Secret of Their Eyes; produced; respected
“fictions”
an innovative kind of short story

is associated
fuses/blends
songs; more than anything;
golden age; the thirties and the fifties
still a popular dance

stuffed bread or pastry; barbecue of several kinds of meat; culinary factoid

es que en Argentina *se consume más carne por cabeza*
que en cualquier otro país del mundo.

more meat is consumed per capita



Some suggestions for further research:

- Bandera, escudo, himno nacional [flag, seal, national anthem]
- la moneda de Argentina [the currency of Argentina]
- Argentine architecture
- pre-Columbian Indigenous groups
- La Conquista española en Argentina [The Spanish Conquest in Argentina]
- Jorge Luis Borges and other writers (Borges wrote short stories and essays)
- *La historia oficial* [The Official Story, an Argentine film about the “Dirty War” that won the Best Foreign Film Oscar in 1985]
- *El secreto de sus ojos* [Oscar for best foreign film in 2009]
- Diego Maradona, Lionel Messi, y otros futbolistas argentinos / La Copa Mundial

- José de San Martín [a hero of Argentine independence]
- la cocina de Argentina [Argentine cuisine]
- días festivos de Argentina [Chilean holidays and celebrations]
- The “Dirty War” in Argentina
- los desaparecidos [the “disappeared ones” of the “Dirty War”]
- Las Madres de la Plaza de Mayo [mothers and grandmothers in white kerchiefs protested weekly, during the “Dirty War” and after, in the Plaza de Mayo]
- Las islas Malvinas [Argentina tried to capture the Falkland Islands, a British overseas territory, in 1982 (the Falklands are called Las Malvinas in Spanish. Argentina lost a ten-week war with Great Britain.)]
- el tango [and Argentine singer and songwriter Carlos Gardel, who is perhaps the figure most associated with Argentine tango in its heyday]
- el gaucho

La República Oriental del Uruguay



De los países sudamericanos *hispanoparlantes*, Uruguay es el más pequeño, y está situado entre los dos más grandes del continente: Argentina y Brasil. Este *hecho* geográfico ha influido mucho en la historia de Uruguay, que fue un territorio disputado *entre* su vecino al oeste, Argentina, y su vecino al norte, Brasil. En *varias épocas*, Uruguay fue un territorio *reclamado* por uno o los dos de sus vecinos más grandes, y también *ha tenido* varios

Spanish speaking

fact

between

various times

claimed

has had

nombres durante su historia. El océano Atlántico está
al este del país.

names
to the east



Uruguay tiene una población de 3.3 millones de *habitantes*, y 1.8 millones de ellas viven en el área metropolitana de Montevideo, capital y ciudad más *poblada* del país. Los historiadores creen que la palabra “uruguay” viene del idioma *guaraní*, y que es la interpretación española del nombre guaraní por el río uruguayo.

inhabitants

populous

language spoken by the indigenous Guaraní people

Historia e Independencia.

Los portugueses llegaron a *lo que es hoy* Uruguay en 1512, y los españoles *aparecieron* en 1516, pero *por* la *ausencia* de *oro* y *plata*, y la resistencia *fuerte* de los indígenas, el territorio no fue de mucho interés *hasta el siglo XVII*. *Antes de la llegada* de los europeos, *parece* que *había* *solamente una tribu indígena pequeña*, la Charrúa, que *había sido expulsada de lo que es hoy Paraguay por los guaraníes*. Uruguay declaró su independencia de España en 1811, y *comenzó una lucha entre* Argentina y Brasil por la posesión del territorio uruguayo. Con la *ayuda de Inglaterra*, en 1828 *se firmó el Tratado de Montevideo*, y Uruguay *se hizo* un país independiente.

what is today

appeared; because of, due to

absence; gold; silver; strong

until the seventeenth century

Before the arrival; it seems

there was only one small indigenous tribe had been driven out of what is today Paraguay by the Guaraní

a struggle began between

help of

England, the Treaty of Montevideo was signed became

political

parties; represented

farmers; old Spanish word for “red”

El nuevo país era dividido entre dos *partidos políticos*, los blancos, que *representaban* los intereses rurales de los *agricultores*, y los *colorados*, que defendían los intereses comerciales de Montevideo. Entre 1864 y

1870, *hubo una guerra entre Paraguay, por una parte, y Argentina, Brasil, y Uruguay, por otra.*

there was a war between;
on the one hand
on the other

Después de 1870 muchos inmigrantes vinieron a Uruguay, predominantemente de España e Italia. Uruguay es el país con *la mayor población caucásica* de las Américas, *incluso* Canadá y los Estados Unidos. La inestabilidad política y social afectó el país hasta la *segunda mitad* del siglo XX, *culminando* en un gobierno militar entre 1973-1985. En 1980 los uruguayos adoptaron una nueva constitución, y con las elecciones democráticas de 1984 Uruguay entró en un período de más estabilidad y prosperidad. En el año 2013, *El economista* le llamó “el país del mundo,” en parte por su *política innovadora* de legalizar el cultivo, la *venta*, y el *consumo* de *cannabis*. Uruguay es uno de los países más liberales de las Américas. Legalizó *el aborto* en 2012 y las *bodas* homosexuales en 2013. Un *dato* interesante sobre la participación internacional de Uruguay es que es el país número uno *en cuanto a* su contribución *por cabeza* de *tropas* a las *Naciones Unidas* para mantener *la paz mundial*.

the highest proportion of
Caucasian population
including

second half; culminating

highly regarded British magazine
of finance and commerce
innovative policy

sale; use; marijuana

abortion; marriages; fact

in terms of

per capita; U.N. peacekeeping
troops
world peace

Otros datos culturales.

Uruguay tiene *la tasa de crecimiento de población* *más baja* de todos los países latinoamericanos. También *se*

the lowest population growth rate

the country is considered

considera el país el más secular de la América Latina. El *plato* nacional es el *asado*. En el año 2009, Uruguay fue el primer país del mundo que *le proveyó a cada estudiante de primaria una computadora portátil*. Otra distinción que tiene este país es ser *el más pequeño, en número de habitantes, que ha ganado la Copa Mundial de fútbol*, algo que hizo dos veces: en 1930 ganó *contra* Argentina y en 1950 le ganó a Brasil, en una de *las sorpresas deportivas* más famosas de la historia del fútbol internacional.

the most secular
dish; barbecued beef
provided a laptop to every elementary school student in the country
the least populous country to ever win the soccer World Cup
against
upsets

La bandera de Uruguay



El escudo de Uruguay



Some suggestions for further research:

- Bandera, escudo, himno nacional [flag, seal, national anthem]
- la moneda de Uruguay [Uruguayan currency]

- Uruguayan architecture
- pre-Columbian Indigenous groups [los Charrúa]
- José Enrique Rodó (1872-1917) and other writers (Rodó wrote the book-length essay *Ariel*, which has become a classic in Latin America literature)
- la cocina uruguaya [Uruguayan cuisine]
- días festivos de Uruguay [Uruguayan holidays and celebrations]
- The Military-Civilian government [1973-1985]
- telecommunications in Uruguay
- Abortion, same-sex marriages, and the legalization of cannabis
- Eduardo Galeano (1940-2015), Delmira Agustini (1886-1914), Juana de Ibarbourou (1895-1979), Juan Carlos Onetti (1909-1994), Mario Benedetti (1920-2009)
[Uruguayan writers of renown]
- el Maracanazo [World Cup final of 1950]

La República del Paraguay



Paraguay es un país de unos siete millones de habitantes, *la mayoría de los cuales* viven en la parte sureste del país. Tiene fronteras con Bolivia en el noroeste, con Brasil en el norte y el este, y con Argentina en el sur. Paraguay, como Bolivia, no tiene costa, aunque por una *hidrovía de los ríos Paraguay y Paraná*, tiene acceso al océano Atlántico. El río Paraguay divide el país en dos regiones, del norte al sur: una parte *oriental*, que es la

the majority of whom

waterway of the Paraguay and Paraná rivers

eastern

más poblada, y una *occidental*, que es la más grande. Asunción es la capital del país, y también la ciudad más poblada, donde viven *un medio millón* de personas. El nombre Paraguay viene del *idioma guaraní*, y refiere al río que corre por el país. Los *historiadores no han llegado a ningún consenso sobre el sentido exacto* de la palabra.

more populated; western

half a million

the Guaraní language

historians have reached no

consensus concerning its
meaning



Historia e Independencia.

Ha habido gentes indígenas por miles de años en lo que hoy es el territorio de Paraguay. Los españoles llegaron en 1516, y establecieron el asentamiento de Asunción en 1537. Llegó a ser el centro de la actividad de los jesuitas en la región. Querían fundar un país cristiano autónomo de indígenas. Las reducciones de los jesuitas protegían a los indígenas de las condiciones impuestas sobre ellos por los colonizadores españoles, que los trataban prácticamente como esclavos. Estas redacciones jesuíticas y su tratamiento humanitario de los indígenas duró unos 150 años, hasta la expulsión de los jesuitas de tierras españolas por el rey Carlos III de España, en 1767. Uno de los resultados de este experimento jesuítico es que la cultura de los guaraníes, una gente indígena, ha tenido una influencia profunda en la historia y la cultura paraguayas. Hoy en día, el 95% de la población de Paraguay comprende y puede hablar el guaraní; y el 90% de la población puede entender y hablar el español. Paraguay es de veras un país bilingüe. El español y el guaraní son los dos idiomas oficiales del país.

El 14 de mayo de 1811 Paraguay declaró su independencia de España. José Gaspar Rodríguez de Francia (1776-1840) fue el jefe del país de 1814 hasta su muerte en

There have been indigenous peoples for thousands of years
what

settlement

It became; Jesuits (a Roman Catholic religious order);
They wanted to found an autonomous Christian indigenous state; mission settlements;
protected
imposed

Spanish settlers; treated them

like slaves; treatment

lasted; until

lands

results

Jesuit experiment

has had

Today

It's truly a bilingual country

languages

head of state; until his death

1840. *Trató de realizar una sociedad utópica basada en el Contrato Social del francés Jean Jacques Rousseau (1712-1778). Sus políticas internas crearon un país de mestizos, donde las razas diferentes se mezclaron, y sus políticas externas aislaron a la población del país de influencias extranjeras.*

De 1864-1870 Paraguay *luchó contra* Argentina, Brasil, y Uruguay en *La Guerra de la Triple Alianza, en la que el país perdió entre el 60% y el 70% de su población.* De 1901-1954 *hubo treinta y un jefes del país diferentes, la mayoría de ellos derrocados por la fuerza.* Entre 1954 y 1989 Alfredo Stroessner (1912-2006) fue dictador de Paraguay, la dictadura más larga en la historia de Sudamérica. Desde la adopción de una nueva constitución en 1992, el país ha tenido varias elecciones democráticas.

Históricamente, la economía de Paraguay *ha tenido una tasa de inflación baja*, de solamente 5%, algo *insólito* en Latinoamérica. La economía del país *ha crecido* mucho en los últimos 40 años, y Paraguay tiene más reservas internacionales que *deudas*. También *goza de energía no contaminante y renovable.* *A pesar de los éxitos económicos, una porción significativa de la población de Paraguay sufre de la pobreza.*

He tried to create a utopian society based on the *Social Contract* of the Frenchman Jean Jacques Rousseau
His internal policies created

races; blended

isolated

foreign

fought against

The War of the Triple Alliance; in which
lost; of its population

there were 31 different heads of state
majority; overthrown by force

has had

a low rate of inflation;

unusual has

grown

debts

it enjoys clean and renewable energy;
Despite; successes

poverty



Some suggestions for further research:

- Bandera, escudo, himno nacional [flag, seal, national anthem]
- la moneda de Paraguay [the currency of Paraguay]
- Paraguayan architecture
- pre-Columbian Indigenous groups in Paraguay
- Augusto Roa Bastos (1917-2005) [novelista]
- la cocina paraguaya [Paraguayan cuisine]
- días festivos de Paraguay [Paraguayan holidays and celebrations]
- José Gaspar Rodríguez de Francia (1776-1840)
- Alfredo Stroessner (1912-2006)
- sports in Paraguay

La República Federativa de Brasil



El nombre oficial de este país, en portugués, es *República Federativa do Brasil*, porque en Brasil no hablan español, sino portugués. Brasil es el país más grande de Latinoamérica, y el *quinto* país más grande del mundo. Brasil tiene fronteras con todos los países de Sudamérica menos Argentina y Ecuador. La población de Brasil es un poco más de 200 millones de habitantes. La capital del país es Brasilia, aunque las áreas metropolitanas más pobladas

but rather

fifth

son *la de* São Paulo, que tiene más de 20 millones de habitantes, y *la de* Rio de Janeiro, con unos 12 millones.

Por su tamaño, Brasil tiene una gran *variedad* geográfica y climática *que incluye* el río Amazonas, el río *más caudaloso* del mundo, y *los bosques pluviales* más extensos

the metropolitan area of São Paulo
the metropolitan area of Rio

variety;

that includes; with the
greatest volume of water
rain forests



del planeta. El nombre *Brasil* viene de *pau brasil* en portugués, que *quiere decir* "palo," o *madera*, de Brasil, y refiere al *árbol* que produce esta madera *roja*. La madera de ese árbol fue en un tiempo el producto brasileño más importante en Europa, donde lo usaban para *teñir los textiles*. *A veces se usa la palabra Iberoamérica* para describir los países de las Américas donde se habla *o el español o el portugués*. Por eso, Brasil es parte de Iberoamérica y también de Latinoamérica, pero no de Hispanoamérica, un *término* que refiere exclusivamente a los países americanos donde el español es el primer idioma oficial.

Historia e Independencia.

Hay personas en lo que es hoy Brasil desde hace por lo menos once mil años. El portugués Pedro Álvares Cabral llegó a este territorio en el año 1500. Los historiadores creen que *había* unos siete millones de personas en el territorio cuando comenzaron a venir los portugueses. Los portugueses importaron a africanos esclavizados para trabajar en las *cañaverales*. En 1807, *a causa de una invasión de Portugal por parte de Napoleón, el príncipe João*, en nombre de su madre la *reina* María I, *trasladó la corte real de Lisboa*, Portugal, a Brasil. El príncipe João

brazilwood

means; wood

tree; red

to dye, color textiles;

Sometimes the word

Iberoamerica is used

either Spanish or

term

There have been people in what today is Brazil for at least 11 thousand years

there were

sugar cane fields; because of

by Napoleon; Prince

João (Juan); Queen; moved

the royal court from Lisbon

llegó a ser el rey Dom João VI, y estuvo en Brasil hasta 1821, cuando regresó a Portugal. Pero dejó a su hijo, Pedro de Alcântara, como regente de Brasil. Cuando los brasileños declararon su independencia de Portugal, en 1822, el príncipe Pedro apoyó la decisión, y los brasileños lo nombraron Dom Pedro I, emperador del imperio de Brasil. En 1889, un golpe de estado terminó con la monarquía.

Los brasileños comenzaron a construir la capital, Brasilia, en 1960. Durante el siglo XX hubo gobiernos civiles y también gobiernos militares. En 1988 el país adoptó una nueva constitución, y en los años noventa se estabilizó la economía brasileña. Hoy Brasil tiene la economía número siete del mundo.

Unos datos culturales.

Etnográficamente, los brasileños se identifican así: el 48% blancos; el 44% *pardos*; el 7% negros; el .6% asiáticos; y el .3% amerindios. El plato nacional de Brasil es la *feijoada*, y uno de los postres brasileños son los *brigadeiros*. El alcohol nacional es *cachaça*, hecho de la caña de azúcar, y la bebida nacional hecha con la *cachaça* es la *capirinha*, un coctel. El deporte más popular es el fútbol. Brasil *ha ganado* cinco veces la *Copa Mundial*, *más que cualquier otro país* del mundo. La *samba* y *bossa nova* son tipos de música

became King João VI

he left his son

regent

supported their decision

named him emperor of the
Brazilian Empire
a coup ended the monarchy

literally “brown” (includes people
of mixed race)
stew of beans, pork, beef, and
sausage served with rice
chocolate fudge balls

has won; soccer

World Cup; more than any other
country

brasileñas. El *Carnaval* de Rio de Janeiro es muy famoso en todo el mundo. Hoy (2015) la presidente del país es Dilma Rousseff, la primera mujer que ha llegado a ser jefe del estado en Brasil. Ella fue elegida en 2011 y también una segunda vez, en 2015. *Según los científicos*, hay unas cuatro millones de *especies botánicas* y *zoológicas* en Brasil.

Carnival, Mardi Gras

According to scientists
plant and animal species

La bandera de Brasil



El escudo de Brasil



Some suggestions for further research:

- Bandera, escudo, himno nacional [flag, seal, national anthem]
- la moneda de Brasil [Brazilian currency]
- Brazilian architecture
- the Amazon rainforest
- biodiversity in Brazil
- Indigenous groups in what is now Brazil, and the earliest records of humans in Brazilian territory
- las artes en Brasil: la pintura, la literatura, el cine
- Brazilian Carnival
- días festivos de Brasil
- Bossa nova, samba, and the music of Brazil
- Religions of Brazil [including spirit religions such as Candomblé and Macumba]
- sports in Brazil

How to Insert Special Spanish Characters and A Note on Audio

For the PDF file (the text). For non-Apple personal computers, use the same keystrokes that you would use to generate these characters in a Word document:

á = Cntl + ', then a
 é = Cntl + ', then e
 í = Cntl + ', then i
 ó = Cntl + ', then o
 ú = Cntl + ', then u
 ñ = Cntl + tilde, then n
 ¿ = Alt + Cntl + Shift + ?
 ¡ = Alt + Cntl + Shift + !
 ü = Cntl + Shift + :, then u

For Mac users, the keystrokes are identical to those given below.

For the FLASH interactive exercises.

Each screen of the FLASH online, interactive exercises has a bank of the special Spanish characters from which you can copy and paste. (If you cut and paste, the character cut will not be available for the rest of your session, unless you refresh the browser page.)

However, there are alternative methods for inserting Spanish characters.

With an Apple computer. If you have a Mac, inserting the Spanish characters is very simple. Here are the appropriate keystrokes, which work for any application.

á Option + e, then a
 é Option + e, then e
 í Option + e, then i
 ó Option + e, then o
 ú Option + e, then u
 ñ Option + n, then n
 ¿ Shift + Option + ?
 ¡ Option + !
 ü Option +u, then u

The Spanish Keyboard. On any PC, Mac or otherwise, you may add a keyboard that allows you to generate all of the special Spanish characters. This alternative keyboard has all the letters of the English language exactly where they are on a standard, English keyboard. It makes use of other keys to generate the special characters.

On an Apple computer: open the Systems Preferences>Keyboard>Input Sources (upper right of screen). On the next screen click on the + in the lower left, choose "Spanish" from the pop-down menu (there are several possibilities; any will do), then click ADD. If you also put a check in the box next to "Show Input menu in menu bar" before you close this screen, an icon in the form of a national flag will in your menu bar, which is located in the upper right of your main screen. You can then toggle between English and Spanish keyboards by clicking on the US or Spanish flag.

Under the flag, in a pop-down menu, is also the option to "Show Keyboard Viewer," which allows you to see where the Spanish characters are when you are using the Spanish keyboard. These are the strokes you use on the Spanish keyboard to generate the special Spanish characters:

á = key to the right of the p key, then a
 é = key to the right of the p key, then e
 í = key to the right of the p key, then i
 ó = key to the right of the p key, then o
 ú = key to the right of the p key, then u
 ñ = key to the right of the l (the letter l, not the number 1) key
 ÿ = SHIFT + comma key
 ÿ = SHIFT + 1 (the number)
 ü = SHIFT + second key to the right of the p key, then u

Instructions for adding the Spanish keyboard on a non-Apple computer may be found online. Here are the addresses of two such sites: <http://www.onehourprogramming.com/spanish-accents/> and <http://www.spanishdict.com/answers/100808/how-to-type-spanish-letters-and-accents-#.VYLisKa8CfQ>

If you are using a non-Apple PC, and you have a number pad (not the numbers above the letters on the keyboard but a separate number pad, usually on the right side of the keyboard), you can insert the special Spanish characters this way:

á = Alt + 0225
 é = Alt + 0233
 í = Alt + 0237
 ó = Alt + 0243
 ú = Alt + 0250
 ñ = Alt + 0241
 ü = Alt + 0252
 ÿ = Alt + 0161
 ÿ = Alt + 0191

A NOTE ON WHERE TO HEAR SPANISH

Para todos does not contain any audio files or exercises. There are many Internet sites where you can find almost anything you want to hear in Spanish, from pronunciation of individual words to music, speeches, and videos. For example, there are many sites where you can hear the Spanish alphabet pronounced, and some of them can be seen as videos on You Tube. There are also sites, such as www.linguee.com, where you can enter a Spanish word and hear it pronounced. Such free resources abound. Your instructor may suggest some specific sites for you to explore, and web searches will turn up many more.

Vocabulary: SPANISH to ENGLISH

Gender is indicated for all nouns, *m.* (masculine) or *f.* (feminine), except for masculine nouns ending in -o and feminine nouns ending in -a.

Parenthetical numbers refer to chapter where word or phrase is introduced and/or used.

Abbreviations used in this list: *adj.* (adjective); *adv.* (adverb); *prep.* (preposition); *conj.* (conjunction); *inf.* (infinitive).

<p>A</p> <p>a to (2)</p> <p>a la derecha (de) to the right (of) (9)</p> <p>a lo largo de along, throughout (23)</p> <p>a la izquierda (de) to the left (of) (9)</p> <p>a menos que + subjunctive unless (23)</p> <p>a menudo frequently, often (13)</p> <p>a menudo often (24)</p> <p>a propósito by the way; on purpose (19)</p> <p>a propósito by the way (27)</p> <p>a través de across, through (23)</p> <p>a veces (24) sometimes / at times</p> <p>abierto (irregular past participle of <i>abrir</i>) opened (17)</p> <p>abogado / abogada lawyer (21)</p> <p>abril, m. April (4)</p> <p>abrir to open (4)</p> <p>abuela; abuelo grandmother; grandfather (7)</p> <p>acabar de + infinitive to have just (done something) (15)</p> <p>aceite oil (on food; also, “motor oil”) (25)</p> <p>acero steel (25); acero inoxidable stainless steel (25)</p> <p>acompañar to accompany, go with (20)</p> <p>aconsejable advisable; Es aconsejable que It is advisable that</p> <p>aconsejar to advise, give advice (20)</p> <p>acostarse (ue) to go to bed (9)</p> <p>actitud f. attitude (27)</p> <p>actor m. actor (13)</p> <p>actriz f. actress (13)</p> <p>acuerdo agreement; estar de acuerdo (con) to agree, be in agreement (with) (16)</p> <p>adelante forward (direction) (21)</p> <p>además besides (22)</p> <p>adentro inside, indoors (25)</p>	<p>adiós good-bye (16)</p> <p>¿adónde? (to) where? (used with verbs of motion) (2)</p> <p>aeropuerto airport (22)</p> <p>África Africa (feminine noun, like <i>el agua, el área, y el águila</i>) (27)</p> <p>afuera outside, outdoors (25); afueras suburbs (10)</p> <p>agosto m. August (4)</p> <p>agradecer [<i>agradezco</i>] to thank (15)</p> <p>agua water [<i>el</i> agua but <i>las aguas</i>; this word is feminine (16)]</p> <p>aguacate avocado (12)</p> <p>aguafiestas mf party pooper, wet blanket (24)</p> <p>ahí there (16)</p> <p>ahora now (9)</p> <p>ahorrar to save (money) (13)</p> <p>aire, m. air (20)</p> <p>al = a + el; al + infinitive on / upon _-ing (17)</p> <p>alcohol alcohol (12)</p> <p>alegrarse (de) to be happy (about), to be gladdened by (18), (22)</p> <p>alemán / alemana / alemanes / alemanas adj German (15), (27)</p> <p>Alemania Germany (27)</p> <p>alfombra rug, carpet (14)</p> <p>algo (noun) something (12)</p> <p>alguien (noun) someone (12)</p> <p>algún / alguno/ -a/ -os/ -as adj some (12)</p> <p>allí there (16)</p> <p>almacén (pl., <i>los almacenes</i>; no accent) department store (10)</p> <p>almohada pillow (14)</p> <p>almorzar (ue) to have lunch (6)</p> <p>almuerzo lunch (11)</p>
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<p>alojarse to stay in a place, to lodge (22) alpinismo mountain climbing (24) alquilar to rent (23) alquiler, m. rent (23) arriba up; upwards (21) arete, m. earring (23) argentino Argentinian (27) armada navy (20) armario closet (14) aro earring (hoop) (23); aro de la nariz nose ring (23) arroz rice (11) arte m. in sing. f. in plur. art (8) artista, mf artist (13) artístico artistic (7) en cuanto as soon as (24) asegurar (25) to assure Asia (27) Asia (feminine noun, like <i>el agua, el área, y el águila</i>) asiento seat (22)</p>	<p>asistir to attend; asistir a una clase to attend a class (4) aspárragos asparagus (12) atención f. attention (20) atlético athletic (12) atravesar (ie) to cross aula classroom [<i>el aula</i>, but <i>las aulas</i>; this noun is feminine, like <i>el agua</i>] (17) aunque although (26) autobús m. bus (13) automóvil, m. car (13) ¡Auxilio! Help! (16) ave bird [<i>el ave</i>, but <i>las aves</i>; this noun is feminine, like <i>el agua</i>] (26) avión, m. airplane (13) ayer yesterday (10) ayuda help (16) ayudar to help (14) azul (plural <i>azules</i>) blue (6) azúcar sugar (25)</p>
<p>B bailar to dance (3), (8) baile m. dance (24) bajar to go down(ward) (14); bajar de to get off of (22) bajo short (used for persons) (4), (9); ser bajo/a to be a short person (15) ballena whale (18) baloncesto basketball balonvolea volleyball (8) banana banana (11) bañarse to take a bath (9) banco bank (financial institution) (10) bañera bathtub (14) baño bathroom (14)</p>	<p>bistec, m. beef steak (12) blanco white (6) blusa blouse (6) boca mouth (10) boleto ticket (22); boleto de ida one-way ticket (22); boleto de ida y vuelta round-trip ticket (22) boli, m. ballpoint pen (shortened form of <i>el bolígrafo</i>)(1) boliviano/a Bolivian (27) bollo roll, bun (11) bolsa purse; bag (6) bombero / bombera firefighter (21) bonito pretty, nice (19) borrador, m. eraser (1)</p>
<p>C caballero gentleman (21) caballo horse (24); montar or andar a caballo to ride a horse cabeza head (10) cabeza dolor de cabeza headache (26)</p>	<p>cada each [invariable adj; <i>cada hombre; cada mujer</i>] (15); cada vez each time, every time, whenever (24) café, m. coffee (11) caja box (26) cajero automatico ATM machine (2)</p>

<p>calcetines, <i>m.</i> socks (6) caliente hot (15); estar (muy) caliente(s) to be (very) hot [things] (15) calle street (17) calor, <i>m.</i> heat, warmth (15); tener (mucho) calor to be (very) hot [persons] (15) calvo ser calvo to be bald (15) cama bed (14) camarero / la camarera waiter (18) camarón / los camarones, <i>m.</i> shrimp (12) cambiar to change (20) caminar to walk (8) camisa shirt (6) camiseta T-shirt (6) campeonato championship (13) campo field (20) Canadá, <i>m.</i> Canada (27) canadiense, <i>mf</i> Canadian (27) canción, <i>f.</i> song (22) canguro kangaroo (27) canoso having gray hair (15) cansado tired; estar cansado to be tired (14) cantar to sing (3) capa de ozono ozone layer (18) cara (noun) (the) face (21) cargar to charge (money) (9); to carry caridad, <i>f.</i> charity (23) carne, <i>f.</i> meat (12); carne de puerco or carne de cerdo pork (12); carne de res beef or carne de vaca beef carné de conducir, <i>m.</i> driver's license (24) caro <i>adj.</i> expensive (21) carrera career (25) carro car (13) carta letter (written, not of the alphabet) (17) casa house (2) casado married (7) casarse to get married (13) casco helmet (for sports) (24) casi almost (15) catorce fourteen (3) cebolla onion (12) celebrar to celebrate (24) cenar to have dinner (6) centro downtown (2) centro estudiantil student center (2)</p>	<p>Centroamérica Central America (26) cepillarse (el pelo/los dientes) to brush one's hair/teeth (9) cerca (de) near (to) (9) cerdo, pig; pork (12) cereal cereal (11) cerveza beer (12) chaqueta jacket (6) charlar (con) to chat (with) (8) chico / chica boy / girl (16) chileno/a Chilean (27) chino Chinese (15) chita cheetah (18) chocolate, <i>m.</i> una taza de chocolate a cup of hot chocolate (11) cielo sky; heaven; cielo raso ceiling (25) cient mil one hundred thousand (7) cient; ciento one hundred (5) cierto certain (21); (no) es cierto que It's (not) certain that (21) cinco five (3) cincuenta fifty (5) cine, <i>m.</i> movie theater (8) cintura waist (10) cita date, appointment (23); cita a ciegas blind date; cita por computadora computer date ciudad, <i>f.</i> city (10) claro of course, clearly (13); claro light (<i>adj.</i>, used with colors) (6) cliente, <i>mf</i> client (9) cobrar to charge (9) cobre, <i>m.</i> copper (23) coche, <i>m.</i> car (13) cocina kitchen; cuisine (14) cocinar to cook (8) coliflor, <i>f.</i> cauliflower (12)collar, <i>m.</i> necklace (23) colombiano/a Colombian (27) color, <i>m.</i> color (6) comedia play, drama (17) comedor, <i>m.</i> dining room (14) comenzar (ie) to begin, to start comer to eat (2) cómico funny, comical (7) comida food; meal (13) ¡Cómo no! certainly, of course (18)</p>
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<p>como si + past subjunctive as if (25) cómoda dresser (14) cómodo comfortable (26) compañero/a de cuarto roommate (23) compañía company, business enterprise (20) compartir to share (16) completo complete (19) comprar to buy (9) comprender to understand (4) comprometerse to get engaged (24) computadora (Latin America) computer (1); computadora portátil laptop computer (24) con with (2) con tal de + infinitive; con tal (de) que + subjunctive provided (that) (23) concierto concert (13) conciisión, <i>f.</i> conciseness, concision (19) conciso concise (19) conducir to drive (a vehicle) (13) conejo rabbit (18) [bunny = <i>el conejito</i>] conjunto musical musical group (13) conocer [irregular <i>yo</i> form: <i>conozco</i>] to know (be acquainted with) (7) consejo piece of advice (19) conservar to conserve (18) construir [<i>yo</i> form, present tense: <i>construyo</i>] to build, construct (18) contaminación, <i>f.</i> pollution (18); contaminación del aire/ del agua air/water pollution (18) contaminar to pollute, to contaminate (18) contar (ue) to count; to tell or recount (17) contestar to answer (14) continente continent (17) continuar to continue (25) contra against (21) corazón, <i>m.</i> heart (26)</p>	<p>corbata tie (6) cordillera mountain range (17) corrección, <i>f.</i> correctness, propriety; correction (19) correcto correct, proper (19) correo post office (10) correo electrónico e-mail (15); mensaje de correo electrónico e-mail message (15) correr to run (8) cortés/ corteses courteous [Note: no accent on <i>cortesés</i>] (19) cortesía courtesy (19) cosa thing (16) costar (ue) to cost (5) costarricense, <i>mf</i> Costa Rican; [also: <i>el/la costarricense/a</i>] (27) creador(a) creative (13) creativo creative (13) creer to think, to believe (20); creer (que) to think, to believe (that) (4) cuadro painting (noun) (8) ¿cuál? which, what(4); ¿cuál es . . . ? / ¿cuáles son . . . ? which/what is?; which/what are? cuando when, whenever (23) ¿Cuánto?; ¿Cuánto(s), cuánta(s)? How much?; How many? (3) cuarenta forty (5) cuarto quarter (noun used in time expressions) (compare <i>cuatro</i> = <i>four</i>) (6) cuatro four (3) cuatrocientos; cuatrocientas four hundred(6) cubano/a Cuban (27) cuello neck (10) cuenta bill; tab; check (as in a restaurant) (17) cuento story; short story (17) cuerpo humano the human body (10)</p>
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<p>D dama lady [las damas also means checkers (game)] (21) daño harm, a hurt (20) dar to give [irregular first person doy] (3); dar a luz to give birth (21); dar un paseo to take a walk (24); dé Give! [irregular <i>usted</i> command of <i>dar</i>] (18)</p>	<p>de of, from; De nada. Your welcome; It's nothing. (16); ¿de veras? Really? (16); de repente suddenly (26); de poca importancia less important, minor, secondary (25); dé Give! [irregular <i>usted</i> command of <i>dar</i>] (18); del = de + el deber + infinitive ought +infinitive (10)</p>
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<p>decir (i) to say, to tell (5) dedo finger (10); dedo del pie toe (10) dejar to leave (behind) (13) delante (de) in front (of) (9) delgado thin (9) los demás others (9) demasiado <i>adv.</i> and <i>adj.</i> (too much, too many 16) dentro inside, indoors (25); dentro (de) within, inside (of) (21) deporte sport (3) deportista(s) (interested in sports [-ista is both masc. and fem.] (7) derechos fundamentales basic rights (20) desayunar to have breakfast (6) desayunar fuerte to eat a large/substantial breakfast (11) desayuno breakfast (11) descafeinado decaffeinated / decaf (11) descansar to rest (3) descubierto discovered (irregular past participle of <i>descubrir</i>) desde (que) since (24) desear to desire, to want (3) desechable disposable (18) desierto desert (17) desobedecer (<i>desobedezco</i>) to disobey (15) despejado clear (weather) (5) desperdiciar to waste (18) to waste (18) despertarse (ie) to wake up (9) después (adverb after) (9); después de <i>prep.</i> after (24); después de que <i>conj.</i> after (24) destino destiny; destination (20) detrás (de) behind (9) devolver (ue) to return (things) (13) di Tell! [irregular tú command of <i>decir</i>] (19) diamante, m. diamond (23) día, m. day; todos los días every day (24); Día de Acción de Gracias Thanksgiving (holiday) (24) dibujar to draw (8) dibujo drawing (8) dicho said (irregular past participle of <i>decir</i>) (17)</p>	<p>diciembre, m. December (4) diecinueve nineteen (3) dieciocho eighteen (3) dieciséis sixteen (3) diecisiete seventeen (3) diente, m. tooth (10) dietético dietetic, diet <i>adj.</i> (11) diez ten (3) diez mil ten thousand (7) diferente/diferentes different (7) difícil / difíciles difficult (13) dificultad, f. difficulty (19) dinero money (9) dirección, f. direction; address. (17) divertido amusing, enjoyable (7) divertirse (ie, i) to have fun, to have a good time (11) divorciado divorced (7) divorciarse to get divorced (24) doce twelve (3) doctor / doctora doctor (21) dólar, m. [plural: los dólares] dollar (9) dolor, m. pain (20) domingo Sunday; el domingo / los domingos on Sunday(s) (4) dominicano/a Dominican (27) (de la República Dominicana) ¿dónde? where? (2); ¿de dónde? where (from) dormir (ue) to sleep (5) dormirse (ue) to fall asleep (9) dormitorio bedroom (2) dos two (3) dos mil quince two thousand fifteen (7) doscientos, doscientas two hundred (6) drama, m. play, drama (17) ducha shower (14) ducharse to take a shower (9) dudar to doubt (21) dudoso doubtful (21); es dudoso que It is doubtful that (21) dulces, m. candy, sweets (12) durante during (14) duro <i>adj.</i> and <i>adv.</i> hard, harsh, severe (19)</p>
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echar to throw out (18)
 ecología ecology (18)
 ecuador, *m.* the equator (27); **Ecuador**, *m.* Ecuador
 ecuatoriano/a Ecuadorean (27)
 edad age (25)
 edificio building (23)
 efectivo cash (9)
 efecto invernadero greenhouse effect (18)
 ejemplo example (13); **por ejemplo** for example (13)
 ejército army (20)
 el the, *m. sing.*; **él** he (and after a *prep.*, *him*) [Note accent; compare to *el* = the] (1)
 elefante / elefanta elephant (18)
 ella she (and after a *prep.*, *her*) (1)
 ellos / ellas they (and and after a *prep.*, *them*) (1)
 empezar (*ie*) to begin (5)
 empleado / la empleada employee (21)
 en in, on (sometimes even “at”) (2); **en casa** at home (25); **en caso de + infinitive** in case of (23); **en caso de que + subjunctive** (23); **en seguida** immediately, right away (18); **en vez de** instead of (23)
 enamorarse (de) to fall in love (with) (24)
 encantarle a una/uno to be *very* pleasing to (16)
 encender to turn on (an apparatus); **encender las luces** to turn on the lights (14)
 encontrar (*ue*) to find; to meet (8)
 energía energy (25)
 enero January (4)
 enfermero / enfermera nurse (21)
 entender (*ie*) to understand (5)
 entonces then (16)
 entrar to enter (14); **entrar en or entrar a** to enter (a place) (17)
 entre between, among (2)
 entristecer to sadden (24)
 enviar to send (15)
 equipaje, *m.* luggage (22)
 equipo gear (equipment) (24)
 error error (20)
 escalada en roca rock climbing (24)

escocés / la escocesa / los escoceses / las escocesas Scottish (27)
 Escocia Scotland (27)
 escribir to write (4)
 escrito written (irregular past participle of *escribir*) (17)
 escritorio desk (1)
 escuchar to listen *to* (to is part of this verb’s meaning) (3)
 escuela school(2)
 ese, esos; esa, esas that, those (usually near the person spoken to) (5)
 esmeralda emerald (23)
 eso that (when not referring to any specific noun) (5)
 espacio space (26)
 espalda (also *las espaldas*) back (10)
 España Spain (27)
 español / la española / los españoles / las españolas Spanish, Spaniard(s) (27)
 especia, f. / las especias species (18); **especies en peligro de extinción** endangered species (18)
 especial special (26)
 espejo mirror (14)
 esperanza hope (23)
 esperar to wait for; to hope; to expect (14)(20); **(no) es de esperar que + subjunctive** it is (not) to be hoped that (21)
 esposo; esposa spouse (7)
 esquiar to ski (13)
 esta noche tonight (8)
 estadio stadium (2)
 estado state (26)
 Estados Unidos The United States (9)
 estadounidense American [Also used: **el/la americano/a, norteamericano/a**] (27)
 estar to be (to describe state or location) (2); **estar contento/a** to be happy (14); **esté** Be! [irregular used command of *estar*] (18)
 este (noun), *m.* east (17); **esté** Be! [irregular used command of *estar*] (18)
 este, estos [m.]; esta, estas [f.] this, these (near the speaker) (5)

<p>estómago stomach (26) estrecho narrow (26) estrella star (25) estudiante, <i>mf</i> student (1); estudiante de primer año first-year student; estudiante de segundo año second-year student; estudiante de tercer año third-year student; estudiante de cuarto año fourth-year student (2) estudiar to study (2) estupendo stupendous, super (14)</p>	<p>Europa Europe (27) examen, <i>m.</i> test (15) excelente excellent (25) excursionismo hiking (24) extrañar to miss, to long for (21); (no) extrañarle a uno to (not) be surprising to [grammatically like <i>gustar</i>] (22) extranjero/a; el extranjero foreigner; abroad (21) extrovertido outgoing (to describe a person); extroverted (7)</p>
<p>F fábrica factory (18) fácil / fáciles easy (13) facilidad, <i>f.</i> facility, ease (19) familia family (7); la familia Smith the Smith family; los Smith the Smiths (26) farmacia drugstore (no accent, stress on second <i>a</i>) (10) fascinarle a uno/una to be fascinating to (16) favorito favorite (7) fe, <i>f.</i> faith (23) febrero February (4) feo ugly (19) feroz / feroces ferocious (18) fiesta party (social only; not for a political party = <i>partido</i>) (17); dar una fiesta to give a party (24); fiesta de sorpresa surprise party (24) filosofía philosophy (2) fin end; por fin at last (13) finales, <i>f.</i> playoffs (sports) (13)</p>	<p>finalmente finally, lastly (26) flor, <i>f.</i> flower (17) foto, <i>f.</i> photo (20) [la foto is a feminine noun] fotografía photograph (20) francés/ la francesa / los franceses / las francesas French; French people (27) Francia France (27) frecuencia frequency; con frecuencia frequently, often (13) frecuentemente frequently, often (13) frente, <i>f.</i> forehead (21); frente a opposite (location) (21) frío (noun) cold (15); tener (mucho) frío to be (very) cold (15) fruta fruit (11) fuera, <i>afuera</i> outside, outdoors (25) fuerte / fuertes strong (19) fuerza strength, force (19) fútbol, <i>m.</i> americano (American) football (8) [el fútbol = soccer]</p>
<p>G gafas glasses (for vision) (23) ; gafas de sol sunglasses (23) galleta cracker; cookie (12) ganar to win; to earn (14) gastar to spend (9) [do not confuse with <i>gustar</i>] gato cat (16)</p>	<p>general general; por lo general normally, generally (13) gimnasio gym (2) gobierno government (20) gordito chubby (9) gorra cap (with a brim, e.g. a baseball cap) (6) Gracias. Thank you. (16)</p>

<p>gracioso amusing, funny (19) graduarse [<i>yo</i> form, present indicative: <i>me gradúo</i>] to graduate (24) gran, grande(s) large (after its noun); great (before its noun) (9) gratis [adverb and adjective of invariable form] free (costing no money) (25) grave grave, serious, major (25) gregario gregarious; extroverted (7)</p>	<p>gris gray (14) guapo handsome, pretty (9); grupo musical musical group (13) guardar to save (keep, hold on to) (13) guatemalteco/a Guatemalan (27) guepardo cheetah (18) guerra war (19) guitarra guitar (8) gustar to like (literally, “to be pleasing to”) (8)</p>
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<p>H haber to have (auxiliary verb) (17); hay there is, there are, comes from this infinitive (2); haya irregular usted command of <i>haber</i> (18) habitación, <i>f</i> bedroom. (2) hablar to talk, to speak (2) hacer to make; to do (5); hacer cola to wait in line (22); hacer ejercicio to exercise (8); hacer el favor de + infinitive could you possibly___; would you mind? (18); hacer escala (en) to make a stopover (in) (22); hacer la maleta to pack a suitcase (22); hacer un viaje to take a trip (22); hacer una pregunta to ask a question; Hace (mucho) frío. It is (very) cold. (5); Hace (mucho) sol. It is (very) sunny. (5); Hace (mucho) viento. It is (very) windy. (5); Hace (muy) buen tiempo. It’s (very) nice weather. (5); Hace (muy) mal tiempo. It’s (very) bad weather.(5); Hace calor. It’s warm (5); Hace mucho calor. It’s hot. (5); Hace fresco. It’s cool (weather). (5) hacia toward [no accent, unlike the verb <i>hacía</i>] (26) hambre, <i>f. but el hambre</i> hunger (14) hamburguesa hamburger (11)</p>	<p>Hannukkah Hannukkah (20) hasta (que) until (24) hasta luego until later (16) hay there is, there are (2) haz Do! [irregular tú command of <i>hacer</i>] (19)hecho done (irregular past participle of <i>hacer</i>) (17) helado ice cream (11) hermanastro/a step brother / step sister (7) [<i>hermano/a adoptivo/a</i> are also used]; half-brother / half-sister (7) hermano; <i>hermana</i> brother; sister (7) hermoso beautiful, lovely (19) historia history (2) Hola Hello (1) hombre, <i>m.</i> man (15) hombro shoulder (10) hondureño/a Honduran (27) hora hour (6) hospital, <i>m.</i> hospital (10) hotel, <i>m.</i> hotel (10) hoy today (2) huevo egg (11); huevos fritos fried eggs (11) huevos revueltos scrambled eggs (11) humano human (25); el ser humano human being</p>
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<p>I idioma, <i>m</i> language.[more like <i>lengua</i> than like <i>lenguaje</i>] (27) iglesia church (10) igual / iguales equal (21) igualdad, <i>f.</i> equality (21)</p>	<p>Igualmente. literally “equally,” but also used in the sense of “Same here.” or “Likewise.” (1) impermeable waterproof (16)</p>
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<p>importante important; (no) es importante (que) it's (not) important (that) (20)</p> <p>importarle a una/uno to be important to, to matter to (16)</p> <p>imposible impossible (19)</p> <p>información, <i>f.</i> information (20)</p> <p>informática, <i>f.</i> computer science (15)</p> <p>Inglaterra England (27)</p> <p>inglés / la inglesa / los ingleses / las inglesas English; people of England (15); la clase de inglés English class (2)</p> <p>injusticia injustice (25)</p> <p>inodoro commode, toilet (14)</p> <p>insistir (en) to insist (20)</p> <p>instrumento instrument; instrumento musical musical instrument (8)</p>	<p>inteligente smart, intelligent (4)</p> <p>interesarle a uno/una to be interesting to, to be of interest to (16)</p> <p>introvertido introverted (7)</p> <p>invernadero greenhouse (noun) (18)</p> <p>invierno winter (5)</p> <p>invitar to invite (14)</p> <p>ir to go (2); ir al cine to go to the movies (8); ir al extranjero to go abroad (22); ir de compras to go shopping (9); to go to bed acostarse (ue) (9)</p> <p>Irlanda Ireland (27)</p> <p>irlandés / la irlandesa / los irlandeses / las irlandesas Irish; people from Ireland (27)</p> <p>isla island (17)</p> <p>Italia Italy (27)</p> <p>italiano/a Italian (27)</p>
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<p>J</p> <p>jade, <i>m.</i> jade (23)</p> <p>jalea jelly (11)</p> <p>jamás never, not ever (adverb) (12)</p> <p>jamón, <i>m.</i> ham (12)</p> <p>Januká Hannukkah (20)</p> <p>jefe, <i>mf</i> boss la jefe or la jefa (21)</p> <p>jersey, <i>m.</i> sweater (the common word in Spain) (6)</p> <p>jirafa giraffe (18)</p> <p>joven / jóvenes, <i>mf</i> young [note accent in plural] (13)</p> <p>joya jewel (23)</p>	<p>joyería jewelry (23)</p> <p>juego game (e.g., a board game) (13)</p> <p>jueves, <i>m.</i> Thursday; el jueves / los jueves on Thursday(s) (4)</p> <p>jugador; jugadora player (in a game) (8)</p> <p>jugar (ue) (to play (a sport or a game) (5)</p> <p>jugo juice; jugo de manzana apple juice (11); jugo de naranja orange juice (11)</p> <p>julio July (4)</p> <p>junio June (4)</p> <p>junto together (21)</p> <p>justicia justice (25)</p>
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<p>K</p> <p>Kwanzaa, <i>m.</i> Kwanzaa (20)</p>	
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<p>L</p> <p>lacio straight (hair) (15)</p> <p>lago lake (17)</p> <p>lámpara lamp (14)</p> <p>langosta lobster (12)</p> <p>lápiz pencil [plural <i>lápices</i>] (1)</p> <p>largo long [this word does not mean <i>large</i>] (19)</p> <p>lástima shame; es lástima (que) + subjunctive it's a shame (that) (22)</p>	<p>lavabo bathroom sink, wash basin (14)</p> <p>lavamanos, <i>m.</i> sink, wash basin (14)</p> <p>lavaplatos, <i>msing.</i> dishwasher (22)</p> <p>lavarse to wash up (9)</p> <p>le to her/to him/ to yu (usted) [indirect object pronoun] (8)</p> <p>lección (accent); lecciones (no accent) lesson, lessons (3)</p> <p>leche, <i>f.</i> milk (11)</p>
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<p>lechuga lettuce (12) leer to read (4) lejos (de) far (from) (9) lengua language; tongue (26) lenguaje language (a kind or type) [e.g., “body language”] (26) lentes, <i>mpl</i> glasses (23); lentes o las lentes de contacto contact lenses (23) lentillas contact lenses (used in Spain) (23) lento slow (adjective and adverb) (13) león lion [plural <i>leones</i> (no accent)] (18) leona lioness (18) les to them; to you (ustedes) [indirect object pronoun] (8) levantar to raise, to lift; levantar pesas to lift weights (8); levantarse to get up (9) ley, <i>f.</i> law (20) libro book (1) ligero light (in weight) (26) lindo cute, sweet (19) línea line (27) lista list (26)</p>	<p>listo clever, astute; ready; ser listo/a to be clever, astute (21); estar listo/a to be ready(21) literatura literature (17) llamar to call; llamar por teléfono to call on the phone (3); llamarse to call oneself, to be called (9) llenar to fill; to fill out (21); llenar un formulario to fill out a form (21) lleno/llena full (13); lleno/llena de energía energetic (13) llevar to carry; to take (a person somewhere); also means “to wear” clothing (22) llover to rain (ue); Llueve (or <i>está lloviendo</i>) It is raining (5) lluvia rain (noun) (26) lógico logical; (no) es lógico it’s (not) logical (22) lotería lottery (25) luces the lights (14) lugar place (10) luna moon (25) lunes, <i>m.</i> Monday; el lunes / los lunes on Monday(s) (4)</p>
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<p>M madrastra step mother (o <i>la madre adoptiva</i>) (7) madre, <i>f.</i> mother (4); madre soltera single mother (7) maestro / maestra, <i>mf</i> teacher (21) maíz, <i>m.</i> corn (12) mal(o) bad (12); (no) es malo que it’s (not) bad that (22) maleta suitcase (22) mamá Mom (16) mañana, <i>f</i> morning (10); mañana, <i>m.</i> tomorrow (2); mañana por la mañana in the morning, tomorrow morning (10) mandar to send (15) manejar to drive (a vehicle); to manage (13) manera way, manner (16) mano, <i>f.</i> hand (10) manta blanket (14) mantequilla butter (11); mantequilla de maní peanut butter (11)</p>	<p>mapa, <i>m.</i> map (of country, region) (26) mar, <i>m.</i> sea (17) marina navy (20) marines, <i>mpl</i> the Marines (20) marrón brown (plural <i>marrones</i>, no accent) (6) martes, <i>m.</i> Tuesday; el martes / los martes on Tuesday(s) (4) marzo March (4) más more [the opposite of <i>menos</i>] (12); más . . . que more . . . than (12) mascota pet (22) matar to kill (21) matemáticas, <i>fpl</i> math (2) mayo May (4) mayor older [don’t confuse with <i>mejor</i> = better] (7) me me, to me (direct, indirect, and reflexiv object pronoun) (7)</p>
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<p>media hermana; medio hermano half sister; half brother (7) médico / médica doctor (21) medio ambiente, m. environment (18) medio; media half (6) (adjective; feminine form used in time expressions) mejor / mejores better (12) memorizar to memorize (3) menor minor, secondary, of less importance (25); younger (7) menos less; (“of,” “to” or “until” with time expressions) (6); menos . . . que less . . . than (12); por lo menos at least (13) mensaje, m. message (15) mente, f. (the) mind (20) mercado market (10) merecer [<i>merezco</i>] to deserve (15) merendar (ie) to snack (11) merienda snack (11) mermelada jam (11) mes, m. month (don’t confuse with <i>la mesa</i>, table) (4) mesa table (1); mesa/mesita de noche night table (14) mesero / mesera waiter, waitress, waitperson (18) meterse en un lío to get into trouble (24 (also: <i>meterse en líos</i>) mexicano/a Mexican (27) mí me (after a preposition) (8) mi, mis my (3) miedo fear (15); tener (mucho) miedo de to be (very) afraid of (15) mientras (que) while (14) (24) miércoles Wednesday; el miércoles / los miércoles on Wednesday(s) (4)</p>	<p>mil one thousand; a thousand (note the absence of “un” in Spanish) (7); mil setecientos setenta y seis seventeen seventy six (7) mirar to look <i>at</i> (at is part of this verb’s meaning) (3); mirar un vídeo/DVD to watch a video/DVD (24) mochila backpack (16) modo way, manner (16); estar mojado/a wet to be wet (16); mojarse to get wet (16) molestarle a una/uno to be bothersome to (16) momento moment (16) montaña mountain (13) montar to ride; montar a caballo to ride a horse, to ride horseback (24); montar en bicicleta to ride a bicycle (24) montón de a lot of; a great many (26) morado purple (6) moreno brown; dark skinned; tener el pelo moreno to be dark haired (15) morir (ue, u) to die (11) moto, f. motorbike, motor cycle (20) motocicleta motorbike, motor cycle (20) mucho <i>adj</i> and <i>adv</i> a lot; many (8) Mucho gusto. Pleased to meet you. (1) muebles, mpl furniture (14) [<i>el mueble</i>=a piece of furniture] muerte, f. death (23) muerto <i>adj</i> dead (7); muerto died (irregular past participle of <i>morir</i>) (17) mujer, f. woman (15) mundo world (10) museo museum (2) música music (8) muy very (9); muy importante very important, major (25)</p>
<p>N nacer (<i>nazgo</i>) to be born (13) nacimiento birth (24) nada nothing (noun) (12); nada que hacer nothing to do (in the sense of idleness) (25); nada que ver (con) nothing to do (with) (25) nadar to swim (13) nariz, f. nose (10)</p>	<p>naturaleza nature (18) navegar to navigate; navegar la red to surf the web (8) Navidad, f. Christmas (20) necesario necessary; (no) es necesario (que) it’s (not) necessary (that) (20) necesitar to need (3) negar</p>

<p>negocio business (also <i>los negocios</i>) (20); hombre de negocios businessman (20); mujer de negocios businesswoman (20) negro black (6) nevar (ie) to snow; nieva (or <i>está nevando</i>) it is snowing (5) ni . . . ni neither . . . nor (12) nicaragüense, <i>mf</i> Nicaraguan (27) nicaragüense/a Nicaraguan (27) nieve, <i>f.</i> snow (noun) (26) ningún / ninguno none, not any (adjective) (12) niño / niña child (21) noche, <i>f.</i> evening; night (10); por la noche in the evening, at night (10); todas las noches every night (24) Noche Vieja New Year's Eve (24) Nochebuena Christmas Eve (24) normal / -es normal (19) normalmente normally (13) normalmente usually (24)</p>	<p>norte, <i>m.</i> north (17) Norteamérica North America (26) nos us, to us, ourselves [direct, indirect, and reflexive object pronoun] (8) nosotros/nosotras we; us (after prepositions) (1) noticia(s) news; a notice (20) novcientos; novecientas nine hundred (6) novela novel (17) noventa ninety (5) noviembre, <i>m.</i> November (4) novio / novia boyfriend / girlfriend (20) nube, <i>f.</i> cloud (25) nublado cloudy (5) nuera daughter-in-law (7) nuestro, nuestra, nuestros, nuestras our (3) nueve nine (3) nuevo new (16) nuez, <i>f.</i> nuts [plural: las nueces] (11) número number (3) nunca never, not ever (12)</p>
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<p>O o or (2) obedecer (<i>obedezco</i>) to obey (15) obvio obvious; es obvio que it's obvious that (21) océano ocean (17) ochenta eighty (5) ocho eight (3) ochocientos; ochocientas eight hundred (6) octubre, <i>m.</i> October (4) ocupado busy; estar ocupado to be busy (23) oeste, <i>m.</i> west (17) oficina office (2) oír to hear (5) ojalá (que) + subjunctive O how I hope that (20) ojo eye (10); “un ojo de la cara” “an arm and a leg” (=to be very expensive) (22); tener los ojos azules/morenos/verdes to have blue/brown/green eyes (15)</p>	<p>on time, in time a tiempo (23) once eleven (3) ópera opera (24) ordenador computer (used in Spain) (1) oreja ear (10); orejas con agujeros (23) pierced ears oro gold (23) orquesta orchestra (13) os you-all, to you-all, yurselves [direct, indirect, and reflexive object pronoun] (8) oscuro <i>adj.</i> dark (6) otoño fall, autumn (5) otro other; los otros others; other people (9)</p>
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<p>P paciencia patience (19) paciente, <i>mf</i> patient (19)</p>	<p>padraastro o el padre adoptivo step father (7)</p>
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<p>padre, <i>m.</i> father (4); padre soltero single father (7)</p> <p>padres, <i>mpl</i> parents (4)</p> <p>pagar to pay (8)</p> <p>país, <i>m.</i> country, nation (plural: los países) (10)</p> <p>pájaro bird (26)</p> <p>palomitas de maíz popcorn (12)</p> <p>pan bread; pan dulce sweet bread (11); pan tostado toast (11)</p> <p>panameño/a Panamanian (27)</p> <p>pantalla screen (15)</p> <p>pantalones, <i>mpl</i> pants (6); pantalones cortos shorts (6)</p> <p>papá, <i>m.</i> Dad (16)</p> <p>papas fritas french fries (11)</p> <p>papel, <i>m.</i> paper (1)</p> <p>papitas potato chips (11)</p> <p>par (de) pair (of shoes, socks, etc.) (21)</p> <p>para for; para + infinitive in order to _____; para que + subjunctive so that (23)</p> <p>parada de autobús bus stop (10) (26)</p> <p>paraguas, <i>m.sing</i> umbrella (16)</p> <p>paraguayo/a Paraguayan (27)</p> <p>parecerle a uno/una to seem (to someone) (16)</p> <p>parecerse a (<i>parezco</i>) to resemble (16)</p> <p>parecido similar, like (7)</p> <p>pared, <i>f.</i> wall (of a room) (25)</p> <p>pareja partner; couple; pair (21)</p> <p>pariente, <i>mf</i> relative; <i>parientes</i>, <i>mpl</i> relatives [parents = los padres] (7); parientes políticos in-laws (7)</p> <p>parir to give birth (21)</p> <p>parque, <i>m.</i> park (10)</p> <p>partido game (sports event) (13); party (political)</p> <p>pasajero / pasajera passenger (22)</p> <p>pasaporte, <i>m.</i> passport (22)</p> <p>pasar to pass; to happen (3) (14); pasar por la aduana to go through customs (22); pasar por la seguridad to go through security (22); pasar tiempo con amigos to spend time with friends (24); pasarlo bien/mal to have a good/bad time (8)</p> <p>pasatiempo pastime (24)</p>	<p>La Pascua Easter (20)</p> <p>pasión, <i>f.</i> passion [no accent in plural: las pasiones] (17)</p> <p>pasta / las pastas pasta (11)</p> <p>pastel, <i>m.</i> cake (12); pasteles, <i>mpl</i> pastry (12)</p> <p>pastor / pastora pastor (21)</p> <p>patente patent, obvious; es patente que it's obvious that</p> <p>pautas, <i>fpl</i> guideline(s), norm (26)</p> <p>pavo turkey (12)</p> <p>paz, <i>f.</i> peace [plural: <i>las paces</i>] (19)</p> <p>pecho chest, breast(10); pechos breasts (10)</p> <p>pedir (i, i) to ask for (8)</p> <p>pedir prestado/ -a/ -os/ -as to borrow (22)</p> <p>película film; movie (8)</p> <p>peligro danger (18)</p> <p>pelirrojo redhaired; ser pelirrojo/a to be a redhead (15)</p> <p>pelota ball (26)</p> <p>pendiente earring (23); pendiente de la nariz nose ring (23)</p> <p>pensamiento thought (26)</p> <p>pensar (ie) to think (5)</p> <p>peor / peores worse (12)</p> <p>pequeño small (9)</p> <p>perder (ie) to lose (5); perderse to get lost (9)</p> <p>periódico newspaper (17)</p> <p>perla pearl (23)</p> <p>permiso permission (20); permiso de conducir driver's license (24)</p> <p>perro dog [don't confuse with <i>pero</i>] (14)</p> <p>persona person (8); personas persons; people (8)</p> <p>peruano/a Peruvian (27)</p> <p>pesado heavy (in weight) (26); pescado fish (ready to cook or to eat) (12)</p> <p>petróleo oil, petroleum (25)</p> <p>pez, <i>m.</i> fish (alive) [plural: los peces] (12)</p> <p>piano piano (8)</p> <p>pie, <i>m.</i> foot (10); a pie on foot, walking (13)</p> <p>piedra stone; piedra preciosa gem (23)</p> <p>pierna leg (10)</p> <p>piloto pilot (22)</p> <p>pimienta pepper (20)</p> <p>pintar to paint (8)</p> <p>pintura painting (noun) (8)</p>
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<p>piscina swimming pool (22) piso floor (25) pista track (oval) (24) pizarra blackboard/whiteboard (1) pizza pizza (11) placer, <i>m.</i> pleasure (20) plan, <i>m.</i> plan (25) planeta, <i>m.</i> planet (25) plano map (of city, subway, building) (26) planta plant (botanical) (26) plata silver (23) playa beach (13) plaza plaza, town square (10) pobre poor (19) pobreza poverty (25) poco <i>adj.</i> or <i>adv.</i> a little; few (8) poder (ue) <i>verb.</i> to be able, can (5); poder, <i>m.</i> noun power (26) poema, <i>m.</i> poem (17) poesía poetry (17) policia, <i>f.</i> police force (21); policía, <i>m.sing</i> policeman; policía, <i>f.</i> policewoman pollo chicken (11) pon Put! [irregular tú command of <i>poner</i>] (19) poner (<i>pongo</i>) to put (5); ponerse to put on (clothing) (9) por by, for; por casualidad accidentally (25); por eso therefore (17); por fin finally (26); ¿por qué? why? (16); por supuesto certainly, of course (13); por todas partes everywhere (13); por último lastly, finally (26) porción serving, portion (11) porque because (16) posible possible (19)</p>	<p>postre, <i>m.</i> dessert (11); de postre for dessert practicar to practice (3); practicar un deporte to play a sport (8) preferir (ie, i) to prefer (5) pregunta question (inquiry) (25) preguntar to ask (a question) (14) preocupado/a worried; estar preocupado to be worried (23) preocuparle a uno/una to be worrisome to (16) preparar to prepare (3) preservar to preserve, protect from (18) prestar to lend (22) primavera spring (season) (5) primo / prima cousin (7) prisa hurry (noun) (15); tener (mucho) prisa to be in a (great) hurry (15) probarse (ue) to try on (clothing) (9) problema, <i>m.</i> problem (16) producto product (18) profesor / profesora professor (1) programa, <i>m.</i> program (20) promesa promise (noun) (25) prometer to promise (25) pronto soon (13) propina tip (as in a restaurant) (13) proteger (<i>protejo</i>) to protect (18) pueblo town; the people (26) puerta door (1) puertorriqueño/a Puerto Rican (27) pues well, . . . (13) puesto (irregular past participle of <i>poner</i>) put (17) pulmón, pulmones lung, lungs (26) pulsera bracelet (23)</p>
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<p>Q que <i>conj.</i> that (5) (not to be confused with <i>ese, esa, eso</i>) quedarse to stay in a place, to remain (22) querer (ie) to want; to love (8) queso cheese (11)</p>	<p>¿quién? [singular]; ¿quiénes? [plural] who? (5) quince fifteen (3) quinientos; quinientas five hundred (6) (yo) quisiera I should like (a softened request) (18)</p>
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<p>R radio, <i>f.</i> radio (the medium) [the electronic</p>	<p>device is <i>el radio</i>] (14)</p>
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<p>Ramadán, <i>m.</i> Ramadan (20) rapidez, <i>f.</i> rapidity (19) rápido <i>adj.</i> and <i>adv.</i> fast (13) raro curious, strange, odd (20) rascacielos, <i>m. sing. and mpl</i> skyscraper(s) (22) rasgos traits (15); rasgos físicos physical traits (15) razón, <i>f.</i> reason, right (15); tener / (no) tener razón to be right / to be wrong (15) realidad reality (21) reciclaje, <i>m.</i> recycling (18) reciclar to recycle (18) recomendable recommendable; (no) es recomendable (que) it's (not) recommendable (that) (20) recomendar (ie) to recommend (20) recordar (ue) to remember (5) recuerdo souvenir (22) recursos naturales natural resources (18) reducir (<i>reduzco</i>) to reduce (18) refectorio dining hall (2) refresco soft drink; refresco dietético diet soft drink (11) regalar to give as a gift (8) regalo gift (25) regresar to come back, to return (but NOT objects) (3) reloj, <i>m.</i> clock (1); reloj (de) pulsera wristwatch (26) renunciar to quit (a job) (25)</p>	<p>repetir (i, i) to repeat (11) requesón, <i>m.</i> cottage cheese (11) reservado reserved (to describe people); introverted (7) resfriado <i>noun</i> a (head) cold (16); estar resfriado (to have a cold) (16) residencia estudiantil student residence hall, dormitory (2) respuesta answer (25) restaurante, <i>m.</i> restaurant (10) revista magazine (17) rico rich (19) ridículo ridiculous (17) río river (17) riqueza wealth (25) rizado curly (15); tener el pelo rizado to have curly hair (15) rodilla knee (10) rojo red (6) romper to break (17) ropa clothing (6) rosado pink (6) rosquilla bagel (11) roto broken (irregular past participle of <i>romper</i>) (17) rubí, <i>m.</i> ruby [plural: los rubies] rubio blond, blonde; light colored hair; tener el pelo rubio to be fair haired (15) rueda de andar treadmill (24) ruso/a Russian (15)</p>
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<p>S sábado Saturday; el sábado / los sábados on Saturday(s) (4) saber (<i>sê</i>) to know (facts/data) (7) sacacorchos, <i>m.</i> corkscrew (22) sacar to take out of; to take (pictures) (22) sacerdote, <i>m.</i> priest (21) sacerdotisa, priestess (21) sal Leave! [irregular tú command of <i>salir</i>] (19); sal, <i>noun</i> salt (20) sala de clase classroom (17); sala de espera waiting area (22); sala de estar living room (14) sea Be! [irregular <i>usted</i> command of <i>ser</i>] (18)</p>	<p>salir to leave (a place), to go out (5); salir corriendo to leave (a place by) running (14) salón, <i>m.</i> de clase classroom (17) saludar to greet (24) salvadoreño/a Salvadoran (27) salvar to save (as a life) (13) sándwich, <i>m.</i> sandwich; sándwich tostado toasted sandwich (11) sé Be! [irregular tú command of <i>ser</i>] ; <i>yo</i> form, present tense, of <i>saber</i> (19) se herself/himself/yourself (<i>usted</i>)/ themselves/ yourselves (<i>ustedes</i>) reflexive pronoun] (9) significar to mean (16)</p>
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<p>secreto secret (20)</p> <p>secundario secondary, less important, minor (25)</p> <p>seguir (i, i) to follow; to continue (11)(25)</p> <p>segundo second (of time) (16)</p> <p>seguramente certainly, surely (27)</p> <p>seguridad, <i>f.</i> security (21)</p> <p>seguro sure; estar seguro (de) to be sure (of) (21)</p> <p>seis six (3)</p> <p>seiscientos; seiscientas six hundred (6)</p> <p>selva jungle (17)</p> <p>semana week (4); el fin de semana on the weekend (10); el fin de semana pasado (not pasado) last weekend [<i>el fin</i> is <i>m.</i>](10); la semana pasada last week (10); la semana que viene next week (25)</p> <p>semejante similar (7)</p> <p>semejanza, <i>f.</i> similarity (27)</p> <p>semestre, <i>m.</i> semester (17)</p> <p>sencillez, <i>f.</i> simplicity (19)</p> <p>sencillo simple (19)</p> <p>el señor Smith Mr. Smith (26)</p> <p>la señora Smith Mrs. Smith (26)</p> <p>la señorita Smith Miss Smith (26)</p> <p>sentarse (ie) to sit down (17)</p> <p>sentimiento feeling (16)</p> <p>sentir (ie, i) to feel (16); sentirse (ie) + <i>adj.</i> to feel + <i>adj.</i> (9)</p> <p>sepa Know [irregular usted command of <i>saber</i>] (18)</p> <p>separado separated (7)</p> <p>septiembre, <i>m.</i> September (4)</p> <p>ser <i>irreg.</i> to be; ser aficionado/-a + a to be a fan of (7); el ser, <i>m.</i> humano human being (25); ser de estatura mediana to be of medium height (14)</p> <p>serio serious, major (25); en serio seriously</p> <p>serpiente serpent (18)</p> <p>servir (i, i) to serve (11)</p> <p>sesenta sixty (5)</p> <p>setecientos; setecientas seven hundred (6)</p> <p>setenta seventy (5)</p> <p>siempre <i>adv.</i> always (12)</p> <p>siete seven (3)</p> <p>suponer to suppose [conjugated like <i>poner</i>]</p>	<p>silencio silence (19)</p> <p>silencioso silent (19)</p> <p>silla chair (14)</p> <p>sillón, <i>m.</i> armchair, easy chair (14)</p> <p>simpático nice, pleasant (7)</p> <p>sin <i>prep.</i> without (26); sin embargo nevertheless, however (26); sin que conj. without (26)</p> <p>sino (que) but rather [pero = but; sino (que) = but rather] (20)</p> <p>sistema, <i>m.</i> system (20)</p> <p>situación, <i>f.</i> situation (25)</p> <p>sobre above, over (16)</p> <p>sobrino; la sobrina nephew; niece (7)</p> <p>¡Socorro! Help! (16)</p> <p>sofá, <i>m.</i> sofa (14)</p> <p>soja soy, soybean (12)</p> <p>sol, <i>m.</i> sun (25)</p> <p>solamente <i>adv.</i> only (9)</p> <p>soldado/a soldier (21)</p> <p>soler (ue) + <i>inf.</i> to be in the habit (of doing something) (15)</p> <p>sombrero hat (6)</p> <p>soñar (ue) to dream (24); soñar con to dream about (24)</p> <p>sopa soup (11)</p> <p>(no) sorprenderle a uno to (not) be surprising to [grammatically like <i>gustar</i>] (22)</p> <p>sospechar to suspect (22)</p> <p>su, sus his, her, “your grace’s,” their, “your graces” (3)</p> <p>subir a to get on, to board (22)</p> <p>sudadera sweatshirt (6)</p> <p>Sudamérica South America (26)</p> <p>suegra; suegro mother-in-law; father-in-law (7)</p> <p>suelo ground; floor (25)</p> <p>suerte, <i>f.</i> luck (15); tener (mucho) suerte to be (very) lucky (15)</p> <p>suéter, <i>m.</i> sweater (6)</p> <p>suficiente sufficient (21)</p> <p>sugerir (ie, i) to suggest (11)</p> <p>supermercado supermarket (10)</p> <p>supervisor / supervisora supervisor (21)</p> <p>sur, <i>m.</i> south (17)</p>
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(21)	Suramérica South America (26)
<p>T</p> <p>talentoso talented (7)</p> <p>talla size (of clothing) (9)</p> <p>talle, <i>m.</i> waist (10)</p> <p>tamaño size (21)</p> <p>también too, also (2)</p> <p>tampoco <i>adv.</i> neither, not either [opposite of <i>también</i>] (12)</p> <p>tan . . . como as . . . as (12); tan pronto como as soon as (24)</p> <p>tanto . . . como as . . . as (12)</p> <p>¡tanto mejor! so much the better! (26)</p> <p>tarde, <i>f.</i> afternoon (10); por la tarde in the afternoon (10)</p> <p>tarea homework; task (19)</p> <p>tarjeta card; tarjeta de cobro automático debit card (9); tarjeta de crédito credit card (9)</p> <p>tatuaje, <i>m.</i> tattoo (23)</p> <p>te you-my-friend, to you-my-friend, yourself [direct, indirect, and reflexive object pronoun] (8)</p> <p>té, <i>m.</i> tea (note the accent) (11)</p> <p>techo ceiling (25)</p> <p>teclado keyboard (15)</p> <p>tele, <i>f.</i> television (the medium) (14)</p> <p>teléfono telephone (3)</p> <p>televisión; <i>f.</i> la tele television (the medium) (14)</p> <p>televisor, <i>m.</i> television set (14)</p> <p>temer to fear (22)</p> <p>ten Have! [irregular tú command of <i>tener</i>] (19)</p> <p>tener (<i>tengo</i>) to have; tener _____ años to be _____ years old (9); tener (mucho) hambre to be (very) hungry [lit. “to have (much) hunger”] (14); tener (mucho) sed to be (very) thirsty [literally “to have (much) thirst”] (14); tener (mucho) sueño to be (very) sleepy (15); tener el pelo canoso/lacio to have gray/straight hair (15); tener ganas de + inf. to be in the mood to (do something) (15); tener que + inf. to have to (do something) (15)</p> <p>tu, tus, <i>adj.</i> your (related to “you-my-friend”)</p>	<p>terminar to finish (14)</p> <p>texto text; mensaje de texto text message (15); la mensajería de texto text messaging (15)</p> <p>ti you-my-friend (after a <i>prep.</i>) (8)</p> <p>tía; tío aunt; uncle (7)</p> <p>tiempo time; At what time is . . . ? ¿A qué hora es . . . ? (6) ; tiempo libre free time (25)</p> <p>tienda store (10)</p> <p>tierra earth; Earth (16)</p> <p>tipo <i>noun</i> type, kind (16); tipo de type of, kind of (26); ¿Qué tipo de . . . ? What kind/type of . . . ?</p> <p>tirar to throw, to throw out (18)</p> <p>tiza chalk (1)</p> <p>tocar to play (an instrument, music) (8)</p> <p>tocino bacon (11)</p> <p>tomar to take; to drink (3); tomar apuntes to take notes (3)</p> <p>tomate, <i>m.</i> tomato (12)</p> <p>tonto silly, dumb, stupid (19)</p> <p>tortuga tortoise; turtle (18)</p> <p>tostada/tostadas <i>f.sing. or fpl</i> toast (11)</p> <p>totalmente totally (25)</p> <p>trabajador(es)/ trabajadora(s) hardworking (7)</p> <p>trabajar to work (but NOT “to function”) (3)</p> <p>traer (<i>traigo</i>) to bring (8)</p> <p>traje, <i>m.</i> suit; el traje de baño bathing suit (6)</p> <p>tranquilidad, <i>f.</i> tranquility, peacefulness (19)</p> <p>tranquilo without worry, peaceful, tranquil (19)</p> <p>tratar de + inf. to try to _____ (18)</p> <p>trece thirteen (3)</p> <p>treinta thirty (4); treinta y uno; treinta y una; treinta y un thirty one (4)</p> <p>tren, <i>m.</i> train (transportation) (13)</p> <p>tres three (3)</p> <p>trescientos; <i>trescientas</i> three hundred (6)</p> <p>triste sad; (no) es triste it’s (not) sad (22)</p> <p>trotar to jog (24)</p> <p>tú you (you-my-friend) (1)</p>

[tú = you; tu(s) = your (no accent)] (3)	turista tourist (22)
<p>U</p> <p>un one; a; an (before <i>m.sing. nouns</i>) (3); una one; a; an (before <i>f.sing. nouns</i>) (3); uno one; un millón (de) one million; a million (7); unos / unas a couple, a few</p> <p>uña fingernail (10)</p> <p>único, <i>adj.</i> only (9)</p>	<p>unido united (26)</p> <p>universidad, <i>f.</i> college, university (10)</p> <p>uruguayo/a Uruguayan (27)</p> <p>usar to use (17)</p> <p>ustedes you (formal, plural: “your graces”) [abbreviation = Uds.] (1)</p>
<p>V</p> <p>vacaciones, <i>fpl</i> vacation (13)</p> <p>valer to be worth [irregular tú command is <i>val</i>] (19)</p> <p>vaqueros, <i>mpl</i> jeans (6)</p> <p>vaya Go! [irregular usted command of <i>ir</i>] (18)</p> <p>ve Go! [irregular tú command of <i>ir</i>] (19); regular form of <i>ver</i>: he, she, you (<i>usted</i>), it <i>see(s)</i></p> <p>vegetariano/a vegetarian (12); vegetariano estricto/a vegan (12)</p> <p>veinte twenty (3);</p> <p>veinticinco twenty five (4)</p> <p>veinticuatro twenty four (4)</p> <p>veintidós twenty two (note accent) (4)</p> <p>veintinueve twenty nine (4)</p> <p>veintiocho twenty eight (4)</p> <p>veintiséis (4) twenty six (note accent)</p> <p>veintisiete twenty seven (4)</p> <p>veintitrés twenty three (note accent) (4)</p> <p>veintiuno; veintiuna; veintiún (before masc. sing. nouns) twenty one (4)</p> <p>ven Come! [irregular tú command of <i>venir</i>] (19)</p> <p>vender to sell (9)</p> <p>venezolano/a (Venezuelan 27)</p> <p>venir (<i>vengo</i>) to come (5)</p> <p>ventana window (1)</p> <p>ver (<i>veo</i>) to see (7)</p> <p>verano summer (5)</p> <p>verdad, <i>f.</i> truth (16); (no) es verdad que it’s (not) true that (21)</p> <p>verdadero true (19)</p> <p>verde green (6)</p> <p>verduras vegetables (12)</p>	<p>vergüenza shame (15); tener (mucha) vergüenza to be (very) ashamed (15)</p> <p>vestido dress (6)</p> <p>vestirse (i, i) to get dressed (9)</p> <p>vez, <i>f.</i> time, occasion (13); por primera/última vez for the first/last time (13); raras veces rarely, seldom, hardly ever (13)</p> <p>viajar to travel (8)</p> <p>viajero / viajera traveler (22)</p> <p>víbora viper (18)</p> <p>vida life (23)</p> <p>viejo old (16)</p> <p>viento wind (25)</p> <p>viernes Friday; el viernes / los viernes on Friday(s) (4)</p> <p>vino wine; vino blanco white wine (12); vino tinto red wine (12)</p> <p>violín, <i>m.</i> violin; fiddle (8)</p> <p>visitar to visit (3)</p> <p>vista sight (25)</p> <p>visto seen (irregular past participle of <i>ver</i>) (17)</p> <p>viudo/a widowed (7)</p> <p>vivir to live (2)</p> <p>vivo, <i>adj.</i> alive (7)</p> <p>vóleibol volleyball (8)</p> <p>vosotros/vosotras you (informal, plural: “y’all”) (1)</p> <p>voz, <i>f.</i> voice [plural: <i>las voces</i>] (25)</p> <p>vuelo flight (22)</p> <p>vuelto returned (irregular past participle of <i>volver</i>) (17)</p> <p>vuestro, vuestra, vuestros, vuestras your (referring to “y’all”) (3)</p>

Y y and (1) ya already (15); ya no not yet (15)	yerno son-in-law (7) yogur , <i>m.</i> yogurt (11)
Z zafiro sapphire (23) zanahoria carrot (12)	zapato shoe (6); zapatos de tenis sneakers (6) zarcillo earring (23)

Vocabulary: ENGLISH to SPANISH

Abbreviations used in this list: *adj.* (adjective); *adv.* (adverb); *prep.* (preposition); *conj.* (conjunction); *inf.* (infinitive). The lesson in which a word appears is given in parentheses.

<p>A</p> <p>a, an (the indefinite article) un (masculine), una (feminine) (2)</p> <p>above, over sobre (16)</p> <p>abroad el extranjero (21); to go abroad ir al extranjero (22)</p> <p>accidentally por casualidad (25)</p> <p>to accompany, go with acompañar (20)</p> <p>across a través de (23)</p> <p>actor el actor (13)</p> <p>actress la actriz (13)</p> <p>address la dirección (17)</p> <p>advice piece of advice el consejo (19)</p> <p>it's (not) advisable (that) (no) es aconsejable (que) (20)</p> <p>to advise, give advice aconsejar (20)</p> <p>Africa el África (<i>f.</i>, like <i>el agua, el área, y el águila</i>) (27)</p> <p>after <i>adv.</i> después (13); after <i>prep.</i> después de (24); after <i>conj.</i> después (de) que (24)</p> <p>afternoon la tarde; in the afternoon por la tarde (10); every afternoon todas las tardes (24)</p> <p>against contra (21)</p> <p>age la edad (25)</p> <p>to agree, be in agreement (with) estar de acuerdo (con) (16)</p> <p>air el aire (20)</p> <p>airplane el avión (13)</p> <p>airport el aeropuerto (22)</p> <p>alcohol el alcohol (12)</p> <p>almost casi (15)</p> <p>along a lo largo de (23)</p> <p>already ya (15)</p> <p>although aunque (26)</p> <p>always siempre (12)</p> <p>America La América (26)</p> <p>American el/la estadounidense, americano/a,</p>	<p>amusing gracioso (19)</p> <p>animal el animal (18)</p> <p>to answer contestar (14)</p> <p>answer <i>noun</i> la respuesta (25)</p> <p>Antarctica La Antártida (27)</p> <p>apartment el apartamento (2)</p> <p>appeal to be appealing (to someone) apetecerle (algo a uno) (18)</p> <p>apple la manzana; apple juice el jugo de manzana (11)</p> <p>appointment la cita (23)</p> <p>April el abril (4)</p> <p>Arabic el árabe (15)</p> <p>area el área [but <i>las áreas</i>; this noun is feminine, like <i>el agua</i>] (26)</p> <p>Argentinian el/la argentino/a (27)</p> <p>arm el brazo (10); “an arm and a leg” “un ojo de la cara” (22)</p> <p>armchair, easy chair el sillón (14)</p> <p>army el ejército (20)</p> <p>around alrededor de (23)</p> <p>art el arte [but the plural is <i>las artes</i>] (8)</p> <p>artist el/la artista (13)</p> <p>artistic artístico (7)</p> <p>as . . . as tan / tanto. . . como (12)</p> <p>as if como si + past subjunctive (25)</p> <p>Asia el Asia (but feminine noun, like <i>el África</i>) (27)</p> <p>to ask (a question) preguntar; hacer una pregunta (14)</p> <p>to ask for pedir (i, i) (8)</p> <p>asparagus los espárragos (12)</p> <p>assure to assure asegurar (25)</p> <p>athlete el/la atleta</p> <p>athletic atlético (12)</p> <p>ATM machine el cajero automatico (2)</p> <p>attend (a class) asistir (a una clase) (4)</p>
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norteamericano/a (27) and y (1)	attention la atención (20) attitude la actitud (27)
August el agosto (4) aunt la tía (7)	avocado el aguacate (12)

<p>B</p> <p>baby, infant el bebé; el niño / la niña (21) back <i>noun</i> la espalda (also las espaldas) (10) backpack la mochila (16) bacon el tocino (11) bad mal(o) (12); it's (not) bad that (no) es malo que (22); It's (very) bad weather today. Hoy hace (muy) mal tiempo. (5) bagel la rosquilla (11) ball la pelota (26) ballpoint pen el boli (1) banana la banana (11) bank (financiam) el banco (10) basketball el baloncesto; el básquetbol (8) bath to take a bath bañarse (9) bathroom el baño (14); bathroom sink, wash basin el lavabo; el lavamanos (14) bathtub la bañera (14) be (to describe state or location) estar (2); (to describe characteristics) ser; to be ___years old tener ___años (9); to be (very) afraid tener (mucho) miedo (15); to be (very) ashamed tener (mucho) vergüenza (15); to be (very) cold tener (mucho) frío (15); to be (very) hot [persons] tener (mucho) calor (15); to be (very) hot [things] estar (muy) caliente(s) (15); to be (very) lucky tener (mucho) suerte (15); to be (very) sleepy tener (mucho) sueño (15); to be a redhead ser pelirrojo/a (15); to be bald ser calvo/a (15); to be dark haired tener el pelo moreno (15); to be fair haired tener el pelo rubio (15); to be happy estar contento/ -a (14); to be in a (great) hurry tener (mucho) prisa (15); to be in the habit (of doing something) soler (ue) + <i>inf.</i> (15); to be in the mood to (do something) tener ganas de + <i>inf.</i> (15); to be of medium height ser de estatura mediana (14); to be (continued in next column)</p>	<p>right / to be wrong (no) tener razón (15); to be short [for persons] ser bajo/a (15); to be tired estar cansado/ -a (14); to be pleasing to gustarle a uno/una (8); to be very pleasing to encantarle a una/uno (16); to be worrisome to preocuparle a uno/una (16); Be! [irregular tú command of <i>ser</i>] sé (19); Be! [irregular usted command of <i>estar</i>] esté (18); Be! [irregular usted command of <i>ser</i>] sea (18) beach la playa (13) beautiful, lovely hermoso/a (19) because porque (16) bed la cama (14) bedroom el dormitorio; la habitación (2) beef la carne de vaca; la carne de res (12) beef steak el bistec (12) beer la cerveza (12) before <i>adv.</i> antes (13); before <i>prep.</i> antes de + <i>inf.</i> (23); before <i>conj.</i> antes (de) que + subjunctive begin empezar (ie); comenzar (ie) (5) behind detrás (de) (9) besides además (22) better mejor / mejores (12) better so much the better! ¡tanto mejor! (26) between, among entre (2) bicycle la bicicleta; to ride a bicycle andar en bicicleta; montar en bicicleta (24) bill; tab; check (as in a restaurant) la cuenta (17) biodegradable biodegradable (18) biology la clase de biología (2) bird el pájaro; el ave [pl: <i>las aves</i>] (26) birth el nacimiento (24); to give birth dar a luz; parir (21) birthday el cumpleaños; When is your birthday? ¿Cuándo es tu cumpleaños? (4) black negro (6) blackboard la pizarra (1)</p>
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	blanket la manta (14) blouse la blusa (6)
to board to get on board , subir a (22) body el cuerpo; the human body el cuerpo humano (10) Bolivian el/la boliviano/a (27) book el libro (1) boots las botas (6) to be born nacer (<i>nazgo</i>) (13) to borrow pedir prestado/ -a/ -os/ -as (22) boss el jefe; la jefe or la jefa (21) bother be to be bothersome to molestarle a una/uno (16) box la caja (26) boy el chico (16) boyfriend el novio, el compañero (20) bracelet la pulsera (23) Brazil el Brasil (27) Brazilian el/la brasileño/a; el/la brasilero/a (27) to break romper (17) breakfast el desayuno (11); to have breakfast desayunar (6); to eat a large/substantial breakfast desayunar fuerte (11) breast(s) el pecho, los pechos	broccoli el brócoli (12) broken roto (irregular past participle of <i>romper</i>) (17) to bring traer (<i>traigo</i>) (8) bronze el bronce (23) brother el hermano (7); brother-in-law el cuñado (7) brown marrón (plural <i>marrones</i> , no accent) (6) to brush cepillarse; to brush one's hair/teeth cepillarse el pelo/los dientes (9) build to build, construct construir (<i>construyo</i>) (18) building el edificio (23) bus el autobús (13); bus stop la parada de autobús (10) business el negocio or los negocios (20) businessman/businesswoman el hombre de negocios / la mujer de negocios (20) busy ocupado; to be busy estar ocupado (23) but rather sino (que) [pero = but; sino (que) = but rather] (20) butter la mantequilla (11) to buy comprar (9) by the way a propósito (27)

C cake el pastel (12) call (on the phone) llamar (por teléfono) (3) to call oneself, to be called llamarse (9) can/ to be able, poder (ue) (5) Canada el Canadá (masc.) (27) Canadian el/la canadiense (27) candy los dulces (12) cap (with a brim) la gorra (6) car el carro; el coche; el auto; el automóvil card la tarjeta; credit card la tarjeta de crédito; debit card la tarjeta de cobro automático (9) care el cuidado (19) to take care of cuidar (26) career la carrera (25) careful cuidadoso (19) Caribbean El Caribe (26) carrot la zanahoria (12)	of conj. en caso de que + subjunctive cash el efectivo (9) cat el gato (16) cauliflower la coliflor (12) ceiling el techo; el cielo raso (25) to celebrate celebrar (24) celery el apio (12) Central America La América Central; Centroamérica (26) cereal el cereal (11) certain cierto; It's certain that Es cierto que (21) certainly seguramente (27); por supuesto; ¡Cómo no! (18) chair la silla (14) chalk la tiza (1) championship el campeonato (13) to change cambiar (20)
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<p>to carry llevar (22) in case of <i>prep.</i> en caso de + <i>inf.</i> (23); in case</p> <p>cheese el queso (11) cheetah la chita; el guepardo (18) chest el pecho (10) chicken el pollo (11) Chilean el/la chileno/a (27) Chinese el chino (15) chocolate el chocolate a cup of hot chocolate una taza de chocolate (11) Christmas la Navidad (20) Christmas Eve la Nochebuena (24) chubby gordito (9) church la iglesia (10) city la ciudad (10) class la clase (2) classroom el aula, <i>f.</i>; el salón de clase; la sala de clase (17) clear despejado; Today it's (very) clear. Hoy está (muy) despejado. (5) to be clever ser listo (21) client el/la cliente (9) clock el reloj (1) closet el armario (14) clothing la ropa (6) cloud la nube (25) cloudy nublado; Today it's (very) cloudy. Hoy está (muy) nublado. (5) coffee el café (11) cold, a (head)cold un resfriado (16); to have a cold estar resfriado (16); cold <i>noun</i> el frío; It is (very) cold. Hace (mucho) frío. (5) college la universidad (10) Colombian el/la colombiano/a (27) color el color (6) to come venir (<i>ie</i>) (<i>vengo</i>) (5) Come! ven [irregular tú command of <i>venir</i>] (19) comfortable cómodo (26) commode el inodoro (14) company la compañía (20) complete completo (19) comprehend comprender; entender (4) concert el concierto (13) concise conciso (19) conciseness, concision la concisión (19)</p>	<p>to charge cobrar; cargar (9) charity la caridad (23)</p> <p>to chat (with) charlar (con) (8) computer la computadora (Latin America), el ordenador (Spain) (1); laptop computer la computadora portátil (24); computer science la informática (15) to conserve conservar (18) to construct construir (18) to continue continuar; seguir (25) contact lenses las lentes o las lentes de contacto; las lentillas (Spain); (23) continent el continente (17) to cook cocinar (8) cookie la galleta (12) cool (weather) fresco; It's cool today. Hoy hace fresco. (5) copper el cobre (23) corkscrew el sacacorchos (22) corn el maíz (12) correct, proper correcto (19) correctness, propriety la corrección (19) to cost costar (<i>ue</i>) (5) Costa Rican el/la costarricense; el/la costarricense/a (27) cottage cheese el requesón (11) to count or to recount contar (<i>ue</i>) (17) country, nation el país (plural: los países) (10) couple, a few unos (masculine), unas (feminine) (2) of course por supuesto, claro (13) courteous cortés/ corteses [Note: no accent on <i>cortes</i>] (19) courtesy la cortesía (19) cousin (male); cousin (female) el primo; la prima (7) cracker la galleta creative creativo (13) to cross atravesar (<i>ie</i>) (23) Cuban el/la cubano/a (27) curious raro, curioso (20) customs la aduana; to go through customs pasar por la aduana (22) cute lindo (19) cuisine la cocina</p>
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<p>D</p> <p>Dad papá (16) dance el baile (24) to dance bailar (3) danger el peligro (18) dark (<i>adj.</i>) oscuro (6) date la cita; blind date la cita a ciegas; computer date la cita por computadora(23) daughter-in-law la nuera (7) day el día; every day todos los días; What day is today? ¿Qué día es hoy? (4) dead <i>adj.</i> muerto (17) death la muerte (23) decaffeinated / decaf descafeinado (11) December el diciembre (4) to deny negar (ie) (21) department store el almacén (pl., <i>los almacenes</i>; no accent) (10) to deserve merecer (<i>merezco</i>) (15) desert el desierto (17) to desire, to want desear (3) desk el escritorio (1) dessert el postre; for dessert de postre (11) destination el destino (20) destiny el destino (20) diamond el diamante (23) to die morir (ue, u) (11) died muerto (irregular past participle of <i>morir</i>) (17) different diferente (7) difficult difícil (13) difficulty la dificultad (19) dining room el comedor (14) to dine, to have dinner cenar (6) direction la dirección (17)</p>	<p>discovered descubierto (irregular past participle of <i>descubrir</i>) (17) dishwasher el lavaplatos (22) to disobey desobedecer (<i>desobedezco</i>) (15) disposable desechable (18) divorce el divorcio; divorced divorciado (7); to get divorced divorciarse (24) Do! haz [irregular tú command of <i>hacer</i>] (19) doctor (medical) el médico / la médica; el doctor / la doctora (21) dog el perro (14) [don't confuse with <i>pero</i>] dollar el dólar [plural: los dólares] (9) Dominican el/la dominicano/a (27) done hecho (irregular past participle of <i>hacer</i>) (17) door la puerta (1) dormitory la residencia estudiantil (2) doubt to doubt dudar (21); it is doubtful that es dudoso que (21) to go down bajar (22) downtown el centro (2) to draw dibujar; the drawing el dibujo (8) to dream soñar (ue) (24); to dream about soñar con (24) dress el vestido (6) to dress, to get dressed vestirse (i, i)(9) dresser la cómoda (14) drink (noun) la bebida (13); to drink beber (4) to drive (a vehicle) conducir; manejar (13) drugstore la farmacia (no accent, stress on second <i>a</i>) (10) drum set la batería (8) dumb tonto (19) during durante (14)</p>
<p>E</p> <p>e-mail el correo electrónico; e-mail message el mensaje de correo electrónico; (15) each <i>adj.</i> cada [invariable; cada hombre; cada mujer] (15) ear la oreja (10); pierced ears orejas con agujeros (23)</p>	<p>earring el pendiente; el arete; el aro; el zarcillo (23) earth; Earth la tierra (16) east el este (17) Easter la Pascua (20) easy fácil /fáciles (13)</p>

<p>to earn ganar (14)</p> <p>to eat comer (2)</p> <p>ecology la ecología (18)</p> <p>Ecuadorian /la ecuatoriano/a (27)</p> <p>egg el huevo (11); scrambled eggs los huevos revueltos; fried eggs los huevos fritos</p> <p>eight (ocho 3)</p> <p>eight hundred ochocientos; ochocientas (6)</p> <p>eighteen dieciocho (3)</p> <p>eighty ochenta (5)</p> <p>elephant el elefante / la elefanta (18)</p> <p>eleven once (3)</p> <p>emerald la esmeralda (23)</p> <p>employee el empleado / la empleada (21)</p> <p>energetic lleno/llena de energía (13)</p> <p>energy la energía (25)</p> <p>to get engaged comprometerse (24)</p> <p>England (la) Inglaterra (27)</p> <p>English el inglés (15); English class la clase de inglés (2);</p> <p style="text-align: center;">(continued in next column)</p>	<p>English; English people el inglés / la inglesa / los ingleses / las inglesas (27)</p> <p>to enter (a place) entrar en <i>or</i> entrar a (17)</p> <p>environment el medio ambiente (18)</p> <p>equal igual / iguales (21)</p> <p>equality la igualdad (21)</p> <p>equator el ecuador, la línea del ecuador (27)</p> <p>eraser el borrador (1)</p> <p>error el error (20)</p> <p>Europe la Europa (27)</p> <p>evening la noche; in the evening por la noche (10)</p> <p>everywhere por todas partes (13)</p> <p>for example por ejemplo (13)</p> <p>excellent excelente (25)</p> <p>to exercise hacer ejercicio (8)</p> <p>to expect esperar (14)</p> <p>expensive caro (21)</p> <p>eye el ojo (10)</p>
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<p>F</p> <p>face (the) la cara face (21)</p> <p>facility, ease la facilidad (19)</p> <p>factory la fábrica (18)</p> <p>faith la fe (23)</p> <p>fall el otoño (5)</p> <p>to fall asleep dormirse (ue) (9)</p> <p>family la familia (7); the Smith family los Smith [no -s in Spanish]; the Smiths la familia Smith (26)</p> <p>fan el aficionado; to be a fan (of soccer) ser aficionado al fútbol (7)</p> <p>far (from) lejos (de) (9)</p> <p>to be fascinating to fascinarle a uno/una (16)</p> <p>fast <i>adj.</i> and <i>adv.</i> rápido (12)</p> <p>father el padre (4); father-in-law el suegro(7)</p> <p>favorite favorito (7)</p> <p>fear el miedo</p> <p>to fear temer (22)</p> <p>February (el) febrero (4)</p> <p>to feel sentir (16); sentirse (ie, i) (9)</p> <p>feeling el sentimiento (16)</p> <p>ferocious feroz /feroces (18)</p>	<p>field el campo (20)</p> <p>fifteen quince (3)</p> <p>fifty cincuenta (5)</p> <p>to fill; to fill out llenar (21); to fill out a form llenar un formulario (21)</p> <p>film; movie la película (8)</p> <p>finally por fin, finalmente (26)</p> <p>to find encontrar (ue) (8)</p> <p>finger el dedo (10)</p> <p>finger nail la uña (10)</p> <p>to finish terminar (14)</p> <p>firefighter el bombero / la bombera (21)</p> <p>first-year student un(a) estudiante de primer año (2)</p> <p>fish (ready to eat) el pescado (12); fish (in the water) el pez [plural <i>los peces</i>]</p> <p>five cinco (3)</p> <p>five hundred quinientos; quinientas (6)</p> <p>flight el vuelo (22)</p> <p>floor el piso; el suelo (25)</p> <p>flower la flor (17)</p> <p>to follow seguir (i, i) (11)</p> <p>food; meal la comida (13)</p>
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few pocos <i>adj.</i> (<i>poco</i> is also an <i>adv.</i>) (8)	foot el pie (10); on foot, walking a pie (13)
football el fútbol americano (8)	french fries las papas fritas (11)
forehead la frente (21)	frequently, often frecuentemente; con frecuencia; a menudo (13)
foreigner el extranjero / la extranjera (21)	Friday el viernes; on Friday(s) el viernes / los viernes (4)
forty cuarenta (5)	fried frito; fried eggs los huevos fritos (11)
forward (direction) adelante (21)	friendship la amistad (23)
four cuatro (3)	front el frente (21)
four hundred cuatrocientos; cuatrocientas (6)	fruit la fruta (11)
fourteen catorce (3)	to have fun, to have a good time divertirse (ie, i) (11)
fourth-year student un(a) estudiante de cuarto año (2)	to function andar; funcionar (11)
France (la) Francia (27)	funny gracioso; cómico (7) 1(9)
free (costing no money) gratis [adverb and adjective of invariable form] (25)	furniture los muebles [el mueble=a piece of furniture] (14)
French el francés (15); French; French people el francés/ la francesa / los franceses / las francesas (27)	

G	
game (e.g., a board game) el juego (13); game (sports event) el partido (13)	gold el oro (23)
garbage la basura (18)	good buen(o) (12); Good morning. Buenos días; Good afternoon. Buenas tardes. (2); Good evening. Buenas noches. (2); it's (not) good (no) es bueno (22); good-bye adiós; hasta luego (16)
gear (equipment) el equipo (24)	government el gobierno (20)
gem la piedra preciosa (23)	to graduate graduarse (<i>me gradúo</i>)(24)
gentleman el caballero (21)	grandmother; grandfather la abuela; el abuelo (7)
German el alemán (15); German, German people el alemán / la alemana / los alemanes / las alemanas (27)	gray gris (14)
Germany (la) Alemania (27)	green verde (6)
to get up levantarse (9)	greenhouse effect el efecto invernadero (18)to
gift el regalo (25)	greet saludar (24)
giraffe la jirafa (18)	gregarious; extroverted gregario, extrovertido (7)
girl la chica	Guatemalan el/la guatemalteco (27)
girlfriend la novia; la compañera (20)	guideline(s) las pautas (26)
to give dar (<i>doy</i>) (3); to give as a gift regalar (8); Give! dé [irregular usted command of <i>dar</i>] (18)	guitar la guitarra (8)
glasses las gafas; los lentes; los anteojos (23)	gym, gymnasium el gimnasio (2)
to go ir (2); to go to the movies ir al cine (8); Go! ve [irregular tú command of <i>ir</i>] (19); Go! vaya [irregular <i>usted</i> command of <i>ir</i>] (18)	

H	
half medio; media [(adjective used in time expressions (6)]	half sister; half brother la media hermana; el medio hermano la hermanastra; el

	hermanastro (7)
<p>hamburger la hamburguesa (11) hand la mano, las manos (fem.) (10) handsome, pretty guapo (9) Hannukkah la Januká; Hannukkah (20) to happen pasar (14) to be happy about, to be gladdened by alegrarse de (18) hard duro <i>adj.</i> and <i>adv.</i>(19) hardly ever raras veces; casi nunca (24) hardworking trabajador(es)/ trabajadora(s) (7) harm el daño (20) harsh duro <i>adj.</i> and <i>adv.</i>(19) hat el sombrero (6) to have (auxiliary verb); to be haber [<i>hay</i> comes from this infinitive] (14) to have, to possess tener (<i>tengo</i>); to have to tener que + <i>inf.</i>; to have gray hair tener el pelo canoso (15); to have blue/brown/green eyes tener los ojos azules/morenos/verdes (15); to have just (done something) acabar de + <i>inf.</i> (15); to have a good/bad time pasarlo bien/mal (8); to have curly/stright hair tener el pelo rizado/lacio (15); Have! ten [irregular tú command of <i>tener</i>] (19) he él [Note accent; compare to <i>el</i> = the] (and sometimes also the pronoun <i>him</i>) (1) head la cabeza (10); headache el dolor de cabeza (26) hear oír (5) heart el corazón (26) heavy (weight pesado) (26)</p>	<p>Hello Hola (1) helmet el casco (24) help la ayuda (16); Help! ¡Socorro!; ¡Auxilio! (16) to help ayudar (14) her ella (1) (<i>ella</i> is also sometimes <i>she</i>) here aquí (16) herself/himself se (9) hiking el excursionismo (24) his, her, su, sus (also “your grace’s,” their, “your graces”) (3) history la historia (2); history class la clase de historia homework la tarea (19) Honduran el/la hondureño/a (27) hope la esperanza (23); It is (not) to be hoped that (no) es de esperar que + subjunctive (21) to hope esperar (14) horse el caballo; to ride a horse, to ride horseback montar a caballo; andar a caballo (24) hospital el hospital (10) hotel el hotel (10) It’s hot. (weather) Hace mucho calor. (5); hot, <i>adj.</i> caliente hour la hora (6) house la casa (2) however sin embargo (26) human <i>adj.</i> humano; human being el ser humano (25) hunger el hambre [but feminine noun]; to be (very) hungry tener (mucho) hambre (14)</p>

<p>I I yo (1) ice cream el helado (11) if si (no accent); as if como si + past subjunctive (25) immediately, right away en seguida (18) it’s (not) important (that) (no) es importante (que) (20) impossible imposible (19) in case of en caso (de) que (23) in front (of) delante (de) (9)</p>	<p>in, on (sometimes even “at”) en [at home = en casa] (2) indoors dentro, adentro; en casa (25) inexpensive barato (22) information la información (20) injustice la injusticia (25) in order to para + <i>inf.</i> inside dentro, adentro; en casa (25); inside (of) dentro (de) (21) to insist insistir en (20)</p>
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in-laws los parientes políticos (7)	instead of en vez de (23)
to be interesting to interesarle a uno/una (16)	Irish; Irish people (27) el irlandés / la irlandesa / los irlandeses / las irlandesas
interested in sports deportista (7) [- <i>ista</i> is both masc. and fem.]	is alive; are alive está(n) vivo (7)
introverted; introvertido (7)	is dead; are dead está(n) muerto (7)
to invite invitar (14)	island la isla (17)
Ireland (la) Irlanda (27)	Italian el/la italiano/a (27)
	Italy (la) Italia (27)

J	
jacket la chaqueta (6)	jewelry la joyería (23)
jade el jade (23)	to jog trotar (24)
jam la mermelada (11)	juice el jugo
January (el)enero (4)	July (el) julio (4)
jeans los vaqueros (6)	June (el) junio (4)
jelly la jalea (11)	jungle la selva (17)
jewel la joya (23)	justice la justicia (25)

K	
kangaroo el canguro (27)	kitchen la cocina; cuisine (14)
keyboard el teclado (15)	knee la rodilla (10)
to kill matar (21)	to know (be acquainted with) conocer (<i>conozco</i>) (7); to know (facts/data) saber (<i>sé</i>) (7); Know sepa [irregular usted command of <i>saber</i>] (18)
kind <i>adj.</i> amable (26); <i>kind noun</i> el tipo; la clase (26)	Kwanzaa el Kwanzaa (20)
kiss <i>verb</i> besar (3)	

L	
lady la dama (21)	leave (a place), to go out salir (5); to leave (a place by) running salir corriendo (14); Leave! sal [irregular tú command of <i>salir</i>] (19); to leave (behind) dejar (13)
lake (el) lago (17)	left la izquierda; on the left a la izquierda
lamp la lámpara (14)	lend prestar (22)
language la lengua, el idioma (26); language (a kind or type) el lenguaje [e.g., “body language” = el lenguaje corporal] (26)	less menos (“to” or “until” with time expressions) (6)
large gran, grande (9)	lesson la lección (accent); las lecciones (no accent) (3)
last night anoche (10); last week, year , etc. la semana pasada, el año pasado, etc. (10); at last por fin (13)	letter (written, not of the alphabet) la carta (17) [<i>la letra</i> refers to the alphabet]
lastly por último, finalmente (26)	lettuce la lechuga (12)
later después (9)	library la biblioteca (2)
later más tarde; until later hasta luego (16)	life la vida (23)
law la ley (20)	light <i>noun</i> la luz [plural: <i>las luces</i>] (14); light (<i>adj.</i> , used with colors) claro (6); light (weight) ligero (26)
lawyer el abogado / la abogada (21)	
to learn aprender (4)	
at least por lo menos (13)	

	to like (literally, to be pleasing to) gustar (8)
Likewise , same here Igualmente (1)	long largo (19)
line <i>noun</i> la cola; to wait in line hacer cola (22)	look at (<i>at</i> is part of this verb's meaning) mirar (3)
lion, lioness el león [plural <i>leones</i> (no accent)]; la leona (18)	to look for (<i>for</i> is part of this verb's meaning) buscar (8)
list la lista (26)	to lose perder (ie) (5); to get lost perderse
to listen to (<i>to</i> is part of this verb's meaning) escuchar (3)	a lot (of) un montón (de) (26)
literature la literatura (17)	lottery la lotería (25)
little , a few; a little poco <i>adj.</i> and <i>adv.</i> (8)	love el amor; to fall in love (with) enamorarse (de) (24); to love querer (ie) (8)
to live vivir (2)	luggage el equipaje (22)
living room la sala de estar (14)	lunch el almuerzo (11); to have lunch almorzar (ue) (6)
lobster la langosta (12)	lung, lungs el pulmón, los pulmones (26)
it's (not) logical (no) es lógico (22)	

M	mirror el espejo (14)
magazine la revista (17)	to miss, to long for extrañar (21)
major muy importante; serio; grave (25)	Miss (Smith) la señorita Smith (26)
to make; to do hacer (<i>hago</i>) (5)	Mom mamá (16)
man el hombre (15)	moment el momento (16)
many; a lot mucho <i>adj.</i> and <i>adv.</i> (8); many a great many un montón de (26)	Monday el lunes; on Monday(s) los lunes (4)
map (of city, subway, building) el plano (26); map (of country, region) el mapa [this is a masculine noun] (26)	money el dinero (9)
March (el) marzo (4)	month el mes (don't confuse with <i>la mesa</i> , table) (4)
Marines los marines (20)	moon la luna (25)
market el mercado (10)	more más (12); more... than más... que or más de (in front of a number) (12)
to marry, to get married casarse (13)	morning la mañana; in the morning por la mañana (10)
married casado (7)	mother la madre (4) ; mother-in-law la suegra (7)
math, mathematics las matemáticas; math class la clase de matemáticas (2)	motorbike, motor cycle la moto, la motocicleta [la moto is a feminine noun] (20)
to matter, to be important to importarle a una/uno (16)	mountain la montaña (13); mountain climbing el alpinismo (24); mountain range la cordillera (17)
May (el) mayo (4)	mouth la boca (10)
me me (7) first person sing. direct, indirect, and reflexive object pronoun	movies, movie theater el cine (8)
to mean significar (16), querer decir	Mr. (Smith) el señor (Smith) (26)
meat la carne (12)	Mrs. (Smith) la señora (Smith) (26)
to meet, to encounter encontrar (ue) (8)	much mucho; too much, too many demasiado, <i>adj.</i> and <i>adv.</i> (16); How much? How many? ¿Cuánto?; ¿Cuánto(s), cuánta(s)? (3)
to memorize memorizar (3)	
message el mensaje (15)	
Mexican el/la mexicano/a (27)	
milk la leche (11)	
(the) mind la mente (20)	

minor menor; de poca importancia; secundario	
museum el museo (2)	musical group el grupo/conjunto musical (13)
music la música (8)	my mi, mis(3)
musical instrument el instrumento musical (8)	myself me (9)

<p>N</p> <p>name el nombre (1); to be named llamarse (1)</p> <p>narrow estrecho (26)</p> <p>natural resources los recursos naturales (18)</p> <p>nature la naturaleza (18)</p> <p>navy la marina; la armada (20)</p> <p>near (to) cerca (de) (9)</p> <p>it's (not) necessary (that) (no) es necesario (que) (20)</p> <p>neck el cuello (10)</p> <p>necklace el collar (23)</p> <p>to need necesitar (3)</p> <p>neighborhood el barrio (10)</p> <p>neither . . . nor ni . . . ni (12); neither, not either tampoco <i>adv.</i> (12)</p> <p>nephew; niece el sobrino; la sobrina (7)</p> <p>never, not ever nunca; jamás <i>adv.</i> (12)</p> <p>nevertheless sin embargo; no obstante (26)</p> <p>new nuevo (16)</p> <p>New Year's Eve la Noche Vieja (24)</p> <p>news la(s) noticia(s) (20)</p> <p>newspaper el periódico (17)</p> <p>Nicaraguan el/la nicaragüense; el/la nicaragüense/a (27)</p> <p>nice simpático (7)</p> <p>It's (very) nice weather today. Hoy hace (muy) buen tiempo. (5)</p> <p>night la noche; every night todas las noches (24)</p>	<p>night table la mesa/mesita de noche (14)</p> <p>nine nueve (3)</p> <p>nine hundred novecientos; novecientas (6)</p> <p>nineteen diecinueve (3)</p> <p>ninety noventa (5)</p> <p>no one, nobody nadie <i>noun</i> (12)</p> <p>none, not any ningún / ninguno/ -a/ [always singular in Spanish] (12)</p> <p>normal normal (19)</p> <p>normally por lo general; normalmente (13)</p> <p>north el norte (17)</p> <p>North America La América del Norte; Norteamérica (26)</p> <p>nose la nariz (10); nose ring un aro/ un pendiente de la nariz (23)</p> <p>not yet ya no (15)</p> <p>nothing nada <i>noun</i> (12); It's nothing (=You're welcome). De nada. (16); nothing to do (in the sense of idleness) nada que hacer (25); nothing to do (with) nada que ver(con) (25)</p> <p>notice <i>noun</i> la noticia (20)</p> <p>novel la novela (17)</p> <p>November (el) noviembre (4)</p> <p>now ahora (9)</p> <p>number el número (3)</p> <p>nurse el enfermero / la enfermera (21)</p> <p>nuts las nueces [singular: la nuez] (11)</p>
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<p>O</p> <p>to obey obedecer (obedezco) (15)</p> <p>obvious obvio; it's obvious that es obvio que; es patente que (21)</p> <p>to occur pasar (14)</p> <p>ocean el océano (17)</p> <p>October (el) octubre (4)</p> <p>odd raro; extraño (20)</p>	<p>of course por supuesto, claro (13)</p> <p>to get off of, to get down from bajar de (22)</p> <p>office la oficina; el despacho (2)</p> <p>often a menudo (24)</p> <p>oil (on food; also, "motor oil") el aceite (25); oil (petroleum) el petróleo (25)</p> <p>old viejo (16)</p>
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<p>older mayor [don't confuse with <i>mejor</i> = better] (7) on / upon ___-ing al + <i>inf.</i> (17) one una (feminine), uno (masculine), un (before masculine, sing. nouns) (3) one hundred cien; ciento (5) one hundred thousand cien mil (7) one million; a million un millón (de) [note there is no "i"] (7) one thousand; a thousand mil (note the absence of "un" in Spanish) (7) onion la cebolla (12) only solamente <i>adv.</i>; único <i>adj.</i> (9) to open abrir (4); opened abierto (irregular past participle of <i>abrir</i>) (17)</p>	<p>opera la ópera (24) opposite (location) frente a (21) or o (2) orange anaranjado (6); orange juice el jugo de naranja (11) orchestra la orquesta (13) other otro; others los otros or los demás (9) ought to deber + <i>inf.</i> (10) our nuestro (3) ourselves nos (9) outdoors fuera, afuera (25) outsid fuera, afuera (25) ozone layer la capa de ozono (18)</p>
<p>P to pack a suitcase hacer la maleta (22) pain el dolor (20) to paint pintar (8) painting el cuadro; la pintura (8) pair (of shoes, socks, etc.) un par (de) (21) Panamanian el/la panameño/a (27) pants los pantalones; shorts los patalones cortos (6) paper el papel (1) Paraguayan el/la paraguayo/a (27) parents los padres (4) park el parque (10) partner una pareja (21) party (not political) la fiesta (17); party pooper el aguafiestas (24); surprise party la fiesta de sorpresa (24); to give a party dar una fiesta (24) to pass (time); to happen pasar (3) passenger el pasajero / la pasajera (22) passion la pasión [no accent in plural: las pasiones] (17) passport el pasaporte (22) pasta la pasta / las pastas (11) pastime el pasatiempo (24) pastor el pastor / la pastora (21) pastry los pasteles (12) patience la paciencia (19) patient el/la paciente (19)</p>	<p>to pay pagar (8) peace la paz [plural: <i>las paces</i>] (19) peaceful tranquilo (19) peacefulness la tranquilidad (19) peanut butter la mantequilla de maní (11) pearl la perla (23) pencil el lápiz (1) pepper (the condiment, not the vegetable) la pimienta (20) permission el permiso (20) person; people la persona; las personas (8) Peruvian el/la peruano/a (27) pet <i>noun</i> la mascota (22) philosophy la filosofía (2) photo, photograph, picture la foto, la fotografía [both feminine nouns] (20); to take (a lot of) pictures sacar (muchas) fotos (22) physical traits los rasgos físicos (15) piano el piano (8) pillow la almohada (14) pilot el /la piloto (22) pink rosado (6) pizza la pizza (11) place el lugar (10) plan el plan (25) planet el planeta [this noun is masculine] (25) plant (botanical) la planta (26)</p>

<p>play <i>noun</i> drama el drama; la comedia [<i>el drama</i> is masculine] (17) to play (a sport or a game) jugar (ue) (5); to play (an instrument, music) tocar (8); to play (a sport) practicar (un deporte) player (in a game) el jugador; la jugadora (8) playoffs (sports) las finales (13) plaza town square la plaza (10) Pleased to meet you. Mucho gusto. (1) pleasure el placer (20) poem el poema [this word is masculine] (17) poetry la poesía (17) police (force) la policia; policeman/policewoman el policia/la policia (21) to pollute, to contaminate contaminar (18) pollution la contaminación (18); air/water pollution la contaminación del aire/ del agua (18) poor pobre (19) popcorn las palomitas de maíz (12) pork el cerdo, la carne de cerdo; la carne de puerco (12) possible posible (19) post office el correo (10) potato chips las papitas (11) poverty la pobreza (25)</p>	<p>power el poder (26) to practice practicar (3) to prefer preferir (ie) (5) to prepare preparar (3) to preserve, protect from preservar (18) pretty, nice bonito (19) priest, priestess el sacerdote / la sacerdotisa (21) problem el problema [this word is masculine] (16) product el producto (18) professor el profesor/la profesora (1) program el programa [a masculine noun] (20) promise <i>noun</i> la promesa (25); to promise prometer (25) to protect proteger [protejo] (18) provided (that) con tal de + <i>inf.</i>; con tal (de) que + subjunctive (23) Puerto Rican el/la puertorriqueño/a (27) purple morado (6) purpose el propósito; on purpose a propósito (19) purse; bag la bolsa (6) to put poner (<i>pongo</i>) (5); to put on (clothing) (9); Put! pon [irregular tú command of <i>poner</i>] (19); put puesto (irregular past participle of <i>poner</i>) (17)</p>
<p>Q quarter (noun used in time expressions) (el) cuarto (compare <i>cuatro=room</i>) (6)</p>	<p>question (inquiry) la pregunta (25) question (issue) la cuestión (25) to quit (a job) renunciar (25)</p>
<p>R rabbit el conejo [<i>bunny = el conejito</i>] (18) radio (the medium) la radio [the apparatus is <i>el radio</i>] (14) rain <i>noun</i> la lluvia (26) to rain llover (ue); it is raining llueve (or <i>está lloviendo</i>) (5) Ramadan el Ramadán (20) rapidity la rapidez (19) rarely raras veces (13) rather bastante (15) to reduce reducir (<i>reduzco</i>) (18)</p>	<p>to read leer (4) to be ready estar listo (21) reality la realidad (21) Really? ¿de veras? (16) to recommend recomendar (ie) (20); it's (not) recommendable (that) (no) es recomendable (que) (20) to recycle reciclar (18) recycling el reciclaje (18) red rojo (6) rice el arroz (11)</p>

<p>relatives los parientes [parents = <i>los padres</i>] (7)</p> <p>to remember recordar (ue) (5)</p> <p>to rent alquilar (23); rent <i>noun</i> el alquiler (23)</p> <p>to repeat repetir (i, i) (11)</p> <p>to resemble, look like parecerse a (<i>parezco</i>) (9)</p> <p>reserved reservado (17)</p> <p>residence hall la residencia (estudiantil)</p> <p>to rest descansar (3)</p> <p>restaurant el restaurante (10)</p> <p>to return (but NOT objects), come back regresar, volver (ue) (3); to return (things) devolver (ue) (13); returned vuelto (irregular past participle of <i>volver</i>); regresado (17)</p>	<p>rich rico (19)</p> <p>ridiculous ridículo (17)</p> <p>to the right of a la derecha (de) (9)</p> <p>rights los derechos; basic rights los derechos fundamentales (20)</p> <p>ring (on finger) el anillo (23); nose ring <i>el pendiente</i> or <i>el aro</i> de la nariz</p> <p>river el río (17)</p> <p>rock climbing la escalada en roca (24)</p> <p>roll; bun el bollo (11)</p> <p>roommate el compañero de cuarto; la compañera de cuarto (23)</p> <p>ruby el rubí [plural: los rubíes] (23)</p> <p>rug la alfombra (14)</p> <p>to run correr (8)</p>
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<p>S</p> <p>sad triste; it's (not) sad (no) es triste (22)</p> <p>to sadden entristecer (24)</p> <p>said dicho (irregular past participle of <i>decir</i>; <i>not a preterit form</i>) (17)</p> <p>salt la sal (20)</p> <p>Salvadoran el/la salvadoreño/a (27)</p> <p>sand la arena (26)</p> <p>sandwich el sándwich; a toasted sandwich un sándwich tostado (11)</p> <p>sapphire el zafiro (23)</p> <p>Saturday el sábado; on Saturday(s) el sábado / los sábados (4)</p> <p>to save (as a life) salvar (13); to save (keep, hold on to) guardar (13); to save (money) ahorrar (13)</p> <p>to say, to tell decir (i) (<i>digo</i>) (5)</p> <p>scarf la bufanda (6)</p> <p>school la escuela (2)</p> <p>Scotland (la) Escocia (27)</p> <p>Scottish; Scots el escocés / la escocesa / los escoceses / las escocesas (27)</p> <p>screen la pantalla (15)</p> <p>sea el mar (17)</p> <p>season la estación (5)</p> <p>seat el asiento (22)</p> <p>second (time) el segundo (16); (2)</p> <p>to share compartir (16)</p>	<p>secret el secreto (20)</p> <p>security la seguridad to go through security pasar por la seguridad (21)</p> <p>to see ver (<i>veo</i>) (7)</p> <p>to seem (to someone) parecerle a uno/una (16)</p> <p>seen visto (irregular past participle of <i>ver</i>) (17)</p> <p>seldom raras veces (24)</p> <p>to sell vender (9)</p> <p>semester el semestre (17)</p> <p>separated separado (7)</p> <p>September (el) septiembre (4)</p> <p>serious serio (7); seriously en serio (26)</p> <p>to serve servir (i, i) (11)</p> <p>serving, portion la porción (11)</p> <p>seven siete (3)</p> <p>seven hundred setecientos; setecientas (6)</p> <p>seventeen diecisiete (3)</p> <p>seventeen seventy six mil setecientos setenta y seis (7)</p> <p>seventy setenta (5)</p> <p>severe duro <i>adj.</i> and <i>adv.</i> (19)</p> <p>shame la lástima; What a shame (that) ¡Qué lástima que + subjunctive (22); It's a shame (that) Es lástima (que) + subjunctive (22)</p> <p>to share compartir (16)</p> <p>to snow nevar (ie); It is snowing Nieva (or</p>
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<p>she (and sometimes also the pronoun <i>her</i>) ella (1)</p> <p>shirt la camisa (6); T-shirt la camiseta</p> <p>shoes los zapatos; sneakers los zapatos de tenis (6)</p> <p>to go shopping ir de compras (9)</p> <p>short (for persons) bajo (4)</p> <p>shoulder el hombro (10)</p> <p>shower la ducha (14); to take a shower ducharse (9)</p> <p>shrimp el camarón / los camarones (12)</p> <p>sight la vista (25)</p> <p>silence el silencio (19)</p> <p>silent silencioso (19)</p> <p>silly tonto (19)</p> <p>silver la plata (23)</p> <p>similar semejante; parecido (7)</p> <p>similarity la semejanza (27)</p> <p>simple sencillo (19)</p> <p>simplicity la sencillez (19)</p> <p>since desde (que) (24)</p> <p>to sing cantar (3)</p> <p>single soltero; single father el padre soltero; single mother la madre soltera (7)</p> <p>sister la hermana; sister-in-law la cuñada (7)</p> <p>to sit down sentarse (ie) (17)</p> <p>situation la situación (25)</p> <p>six seis (3)</p> <p>six hundred seiscientos; seiscientas (6)</p> <p>sixteen dieciséis (3)</p> <p>sixty sesenta (5)</p> <p>size el tamaño (21); size (of clothing) la talla (9)</p> <p>to ski esquiar (13)</p> <p>skyscraper el rascacielos (22)</p> <p>sleep dormir (ue, u) (5); to fall asleep dormirse (ue, u)</p> <p>slow lento <i>adj.</i> and <i>adv.</i> (13)</p> <p>small pequeño (9)</p> <p>smart, intelligent inteligente (4)</p> <p>snack la merienda; to snack merendar (ie) (11)</p> <p>snake la culebra ;la serpiente; la víbora (18)</p> <p>snow <i>noun</i> la nieve (26)</p>	<p><i>Está nevando</i>) (5)</p> <p>so that para que + subjunctive (23)</p> <p>socks los calcetines (6)</p> <p>sofa el sofá (14)</p> <p>soft drink el refresco; diet soft drink el refresco dietético (11)</p> <p>soldier el/la soldado (21)</p> <p>some <i>adj.</i> algún / alguno/ -a/ -os/ -as (12)</p> <p>someone <i>noun</i> alguien (12)</p> <p>something <i>noun</i> algo (12)</p> <p>sometimes a veces; algunas veces (24)</p> <p>son el hijo; son-in-law el yerno (7)</p> <p>song la canción (22)</p> <p>soon pronto (13); as soon as en cuanto; tan pronto como (24)</p> <p>soup la sopa (11)</p> <p>south el sur (17)</p> <p>South America La América del Sur; Sudamérica; Suramérica; La América del Sud (26)</p> <p>souvenir el recuerdo (22)</p> <p>soy, soybean la soja (12)</p> <p>space el espacio (26)</p> <p>Spain(la) España (27)</p> <p>Spanish; Spaniard el español / la española / los españoles / las españolas (27)</p> <p>special especial (26)</p> <p>species la especia / las especias (18); endangered species las especies en peligro de extinción (18)</p> <p>to spend gastar (9)</p> <p>sport, sports el deporte, los deportes (3) deporte)</p> <p>spouse el esposo; la esposa (7)</p> <p>spring la primavera (5)</p> <p>stadium el estadio (2)</p> <p>star la estrella (25)</p> <p>state el estado (26)</p> <p>to stay in a place, to lodge alojarse, quedarse (22)</p> <p>steel el acero (25); stainless steel el acero inoxidable (25)</p> <p>step brother; step sister hermanastro o hermano adoptivo; hermanastra o hermana adoptiva (7)</p> <p>sun el sol (25); It is (very) sunny. Hace</p>
<p>step father; step mother el padrastro o el</p>	

<p>padre adoptivo; la madrastra o la madre adoptiva (7)</p> <p>stomach el estómago (26)</p> <p>stopover la escala; to make a stopover (in) hacer escala (en) (22)</p> <p>store la tienda (10)</p> <p>story; short story el cuento (17)</p> <p>strange raro; extraño (20)</p> <p>street la calle (17)</p> <p>strength, la fuerza (19)</p> <p>strong fuerte (19)</p> <p>student el/la estudiante; (1); first/ second/ third/ fourth-year del primer/ segundo/ tercer/ cuarto año</p> <p>student center el centro estudiantil (2)</p> <p>to study estudiar (2)</p> <p>stupendous, super estupendo (14)</p> <p>stupid tonto (19)</p> <p>suburbs las afueras (10)</p> <p>suddenly de repente (26)</p> <p>sufficient suficiente (21)</p> <p>sugar el azúcar (25)</p> <p>to suggest sugerir (ie, i) (11)</p> <p>suit el traje; bathing suit el traje de baño (6)</p> <p>suitcase la maleta (22)</p> <p>summer el verano (5)</p>	<p>(mucho) sol. (5)</p> <p>Sunday (el) domingo; on Sunday(s) el domingo / los domingos (4)</p> <p>sunglasses las gafas de sol; los lentes de sol; los anteojos de sol (23)</p> <p>supermarket el supermercado (10)</p> <p>supervisor el supervisor / la supervisora (21)</p> <p>to suppose suponer [conjugated like <i>poner</i>] (21)</p> <p>sure to be sure(of) estar seguro (de) (21)</p> <p>surely seguramente (27)</p> <p>to surf the web navegar la red (8)</p> <p>surprise la sorpresa; surprise party la fiesta de sorpresa; to (not) be surprising to (no) extrañarle a uno [grammatically like <i>gustar</i>] (22)</p> <p>to suspect sospechar (22)</p> <p>sweater el suéter (<i>el jersey</i> is common in Spain) (6)</p> <p>sweatshirt la sudadera (6)</p> <p>sweet dulce (19); sweets los dulces; sweet bread el pan dulce (11)</p> <p>to swim nadar (13)</p> <p>swimming pool la piscina (22)</p> <p>system el sistema [a masculine noun] (20)</p>
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<p>T</p> <p>T-shirt la camiseta (6)</p> <p>table la mesa (1)</p> <p>to take tomar (3); to take notes tomar apuntes (3; to take (a person somewhere) llevar (22)</p> <p>talented talentoso (7)</p> <p>to talk, hablar (2)</p> <p>tall alto (4)</p> <p>tattoo el tatuaje (23)</p> <p>tea el té (note the accent) (11)</p> <p>teacher el maestro / la maestra (21)</p> <p>telephone el teléfono (3)</p> <p>television (the medium) la televisión, la tele (14); television set el televisor (14)</p> <p>Tell! di [irregular tú command of <i>decir</i>] (19)</p> <p>ten diez (3); ten thousand diez mil (7)</p> <p>there allí; ahí (16); there is, there are hay (2)</p>	<p>tennis el tenis (8)</p> <p>test el examen (15)</p> <p>text message el mensaje de texto (15); text messaging la mensajería de texto (15)</p> <p>to thank agradecer (<i>agradezco</i>) (15); Thank you. Gracias. (16)</p> <p>Thanksgiving (holiday) el Día de Acción de Gracias (24)</p> <p>that conj. que (5); that adj. and pronoun (usually near the person spoken to) ese; esa (5); (not near speaker or listener) aquel, aquella (5); that pronoun (when not referring to any specific noun) eso (1); aquello</p> <p>themselves se (9)</p> <p>then (adverb) entonces (16)</p> <p>toast el pan tostado; la tostada; las tostadas</p>
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<p>therefore por eso (17) these <i>adj.</i> and <i>pronoun</i>, estos, estas they ellos/ellas (which can also mean “them”) (1) thin delgado (9) thing la cosa (16) to think, to believe pensar (ie), creer (5) (20); (not) to think that, (not) to believe (that) (no) creer (que); (no) pensar que (4) to be (very) thirsty tener (much) sed [literally “to have (much) thirst] (14) thirteen trece (3) thirty treinta (4) thirty one treinta y uno; treinta y una; treinta y un (4) this, <i>adj.</i> and <i>pronoun</i> (5) este [masc.]; esta [fem.]; this, <i>pronoun</i> (when not referring to any specific noun) (5) esto those (near person spoken to) estos, estas; (not near either speaker or listener) aquellos, aquellas (5) thought el pensamiento (26) three tres (3) three hundred trescientos; trescientas (6) throughout a lo largo de (23) to throw out echar; tirar (18) Thursday(el) jueves; on Thursdy(s) el jueves / los jueves (4) ticket el boleto (22); one-way ticket el boleto de ida (22); round-trip ticket el boteto de ida y vuelta (22) tie <i>noun</i> la corbata (6) time (occasion) la vez {plural: <i>las veces</i>}; each time or every time cada vez (24); for the first/last time por primera/última vez (13); at times a veces (24); time (abstract concept) el tiempo; free time el tiempo libre (25); on time, in time a tiempo (23); to spend time with friends pasar tiempo con las amigas/ los amigos (24) tip (as in a restaurant) la propina (13)</p>	<p>(11); toast (celebratory) el brindis (24) today hoy (2) toe el dedo del pie (10) together junto/ -a/ -os/ -as (21) toilet el inodoro (14) tomato el tomate (12) tomorrow (el) mañana (2) tongue la lengua (26) tonight esta noche (8) too, also también (2); too much demasiado, <i>adj.</i> and <i>adv.</i> tooth el diente (10) tortoise la tortuga (18) totally totalmente (25) tourist el / la turista (22) toward hacia [no accent, unlike the verb <i>hacia</i>] (26) town el pueblo (26) track (oval) la pista (24) train (transportation) el tren (13) tranquil tranquilo (19) tranquility la tranquilidad (19) to travel viajar (8) traveler el viajero / la viajera (22) treadmill la rueda de andar (24) tree el árbol (26) trip el viaje; to take a trip hacer un viaje (22) trouble el lío; to get into trouble meterse en un lío; meterse en líos (24) true verdadero (19); it’s (not) true that (no) es verdad que (21) truth la verdad (16) to try tratar; to try to _____ tratar de + <i>inf.</i> (18); to try on (clothing) probarse (ue) (9) Tuesday(el) martes; on Tuesday(s) el martes / los martes (4) turkey el pavo (12) to turn off the lights apagar las luces (14); to turn on the lights encender las luces (14) turtle la tortuga (18) twelve doce (3) twenty veinte (3); twenty one veintiuno, veintiuna, veintiún (before masc. sing. nouns); <p style="text-align: center;">(continued on next page)</p> </p>
<p>twenty two veintidós; twenty three</p>	<p>two dos (3)</p>

<p>veintitrés; twenty four veinticuatro; twenty five veinticinco; twenty six veintiséis; twenty seven veintisiete; twenty eight veintiocho; twenty nine veintinueve (4)</p>	<p>two hundred doscientos; doscientas (6) two thousand fifteen dos mil quince (7) type el tipo (16)</p>
<p>U ugly feo (19) umbrella el paraguas (16) uncle el tío (7) to understand comprender; entender (ie) (4) united unido (26) United States los Estados Unidos (9) (27) university la universidad unless a menos que + subjunctive (23)</p>	<p>until hasta (que) (24); until later hasta luego (16) up; upwards arriba (21) Uruguayan el /la uruguayo/a (27) us nos [direct, indirect and reflexive pronoun]; nosotros/nosotras [after a <i>prep.</i>](7) to use usar (17) usually normalmente (24)</p>
<p>V vacation las vacaciones (13) vegan vegetariano estricto / la vegetariana estricta (12) vegetables las verduras (12) vegetarian el/la vegetariano/a (12) Venezuelan el/la venezolano/a (27) very muy (9)</p>	<p>to watch a video/DVD mirar un vídeo/DVD (24) violin; el violín (8) to visit visitar (3) voice la voz [plural: <i>las voces</i>] (25) volleyball el vóleibol; el balonvolea (8)</p>
<p>W waist la cintura (also el talle) (10) to wait for esperar (14) waiter el camarero / la camarera; el mesero / la mesera (18) waiting area la sala de espera (22) to wake up despertarse (ie) (9) to walk andar; caminar (11); to take a walk dar un paseo (24) wall (of a room) la pared (25); wall (outside; free standing) la muralla (25) to want querer (ie) (20) war la guerra (19) It's warm. Hace calor. (5) to wash lavar; to wash up lavarse (9) to waste desperdiciar (18)</p>	<p>water el agua [but <i>las aguas</i>; this word is feminine] (16) waterproof impermeable (16) way, manner la manera; el modo (16); by the way a propósito (19) we nosotros/nosotras (1) wealth la riqueza (25) to wear llevar (6) Wednesday (el) miércoles; on Wednesday(s) el miércoles / los miércoles (4) week la semana (4); next week la semana que viene (25) weekend el fin de semana ; last weekend el fin de semana pasado (not pasado); on the weekend el fin de semana (10)</p>
<p>weights levantar pesas (8) welcome bienvenido, <i>adj.</i>; You're welcome De nada. (16)</p>	<p>why por qué (16); why? ¿por qué? (5)[compare <i>porque</i>, which means <i>because</i>]</p>

<p>well, . . . pues; bueno; bien (13) west el oeste (17) wet mojado; to get wet mojarse (16); to be wet estar mojado (16); wet blanket el aguafiestas (24) whale la ballena (18) What? ¿Qué?; ¿Cómo? (1); What's the weather like today? ¿Qué tiempo hace hoy? (5); What time is it? ¿Qué hora es? (6) when cuando (24) whenever cuando; cada vez (23) where? ¿dónde? (2); (to) where? ¿adónde? (2); Where are you from? ¿De dónde eres? (4) which is?; which are? ¿cuál es . . . ? / ¿cuáles son . . . ? (4) while mientras (que) (14) (24) white blanco (6) wine el vino; white wine el vino blanco; red wine el vino tinto (12) whiteboard la pizarra (1) Who? ¿Quién? [singular]; ¿Quiénes? [plural] (1) (5)</p>	<p>wide ancho (26) widow el viudo/ la viuda (7); widowed viudo/viuda to win ganar (this verb also means to earn) (14) wind el viento (25) window la ventana (1) It is (very) windy. Hace (mucho) viento. (5) winter el invierno (5) with con (2) within dentro (de) (21) without sin, <i>prep.</i>; sin que, <i>conj.</i> (26) woman la mujer (15) woods el bosque (14) to work (but NOT “to function”) trabajar (3) world el mundo (10) worried preocupado; to be worried estar preocupado worse peor /peores (12) worst los/las peores wristwatch el reloj (de) pulsera (26) to write escribir (4) written escrito (irregular past participle of <i>escribir</i>) (17)</p>
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<p>Y year el año (8); next year el año que viene (25) yellow amarillo (6) yesterday ayer (10); day before yesterday anteayer (10) yogurt el yogur (11) you (“you-my-friend”) tú (1); you (“your grace”) usted (1); you (formal, plural: “your graces”) ustedes [abbreviation = Uds.] (1); you (informal, plural: “y’all”) vosotros/vosotras (1)</p>	<p>young joven / jóvenes (13) younger menor (7) your (related to “you-my-friend”) tu, tus [tú = you; tu(s) = your (no accent)] (3); your (referring to “y’all vuestro, vuestra, vuestros, vuestras”) (3) yourself te (for tú); se (for usted) (9) yourselves os (for vosotros); se (for ustedes) (9)</p>
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<p>Z zebra la cebra</p>	
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