SPA 1A: BEGINNING SPANISH



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1: CAPÍTULO 1

Learning Objectives

- Greet others, introduce yourself, and say goodbye
- Use vocabulary related to the classroom and the university
- Use numbers 0-31
- Learn the alphabet in Spanish
- Use definite and indefinite articles, the gender of nouns, and how to make nouns plural
- Use of demonstratives adjectives and pronouns

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1.1: ¡Hola! ¿Cómo te llamas?

Welcome to the first module of Spanish 1A! The Spanish 1A text is divided into modules and sections, each grouped loosely around a vocabulary topic or grammar concept. In Module 1, we'll be learning the basics of saying hello, saying goodbye, and sharing some information in between.

¡Hola! Welcome to the first section of the course! As you might expect, this section is all about introductions.

When you are introducing yourself – or even when you are introducing one person to another person – there are some standard phrases that we typically use. First, you usually give your name or the name of the person you are introducing. Then, you usually indicate in some way that you are pleased to meet the other person.

With greetings and goodbyes in Spanish, the conversation will vary somewhat depending upon the relationship you have or will have with the person you are meeting. This relationship ranges from being very familiar to very formal. For example, if you are introducing yourself to someone your own age or with whom you would be considered a peer, to children, or to friends of friends, you would likely use a more informal greeting. If you are greeting someone with more of a social distance, such as an authority figure (professor, doctor, boss, an elder, or a potential employer), you would use a more formal greeting.

As you learn the phrases for introductions and goodbyes, you might find that there are words or grammatical points you don't understand. Don't worry that you don't know **why***¿Cómo se llama?* and *¿Cómo te llamas?* are different– for the time being, just focus on learning the phrases and patterns. Most importantly, make sure you **listen** to the audio clips and repeat them aloud.

At the beginning of each module, we'll offer some music to set the tone and preview the content of the chapter. See if you can figure out what the song titles have in common! Then, if you're interested, listen to any of the songs that catch your eye. Note: the lyrics aren't important for now, but if you want to see the lyrics, just search the band, song, and the word *letra* (lyrics).

No Te Va Gustar – **Chau**
No Te Va Gustar, also known by their initials NTVG (English: You Won't Like It), are a rock band from Uruguay. (Wikipedia page for NTVG)

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Daymé Arocena – **La Rumba Me Llamo Yo**

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Daymé Arocena is an award-winning Afro-Cuban jazz singer from Havana, who has been described as Cuba's "finest young female singer." (Daymé Arocena's official website)

Take a look at the song titles below. Any guess what else we're covering in this module?

Edmundo Rivero – **Uno**
Leonel Edmundo Rivero (June 8, 1911 – January 18, 1986) was an Argentine tango singer, composer, and impresario.

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Yahir – **Entre Nosotros Dos**
Yahir Othón Parra, commonly known as Yahir, is a Mexican singer and actor from Hermosillo, Sonora.

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Motel – **Uno Dos Tres**
Motel is a Mexican rock band created in 2002

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SPCMN – **Cuatro**
Spaceman is an indie-rock band from Honduras. Click here for an interview with Spaceman.

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Anakena – **Cinco**
Anakena is a Caribbean alt-folk/pop band from Venezuela.

Click here to read an article about the Anakena.

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KIKASBAN – **Seis (esta música viene del alma)**
Kikasban is a Peruvian hard rock band formed in 2011.

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Nicola Cruz – **Siete**
Nicola Cruz is an Ecuadorian musician and producer. Link to Cruz's official website.

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Of course, to count things, we also have to know how to form the plural in Spanish. And to do that, we need to learn about the gender of nouns. All of this (and more) is coming up next!

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1.2: Vocabulario- ¡Bienvenidos a la clase!

Objetivos

Identify and use common greetings and goodbyes.



El Nuevo Estudiante

Read the conversation between Profesora Rivera and Marco. Then answer the questions below.

Marco:	Hola, buenos días, Profesora. Me llamo Marco Reyes. Soy un estudiante nuevo en la universidad.
Prof. Rivera:	Bienvenido a la Uni. Me llamo Graciela Rivera, encantada.
Marco:	Igualmente. ¿Cómo está usted?
Prof. Rivera:	Bien, gracias. ¿y tú?
Marco:	Más o menos, gracias.
	...
Marco:	¡Adiós!
Prof. Rivera:	Nos vemos el lunes.

Actividad 1.2.A

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Text-only version of questions

1. What are the different greetings used?
2. How do the two people introduce themselves?

3. How does Marco ask the teacher how she is? What is her response?

4. How do they say goodbye?



A typical familiar conversation:

Juana: ¡Hola! Me llamo Juana. Y tú, ¿cómo te llamas?
Sarita: Me llamo Sarita.
Juana: Encantada. (*typically shaking hands*)
Sarita: El gusto es mío.



This same conversation might include some variations:

Juana: ¡Hola! Me llamo Juana. Y tú, ¿cómo te llamas?
Sarita: Me llamo Sarita.
Juana: Mucho gusto. (*typically shaking hands*)
Sarita: Igualmente.



Look at the differences if one person introduces two others:

Ava: Hola, Jasmín. Te presento a mi amiga, Naíja.
Jasmín: Mucho gusto.
Naíja: Encantada.
Ava: ¡Chao, nos vemos!



As you can see, there are variations in the way people typically respond. A formal conversation will have some differences, but there can also be many similarities:

Profesora: ¡Hola! Yo soy la Profesora Hernández. ¿Cómo se llama usted?
Julio: Me llamo Julio García, soy estudiante en la clase.
Profesora: Mucho gusto.
Julio: Igualmente.



Profesor: Profesora Hernández, le presento a mi estudiante Caspar.
Caspar: Mucho gusto.
Profesora: El gusto es mío.



Now that you know how to say hello and introduce yourself, how do you end a conversation? As with greetings and introductions, farewells can be more or less informal. Here are two friends ending a conversation:
...
Miguel: Pues... nos vemos.
Paulino: ¡Chao, hasta luego!



And here are two people with a more formal relationship saying goodbye:

...
Estudiante: Bueno, profesora, adiós.
Profesora: Muy bien, hasta mañana.

Vocabulario: Saludos y respuestas

Saludos y respuestas (*Greetings and Responses*)

Hola *Hello*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
Estoy muy bien. *I am very well.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
Buenos días *Good morning*	
Estoy bastante bien. *I am quite well.*	
Buenas tardes *Good afternoon*	
Buenas noches *Good evening*	
Estoy más o menos. *I am ok.*	
Estoy regular. *I am ok.*	
Estoy mal. *I'm sick / I'm not doing well.*	
¿Cómo está (usted)? (formal) *How are you?*	
¿Cómo estás (tú)? (informal) *How are you?*	
¿Qué tal? (informal) *How's it going?*	
Gracias, ¿y usted? (formal) *Thank you, and you?*	
Gracias, ¿y tú? (informal) *Thank you, and you?*	
Estoy bien. *I am well.*	

*Note: "**así así**" (*so-so*) is an expression commonly heard in American movies where Spanish speaking characters are portrayed. However, this expression is not accurate. The accurate way to say that you are "so-so" or "ok" is "**más o menos**" or "**regular**".

Presentaciones (*Introductions*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿Cómo se llama usted? (formal) *What is your name?*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿De dónde es usted? (formal) *Where are you from?*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿Cómo te llamas? (informal) *What is your name?*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿De dónde eres? (informal) Where are you from?	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Esta es... *This is...* (introducing a female)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Este es... *This is...* (introducing a male)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Este es Pablo y esta es María. *This is Pablo and this is María.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Soy de...*I am from...*

Soy de Perú. *I am from Peru.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Me llamo... *My name is / I call myself...*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Mi nombre es... *My name is...*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Te presento a... (informal) *May I present...*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Pedro, te presento a Pablo. *Pedro, may I present Pablo. / Pedro, I'd like to introduce Pablo.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Encantado *Delighted / Nice to meet you.* (say if you are male.)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Encantada *Delighted/Nice to meet you.* (say if you are female.)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Encantada de conocerte. (informal) *Nice to meet you.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
El gusto es mío. *The pleasure is mine.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Mucho gusto *Nice to meet you.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Igualmente *Same / Likewise*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Sra. (**señora**) *Mrs.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Sr. (**señor**) *Mr.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Srta. (**señorita**) *Miss*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Sr. López, le presento a Pablo. *Mr. Lopez, may I present Pablo / let me introduce you to Pablo.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Le presento a ... (formal) *May I present... / Let me introduce you to...*

Despedidas (*Farewells*)

Adiós *Goodbye*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Chao (sometimes spelled **chau**) *'Bye*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Hasta luego *See you later*		
Hasta mañana *See you tomorrow*		
Hasta pronto *See you soon*		
Nos vemos! *See you (later)*		

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1.3: Gramática- ¿Formal o informal?

Objetivos

- Identify formal and informal greetings

What differences do you notice between these two dialogues?



— Buenos días, señorita.
— Buenos días, señor.
— ¿Cómo se llama usted?
— Me llamo Verónica, ¿y usted?
— Soy el profesor González-Aboah.
— Encantado de conocerle.
— El gusto es mío.
— ¿Cómo está usted?
— Bien, gracias, ¿y usted?
— Muy bien, gracias.
— Adiós, Verónica.
— Hasta luego, profesor.



— ¡Hola!
— ¡Hola!
— ¿Cómo te llamas?
— Me llamo Esteban, ¿y tú?
— Soy Rebeca.
— Encantado.
— Un placer.
— ¿Qué tal?
— Bien, gracias, ¿y tú?
— Muy bien.
— ¡Chao!
— ¡Hasta luego!

As you can see from the above examples, some of the differences between formal and informal conversations are clearly defined, such as the use of the pronoun *usted* instead of *tú*, while others are more subtle or contextual. In the exercises on the next page, we'll work on the more explicit differences between formal and informal Spanish.

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Alejandro Octavio Aguilera
México, Monterrey, N.L.

Sr. Aguilera explains:

Sí es muy importante esto del "usted" y el "tú." En primer lugar (*first*) el "usted" es una forma de hablar con respeto. Se le dirige

de “usted” a (*the “usted” is addressed to*) una persona mayor (*older, more senior*). Yo a veces (*sometimes*) por ejemplo a mi padre (*to my father*) le digo de “usted”. Al rector (*director / Provost*) de la universidad yo no me imagino hablándole de “tú” (*I can’t imagine speaking to him with “tú”*)...

Read the full transcript

> Sí es muy importante esto del “usted” y el “tú.” En primer lugar el “usted” es una forma de hablar con respeto. Se le dirige de “usted” a una persona mayor. Yo a veces por ejemplo a mi padre le digo de “usted.” Al rector de la universidad yo no me imagino hablándole de “tú,” aún cuando él me diga por cortesía “háblame de tú,” no me sentiría a gusto hablándole de “tú.” Yo tendría que hablarle de “usted” porque es una persona mayor, de unos 50, 55 años, ¿no? Al inicio de una relación, si uno se encuentra con personas de su edad, posiblemente sea mejor hablar de “tú” pero cuando se encuentra uno con una persona de mayor de edad es muy importante dirigirse de “usted”. Esto no quiere decir otra cosa más que establecer una relación de respeto mutuo.

A Practicar

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1.4: Vocabulario- En el salón de clases

Objetivos

- Identify common objects in the classroom

Vocabulario

Audio

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En la mochila del estudiante (*in the student's backpack*)

Audio

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View this Audio online



1.**la mochila** (*backpack*)	
2. **el diccionario** (*dictionary*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
3. **la computadora** (*computer*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
4. **la calculadora** (*calculator*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
5. **el teléfono** (*telephone*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 

6. **el libro** (*book*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
7. **el marcador** (*marker*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
8. **el cuaderno** (*notebook*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
9. **el bolígrafo** (*pen*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
10. **el lápiz** (*pencil*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

11. **la carpeta** (*folder/ binder*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
12. **el papel** (paper), **la hoja de papel** (*piece of paper*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
13. **el escritorio** (*desk*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online



En la clase (*in the class*)

Audio

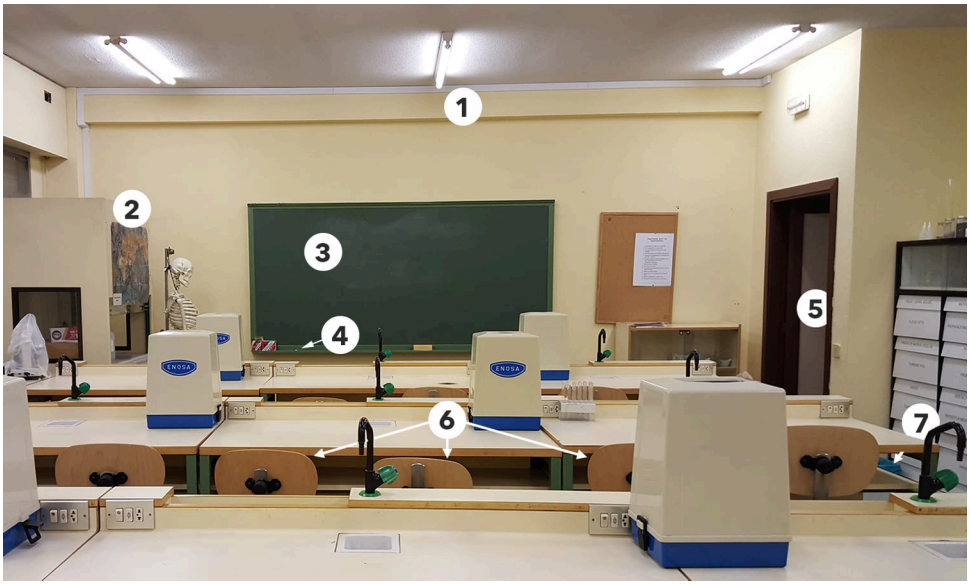
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View this Audio online

1. **la pared** (*wall*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
2. **el estudiante** (*student, m*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
3. **la estudiante** (*student, f*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
4. **el reloj** (*clock*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

5. **el proyector** (*projector*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
6. **la mesa** (*table*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
7. **el pupitre** (*student's desk*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
8. **la cortina** (*curtain*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
9. **la ventana** (*window*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

10. **el profesor**, **la profesora** (*professor, m, f*)	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online



En el salón de clase (*in the classroom*)

1. **la luz** (*light*)	
2. **el mapa** (*map*)	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

3. **la pizarra** (*chalkboard/ whiteboard*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
4. **la tiza** (*chalk*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
5. **la puerta** (*door*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
6. **la silla** (*chair*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
7. **la basura** (*trash*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

Una palabra útil (*a useful word*):

hay (*there is / there are;* "hay" *is an invariable verb that is only used to talk about the existence or presence, or the quantity of things.*)

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1.5: Vocabulario- Números 0-31

Objetivos

- Form numbers up to 31

Los números 0-31












0 cero	
1 uno	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
2 dos	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

3 tres	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
4 cuatro	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
5 cinco	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
6 seis	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
7 siete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
8 ocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
9 nueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

10 diez	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
11 once	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
12 doce	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
13 trece	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
14 catorce	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
15 quince	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
16 dieciséis	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

17 diecisiete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
18 dieciocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
19 diecinueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
20 veinte	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
21 veintiuno	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
22 veintidós	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
23 veintitrés	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

24 veinticuatro	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
25 veinticinco	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
26 veintiséis	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
27 veintisiete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
28 veintiocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
29 veintinueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
30 treinta	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

31 treinta y uno	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

Note: The numbers 16-19 and 21-29 are most commonly spelled as shown above, however, they can also be written as three words. For example “diecisiete” can also be written “diez y siete” according to the Real Academia Española.



Los burros de Don Tomás

Don Tomás compra (*buys*) **cuatro** burros. Monta en (*he rides on*) **uno** y regresa (*returns*) a su casa.

Por el camino (*along the road*) los cuenta (*he counts them*): **uno**, **dos** y **tres**. No cuenta el que monta (el que monta = *the one he's riding*).

Ya en su casa, dice a su mujer (*he says to his wife*):

— ¡Mira!, he comprado (*I've bought*) **cuatro** burros y cuento (*I count*) sólo **tres**; me han robado (*someone has stolen*) **uno**.
— ¡Qué raro! (*How strange*) Dice la mujer. —Tú no ves más que (*you only see*) **tres**, pero yo veo (*I see*) **cinco**.

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1.6: Vocabulario- La universidad

Objetivos

- Recognize the vocabulary of locations and courses at the university

Vocabulario: La universidad

Lugares de la universidad

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El auditorio

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La biblioteca

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La cafetería

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El centro estudiantil

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El estadio

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El gimnasio

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El laboratorio

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La residencia estudiantil

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La librería

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Vocabulario de la universidad

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el curso (*course*)

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el examen,

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la prueba (*test, exam*)

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el horario (*schedule*)

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el semestre (*semester*)

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el trabajo (*assignment*)

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el compañero de clase /

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la compañera de clase (*classmate*)
la calificación,

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la nota (*grade*)

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la especialización (*major*)

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la tarea (*homework*)

Los cursos en la universidad

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El arte (*Art*)



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Las artes escénicas (*Performing Arts*)



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La biología (*Biology*)



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Las ciencias políticas (*Political science*)



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Las ciencias sociales (*Social Sciences*)



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La comunicación (*Communications*)



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La criminología (*Criminal justice*)



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La economía (*Economics*)



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La educación (*Education*)



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La educación física (*Physical Education*)



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La educación primaria (*Elementary education*)



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La enfermería (*Nursing*)



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La filosofía (*Philosophy*)



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Las finanzas (*Finance*)



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La historia (*History*)



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La historia de la música (*Music History*)



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La informática (*Computer science*)



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La ingeniería (*Engineering*)



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El inglés (*English*)



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Las lenguas (*Languages*)



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La literatura (*Literature*)



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El márketing,

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la mercadotecnia (*Marketing*)



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Las matemáticas (*Mathematics*)



This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

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La música (*Music*)



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Los negocios (*Business*)



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Las profesiones médicas y de salud (*Medical and health professions*)



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La psicología (*Psychology*)



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La química (*Chemistry*)



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La religión comparada (*Religion*)



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La sociología (*Sociology*)

Text only version:

Lugares de la universidad (Places at the University)

- El auditorio (auditorium)
- La biblioteca (library)
- La cafetería (cafeteria)
- El centro estudiantil (student center)
- El estadio (stadium)
- El gimnasio (gymnasium)
- El laboratorio (laboratory)
- La residencia estudiantil (dormitory)
- La librería (bookstore)

Vocabulario de la universidad (Vocabulary of University)

- el curso (course)
- el examen, la prueba (test, exam)
- el horario (schedule)
- el semestre (semester)
- el trabajo (assignment)
- el compañero de clase / la compañera de clase (classmate)
- la calificación, la nota (grade)
- la especialización (major)

- la tarea (homework)

Los cursos en la universidad (Courses at the University)

- El arte (Art)
- Las artes escénicas (Performing Arts)
- La biología (Biology)
- Las ciencias políticas (Political science)
- Las ciencias sociales (Social Sciences)
- La comunicación (Communications)
- La criminología (Criminal justice)
- La economía (Economics)
- La educación (Education)
- La educación física (Physical Education)
- La educación primaria (Elementary education)
- La enfermería (Nursing)
- La filosofía (Philosophy)
- Las finanzas (Finance)
- La historia (History)
- La historia de la música (Music History)
- La informática (Computer science)
- La ingeniería (Engineering)
- El inglés (English)
- Las lenguas (Languages)
- La literatura (Literature)
- El márketing, la mercadotecnia (Marketing)
- Las matemáticas (Mathematics)
- La música (Music)
- Los negocios (Business)
- Las profesiones médicas y de salud (Medical and health professions)
- La psicología (Psychology)
- La química (Chemistry)
- La religión comparada (Religion)
- La sociología (Sociology)

A Practicar

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1.7: Vocabulario- El alfabeto

Objetivos

- Recognize the sounds of letters in Spanish

EL ALFABETO

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These are the 27 letters in the alphabet as established by the Spanish Royal Academy of the Spanish Language:



a (a)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
b (be)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
c (ce)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

d (de)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
e (e)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
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i (i)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
j (jota)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

k (ka)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
l (ele)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
m (eme)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
n (ene)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
ñ (eñe)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
o (o)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
p (p)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

q (cu)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
r (erre)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
s (ese)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
t (te)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
u (u)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
v (ve)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
w (doble v)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

x (equis)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
y (ye)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
z (zeta)	

Digraphs

There are several consonant clusters in Spanish that you will need to know how to pronounce:

ch (ce-hache)

ll (doble ele)

qu (cu-u)

rr (doble erre)

Accent marks

Spanish only uses the acute accent mark, and when it appears, it makes that syllable receive the stress in the word, making that syllable louder.

¡Ajá!

bebé

quiquiriquí

¡Achú!

An important question

¿Cómo se escribe ____? (*How do you spell ____?)*

____ se escribe **__-__-__-__-__.** (____ *is spelled* __-__-__-__-__.)

How do I type special characters? available at the end of this section.

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Answers

EL ALFABETO

Add texts here. Do not delete this text first.

The tilde over the letter 'n', the accent marks that are sometimes needed over vowels, and the upside-down question mark and exclamation point are all symbols that don't appear in the standard English-language qwerty keyboard. How can you type them? There are several ways, depending on your device and the program you're using.

Most programs will have a menu option to Insert Special Character, and you can scroll through until you find the one you want to use. The Windows operating system lets you toggle between different language keyboards, and the one for Spanish has keys for the ñ, for example (it's where the semicolon is on the qwerty keyboard), and shortcuts for putting accent marks on vowels (tap the apostrophe and then e to produce é, for example). Here's a youtube video explaining how it works: https://youtu.be/tHx20SBc4jI. The Apple operating systems have similar keyboard shortcuts (hold down option and e, then tap e, to produce é, for example). Newer macOS computers also let you press and hold a vowel to choose the accented version. Here's a youtube video explaining how to type special characters on a Mac: https://youtu.be/VaeqmJi2kAw. On an iOS device, you tap and hold the character to bring up a menu of special characters.

Click here to see the access codes for your device: https://sip.la.psu.edu/blp/tech-support/accents .

Exploring things you never knew your devices could do will be part of the fun of learning Spanish!

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1.8: Gramática- Género y número de sustantivos

Objetivos

- Identify the gender of nouns
- Change nouns from singular to plural

Marco Reyes is a new student at the university and he needs to enroll in Professor Rivera's Spanish class. Read the conversation and answer the questions that follow:

Marco:	Hola, buenos días, Profesora. Me llamo Marco Reyes. Soy un nuevo estudiante en la universidad.
Profesora Rivera:	Bienvenido a la Universidad. Me llamo Graciela Rivera, encantada.
Marco:	Igualmente. ¿Cómo está usted?
Prof. Rivera:	Bien, gracias. ¿Y tú?
Marco:	Más o menos, gracias. Tengo una pregunta, ¿hay espacio en su clase de español?
Prof. Rivera:	Bueno, hay veinticinco estudiantes y solamente hay veinticinco pupitres.
Marco**:**	Perdón, pero, ¿no hay espacio para un pupitre más?
Prof. Rivera:	Vamos a ver. El salón de clase es muy grande. Hablo con los profesores de español para ver si hay un pupitre en otro salón de clases.
Marco:	Muchas gracias, Profesora Rivera. ¿También, hay un libro para la clase?
Prof. Rivera:	Sí, el libro se llama "Chévere Spanish 1". También necesitas un diccionario, un cuaderno y unas carpetas para los papeles.
Marco:	OK, ¿necesito una computadora en clase?
Prof. Rivera:	No, no hay computadoras en mi clase.
Marco:	Entiendo, muchas gracias, Profesora. ¿Hay tarea para clase el lunes?
Prof. Rivera:	Sí por favor, lee las primeras treinta páginas del libro.
Marco:	Necesito el libro. Voy a la librería ahora. ¡Adiós!
Prof. Rivera:	Nos vemos el lunes.

Actividad 1.8.A

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Text only version of questions

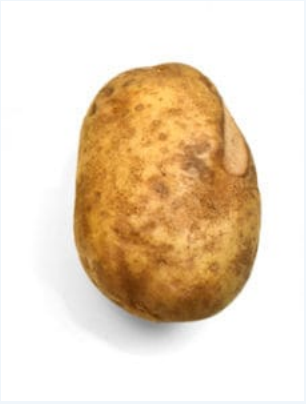
Preguntas de análisis:

1. Look at the nouns in bold. How do you know if they are singular or plural?

2. Look at the plural nouns. How do you think you form a plural noun in Spanish?

Objetivos

- Identify the gender of nouns

¡OJO! (*Watch out!*) ¡El género de los sustantivos es importante!	
 el Papa	 la papa

Género de los sustantivos (Gender of Nouns)

All nouns in Spanish have a gender: masculine or feminine. Except in the case of people or animals, linguistic gender is a convention of language, not a property of the noun. For this reason, you won't be able to guess the gender of a noun based on the object itself; you need to learn the gender along with the noun. However, there are some rules that can help you guess the gender of an unknown word:

1. The gender of nouns:

- The definite article meaning "the" is ***la*** for feminine singular nouns.
  - Most words ending in **–a** are feminine

la chic**a**

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la sill**a**

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la tiz**a**

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- All words ending in **-sión**, **-ción**, **-tad**, **-dad**, and –**umbre** are feminine.

  la televi**sión**

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la educa**ción**

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la dificul**tad**

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la universi**dad**

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la l**umbre**

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- The definite article meaning “the” is ***el*** for masculine singular nouns. Notice that *el* without the accent mark is the article… what does *él* mean? That’s right, it means “he”. Don’t confuse *el* and *él!*
  - Most words ending in **–o** are masculine.

el chic**o**

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el libr**o**

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el cuaderno

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- Many but not all words ending in **–ma** are masculine (the ones that originated from the Greek language are the masculine ones).

el problema

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el clima

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el idioma

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- Many nouns end in *–e*. While statistically more are masculine than feminine, there is no firm rule for these and you need to memorize their gender when learning their meaning.

la clas**e**

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el dient**e**

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el coch**e**

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- Many nouns that end in consonants other than -d or -z are masculine, but again this is not a firm rule and you must memorize their gender.

el honor

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el hospital

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el hotel

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- There are other nouns that do not clearly reveal their gender, so it is important that you memorize them.

el pupitre

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el lápiz

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el reloj

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la luz

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la pared

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- There are also some exceptions to the above patterns that you have to remember.

  el día

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el mapa

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la mano

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la foto (short for *la fotografía*)

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la moto (short for *la motocicleta*)

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2. People:

- When referring to people, the biological sex of a person will determine a word's gender regardless of the rules described above. However, as society has become more sensitive to sexism, as well as questions of gender and sexual identity, people have begun experimenting with ways to adjust the traditional binary-gendered structure of the Spanish language. Click here to explore some of the experiments in gender-neutral language that Spanish speakers have been developing.
- Some nouns for people will be identical except for the -o or -a ending.

el muchacho (*boy*)

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la muchacha (*girl*)

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el niño (*male child*)

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la niña (*female child*)

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el maestro (*male teacher*)

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la maestra (*female teacher*)

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el compañero de clase (*male classmate*)

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la compañera de clase (*female classmate*)

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el amigo (*male friend*)

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la amiga (*female friend*)

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- However, other nouns are completely different for masculine and feminine forms.

el hombre (*man*)

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la mujer (*woman*)

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- Some nouns for people are identical, and the gender is shown only in the definite article. **¡OJO!** A large number of words that identify members of professions or groups end in "-ista" and only distinguish gender by the article; these words end in "-ista" even if masculine.

el estudiante (*male student*)

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la estudiante (*female student*)

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el dentista (*male dentist*)

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la dentista (*female dentist*)

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el optimista (*male optimist*) la optimista (*female optimist*)
el anarquista (*male anarchist*) la anarquista (*female anarchist*)

Remember! The gender of nouns that do not refer to people is an inherent characteristic that cannot be changed. If you change the gender ending of an inanimate object, you can be changing the meaning of the noun to another legitimate word in Spanish.

- el caso (*case*)

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  la casa (*house*)

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- el puerto (*port*)

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  la puerta (*door*)

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- el Papa (*the Pope*)

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la papa (*potato*)

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- el libro (*book*)

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la libra (*pound*)

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Objetivos

- Change nouns from singular to plural

Número de los sustantivos (*Number of Nouns*)



un perro



muchos perros

How to make a noun plural:

- If a word ends in a vowel, add **–s** (cuaderno – cuaderno**s**

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) (chica – chica**s**

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)

- If a word ends in a consonant, add an **–es** (marcador – marcador**es**

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) (reloj – reloj**es**

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)

- If a word ends in **-z**, change the “z” to **c** and add **–es** (lápiz- lápic**es**

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) (luz – luc**es**

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)

The plural of the feminine singular article “la” (*the*) is therefore “las”. The plural of the masculine singular article “el” (*the*) is irregular: “los”.

A Practicar

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1.9: Los sustantivos y los artículos

Nouns and articles

Nouns

Nouns identify people, animals, places, and things. In Spanish, all nouns have gender (masculine or feminine), and number (singular or plural).

Nouns referring to people who are males or females are easy to categorize by gender:

Masculine	English	Feminine	English
el hombre	*man*	la mujer	*woman*
el chico	*boy*	la chica	*girl*
el muchacho	*boy*	la muchacha	*girl*
el profesor	*professor*	la profesora	*professor*
el señor	*Mr.; sir*	la señora	*Mrs.; Madam*

Some nouns referring to people have identical masculine and feminine forms. The article indicates the gender of these words:

Masculine	English	Feminine	English
el joven	*young man*	la joven	*young woman*
el estudiante	*student (male)*	la estudiante	*student (female)*
el turista	*tourist (male)*	la turista	*tourist (female)*

Some nouns referring to animals by default will use either the masculine or feminine definite article ("el" or "la"). In this case, to specify whether we are referring to a male or female "animal", we need to use the words "macho" (male), and "hembra" (female):

Default	English	Default	English
el chimpancé	*chimpanzee*	la abeja	*bee*
el canguro	*kangaroo*	la araña	*spider*
el gusano	*worm*	la ardilla	*squirrel*
el gorila	*gorilla*	la ballena	*whale*
el pez	*fish*	la mariposa	*butterfly*
el rinoceronte	*rhinoceros*	la serpiente	*serpent*
el sapo	*toad*	la jirafa	*giraffe*
el tiburón	*shark*	la rana	*frog*

Examples:
el canguro macho; el canguro hembra; los canguros machos; los canguros hembras
la ballena macho; la ballena hembra; las ballenas machos; las ballenas hembras

It is harder to understand nouns that refer to places and things. Here are some guidelines that may help, but they do not apply to all of the nouns, they all have exceptions. Because of this, it is best to always learn the noun with its corresponding article to remember whether it is masculine or feminine.

General guidelines for nouns referring to places and things

In the following list of examples, the endings of nouns are in **bold**.

1. Most nouns that end in **-o, -ma, -pa, -ta, -l, -n, -r** and **-s,** are masculine.
2. Most nouns that end in **-a, -ción, -sión, -dad, -tad, -sis**, **-itis,** and **-z** are feminine.
3. Nouns that end in **-e** can be either masculine or feminine.

Masculine	English	Feminine	English	Exceptions
el libro	*book*	la escuela	*school*	la mano
el problema	*problem*	la lección	*lesson*	la foto
el mapa	*map*	la televisión	*television (station)*	la suma
el planeta	*planet*	la comunidad	*community*	la sopa
el estante	*shelf*	la clase	*class*	la chaqueta
el papel	*paper*	la libertad	*liberty*	la miel
el examen	*exam*	la dosis	*dose*	la imagen
el color	*color*	la artritis	*arthritis*	la flor
el autobús	*bus*	la luz	*light*	la tos

Some nouns have a different meaning depending on whether they are masculine or feminine:

Masculine	English	Feminine	English
el capital	*capital (money)*	la capital	*capital (city)*
el cólera	*cholera*	la cólera	*anger*
el coma	*coma*	la coma	*comma*
el cometa	*comet*	la cometa	*kite*
el corte	*cut (fabric)*	la corte	*court (judicial; king's/queen's)*
el cura	*priest*	la cura	*cure*
el frente	*front*	la frente	*forehead*
el mañana	*tomorrow*	la mañana	*morning*
el orden	*order (arrangement)*	la orden	*order (command)*
el papa	*pope*	la papa	*potato*
el parte	*message, report*	la parte	*part, portion*
el pendiente	*earring; errand*	la pendiente	*hill or slope*
el pez	*fish*	la pez	*tar*
el radio	*radius, radium*	la radio	*radio (some say 'el radio')*

Articles

As mentioned above, it is best to learn the nouns with its corresponding article. There are four forms that are equivalent to the English definite article "the". The same goes for the indefinite article: a, an, or some.

Definite Articles: **Indefinite Articles:**

Number	Masculine	Feminine	Masculine	Feminine
singular	**el** papel	**la** clase	**un** papel	**una** clase
plural	**los** papeles	**las** clases	**unos** papeles	**unas** clases

Plural of nouns

To form the plural of a noun that ends in a vowel by simply adding "-s".

For nouns ending in a consonant, add "-es". If the consonant is the letter "z", change the "z" to "c" before adding "-es".

Singular	→	Plural
la clase	→	las clases
el papel	→	los papeles
la luz	→	las luces

In general, the accent mark of a singular noun must be also used when forming into a plural noun unless the accent mark is on the last syllable of the singular noun.

Singular	→	Plural
el lápiz	→	los lápices
el autobús	→	los autobuses
la lección	→	las lecciones

The masculine plural form is also used when the group there is a masculine noun is a mixed-gender group:

1 muchacho + 2 muchachas = 3 muchachos *OR* los muchachos

Gender-neutral individuals

Spanish has always been viewed as a highly gendered language because it is a "Romance Language" (mostly derived from Latin). This is not to say that it denies the existence of gender-neutral identities rather the nature of the language itself makes it hard to adapt systematically to account them. While there is a movement to use terms such as Latinx, the “x” is not currently used in sentence structures and is not yet widely used outside of the United States. Some Spanish-speaking communities have also adopted the use of –e endings instead of –o or –a endings on gendered nouns, articles, and adjectives but this is not a unanimously accepted solution since this would mean a total change for the language itself. This is an ongoing conversation, therefore if you identify yourself as a gender-neutral individual, it would be beneficial for you to initiate a conversation with your instructor to discuss ways that you can use the language to best describe yourself.

A Practicar

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1.10: Gramática- Artículos indefinidos y definidos / Hay

Objetivos

- Select the appropriate definite or indefinite article for the context







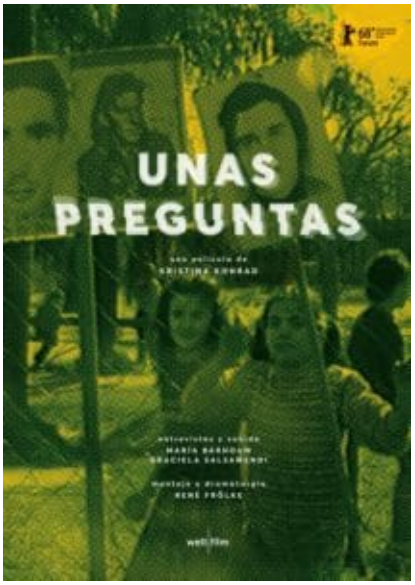
Definite articles (*the*) are used with **specific** nouns. They also tell us whether a noun is masculine or feminine AND plural or singular. They can be expressed in four ways:

	masculino	femenino
singular	**el**	**la**
plural	**los**	**las**

- ¿Quién es **la** profesora de español? (*Who is **the** Spanish professor?*)
- Necesito **el** libro de español. (*I need **the** Spanish book.*)







Indefinite articles (*a / an / some*) are used with nouns that are not specific or have not been previously mentioned. Their forms also reveal whether a noun is masculine or feminine AND plural or singular. Indefinite articles can be expressed in four ways:

	masculino	femenino
singular	**un**	**una**
plural	**unos**	**unas**

- Hay **una** pizarra en el salón de clase. (*There is **a** chalkboard in the classroom.*)
- Hay **unos** papeles en mi mochila. (*There are **some** papers in my backpack.*)

El verbo hay

Hay comes from the verb ***haber*** and it means “there is.” However, ***hay*** is the only form used in the present tense for both singular and plural descriptions, so it also means “there are.”



- **Hay** una profesora en la clase. (***There is** one professor in the class.*)
- **Hay** treinta estudiantes en la clase. (***There are** 30 students in the class.*)
- **Hay** un reloj en la pared. (***There’s** a clock on the wall.*)
- **Hay** dos pizarras. (***There are** two blackboards.*)
- ¿Qué **hay** en tu mochila? (*What **is** in your backpack?*)

When making negative statements, the article is usually not included after the verb:

- En mi cuarto, **no hay** cortinas. (*In my bedroom **there aren’t** any curtains.*)
- **No hay** una cartera en su mochila. (***There’s no** wallet in her backpack.*)

Hay is never followed by the definite article (*el, la, los, las),* only by indefinite articles, numbers or adjectives of quantity, or just nouns.

- **Hay** un papel en mi pupitre. (*There is a paper on my desk.*)
- **Hay** 20 estudiantes en la clase de español. (*There are 20 students in the Spanish class.*)
- **Hay** muchas chicas y pocos chicos en la clase. (*There are a lot of girls and few boys in the class.*)
- **Hay** problemas con el Wifi. (*There are problems with the Wifi.*)

Here's a quick video to help you explore the use of "hay" further:

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

A Practicar

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1.11: Putting It Together- ¡Hola! ¿Cómo te llamas?

See the review summaries below to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

Vocabulario: Saludos y respuestas

Saludos y respuestas (*Greetings and Responses*)

Hola *Hello*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
Estoy muy bien. *I am very well.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
Buenos días *Good morning*	
Estoy bastante bien. *I am quite well.*	
Buenas tardes *Good afternoon*	
Buenas noches *Good evening*	
Estoy más o menos. *I am ok.*	
Estoy regular. *I am ok.*	
Estoy mal. *I'm sick / I'm not doing well.*	
¿Cómo está (usted)? (formal) *How are you?*	
¿Cómo estás (tú)? (informal) *How are you?*	
¿Qué tal? (informal) *How's it going?*	
Gracias, ¿y usted? (formal) *Thank you, and you?*	
Gracias, ¿y tú? (informal) *Thank you, and you?*	
Estoy bien. *I am well.*	

*Note: “**así así**” (*so-so*) is an expression commonly heard in American movies where Spanish speaking characters are portrayed. However, this expression is not accurate. The accurate way to say that you are “so-so” or “ok” is “**más o menos**” or “**regular**“.

Presentaciones (*Introductions*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿Cómo se llama usted? (formal) *What is your name?*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿De dónde es usted? (formal) *Where are you from?*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿Cómo te llamas? (informal) *What is your name?*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
¿De dónde eres? (informal) Where are you from?	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Esta es... *This is*... (introducing a female)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Este es... *This is...* (introducing a male)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Este es Pablo y esta es María. *This is Pablo and this is María.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Soy de...*I am from...*

Soy de Perú. *I am from Peru.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Me llamo... *My name is / I call myself...*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Mi nombre es... *My name is...*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Te presento a... (informal) *May I present...*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Pedro, te presento a Pablo. *Pedro, may I present Pablo. / Pedro, I'd like to introduce Pablo.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Encantado *Delighted / Nice to meet you.* (say if you are male.)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Encantada *Delighted/Nice to meet you.* (say if you are female.)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Encantada de conocerte. (informal) *Nice to meet you.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
El gusto es mío. *The pleasure is mine.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Mucho gusto *Nice to meet you.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Igualmente *Same / Likewise*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Sra. (**señora**) *Mrs.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Sr. (**señor**) *Mr.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Srta. (**señorita**) *Miss*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Sr. López, le presento a Pablo. *Mr. Lopez, may I present Pablo / let me introduce you to Pablo.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Le presento a ... (formal) *May I present... / Let me introduce you to...*

Despedidas (*Farewells*)

Adiós *Goodbye*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Chao (sometimes spelled **chau**) *'Bye*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Hasta luego *See you later*		

Hasta mañana *See you tomorrow*	
Hasta pronto *See you soon*	
Nos vemos! *See you (later)*	

Vocabulario: En el salón de clase

En la mochila del estudiante (*in the student's backpack*)

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View this Audio online



1.**la mochila** (*backpack*)	
2. **el diccionario** (*dictionary*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

3. **la computadora** (*computer*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
4. **la calculadora** (*calculator*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
5. **el teléfono** (*telephone*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
6. **el libro** (*book*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
7. **el marcador** (*marker*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
8. **el cuaderno** (*notebook*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
9. **el bolígrafo** (*pen*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

10. **el lápiz** (*pencil*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
11. **la carpeta** (*folder/ binder*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
12. **el papel** (paper), **la hoja de papel** (*piece of paper*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
13. **el escritorio** (*desk*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	



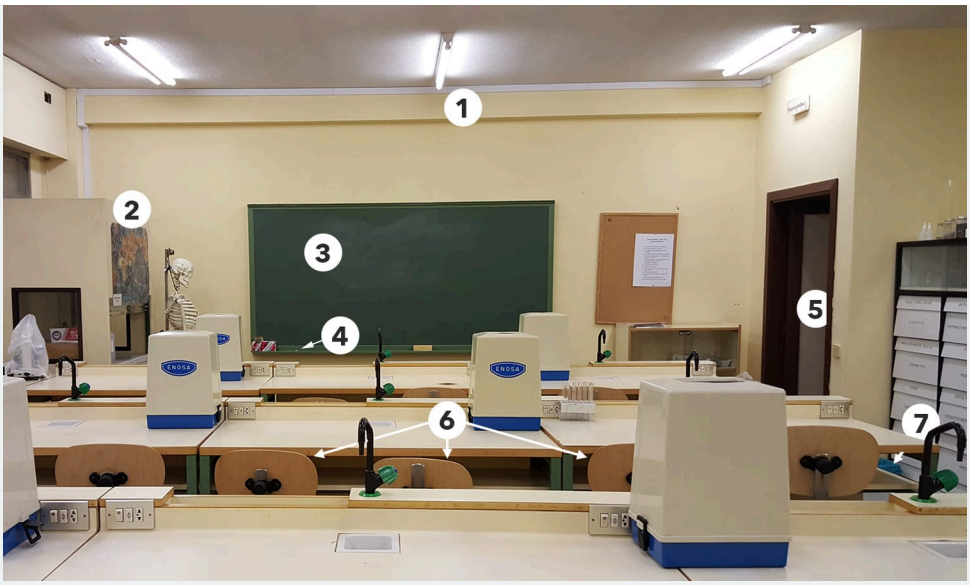
En la clase (*in the class*)

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View this Audio online

1. **la pared** (*wall*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
2. **el estudiante** (*student, m*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
3. **la estudiante** (*student, f*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
4. **el reloj** (*clock*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
5. **el proyector** (*projector*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
6. **la mesa** (*table*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

7. **el pupitre** (*student's desk*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
8. **la cortina** (*curtain*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
9. **la ventana** (*window*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
10. **el profesor**, **la profesora** (*professor, m, f*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	 



En el salón de clase (*in the classroom*)

1. **la luz** (*light*)	
2. **el mapa** (*map*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
3. **la pizarra** (*chalkboard/ whiteboard*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
4. **la tiza** (*chalk*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
5. **la puerta** (*door*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

6. **la silla** (*chair*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
7. **la basura** (*trash*)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Una palabra útil (*a useful word*):

hay (*there is / there are;* "hay" *is an invariable verb that is only used to talk about the existence or presence, or the quantity of things.*)

Vocabulario: Números 0-31

0 cero		
1 uno	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
2 dos	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
3 tres	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

4 cuatro	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
5 cinco	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
6 seis	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
7 siete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
8 ocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
9 nueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
10 diez	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

11 once	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
12 doce	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
13 trece	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
14 catorce	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
15 quince	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
16 dieciséis	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
17 diecisiete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

18 dieciocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
19 diecinueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
20 veinte	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
21 veintiuno	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
22 veintidós	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
23 veintitrés	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
24 veinticuatro	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

25 veinticinco	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
26 veintiséis	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
27 veintisiete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
28 veintiocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
29 veintinueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
30 treinta	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
31 treinta y uno	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

Use definite and indefinite articles

Definite articles:

	masculino	femenino
singular	el	la
plural	los	las

Indefinite articles:

	masculino	femenino
singular	un	una
plural	unos	unas

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2: CAPÍTULO 2

Learning Objectives

- Use vocabulary related to days of the week
- Introduce numbers 30-100
- Use colors
- Use the subject pronouns
- Use the verbs "ser" and "estar"
- Use of adjectives

2.1: ¿Eres estudiante?

2.2: Vocabulario- Días y meses

2.3: Gramática- La fecha / ¿Cuándo?

2.4: Gramática- Los pronombres de sujeto

2.5: Gramática- El verbo ser / Ser + de

2.6: Vocabulario- Números 30-100

2.7: Vocabulario- Colores, algunos adjetivos

2.8: Vocabulario- Adjetivos descriptivos

2.9: Gramática- Concordancia de adjetivos

2.10: Gramática- El verbo estar + preposiciones / ¿Dónde?

2.11: Cultura- Los hispanos en los Estados Unidos

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2.1: ¿Eres estudiante?

El verbo ser

In this module, we'll learn the most important verb there is: "to be." See if you can find a form of the verb *ser* in each title below!

Bomba Estéreo — **Soy yo**
Bomba Estéreo is a Colombian band founded in the capital, Bogotá, in 2005 by Simón Mejía. Their music has been described as "electro tropical" or "psychedelic cumbia". (More about Bomba Estéreo on Wikipedia)

YouTube Video

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Las Cafeteras — **Mujer Soy**
Las Cafeteras is a Chicano band from East Los Angeles, California. Their music fuses spoken word and folk music, with traditional Son Jarocho, Afro-Mexican music and zapateado dancing.

YouTube Video

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Ana Tijoux (Feat. Shadia Mansour) — **Somos sur**
Anamaría Tijoux Merino, commonly known by her stage name Ana Tijoux or Anita Tijoux, is a French-Chilean musician. She became famous in Latin America as the MC of hip-hop group Makiza during the late 1990s. In 2006, she crossed over to the mainstream of Latin pop after her collaboration with Mexican songstress Julieta Venegas in the radio hit "Eres para mí". (More about Ana Tijoux on Wikipedia)

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Julieta Venegas — **Eres para mí**
Julieta Venegas Percevault is an American-born Mexican singer, songwriter, instrumentalist and producer who sings pop-rock in Spanish. The Los Angeles Times praised "Her lyrics of wounded idealism and wrecked love affairs [which] extend a rich Mexican

tradition of popular music imbued in bitter fatalism." (More about Julieta Venegas on Wikipedia)

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Café Tacvba — **Eres**
Café Tacuba (stylized Café Tacvba) is a band from Ciudad Satélite, Mexico. Their musical style covers a wide variety of genres, though it is most commonly labeled as Latin Alternative/Rock en Español. Their music has been heavily influenced by Mexico's indigenous population and folk music traditions, but also by punk and electronic music and other bands on the Mexico City scene. (More about Café Tacvba on Wikipedia)

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Los colores

In the second half of the module, we'll learn how to describe things with adjectives, starting with the adjectives of color. Which colors are these songs about?

Rodrigo y Gabriela – **Diablo Rojo**
Rodrigo y Gabriela (Rodrigo and Gabriela) are a Mexican acoustic guitar duo whose music is influenced by a number of genres including nuevo flamenco, rock, and heavy metal.(More about Rodrigo y Gabriela on Wikipedia)

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J. Balvin – **Blanco**

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Zoé – **Azul**
Zoé is a Grammy Award and Latin Grammy Award-winning Mexican rock band.

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Shakira – **Amarillo**

YouTube Video

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X Alfonso – **No hay azul sin ti**
X Alfonso is a Cuban hip hop and afro-rock musician. (Wikipedia page for X Alfonso)

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2.2: Vocabulario- Días y meses

Objetivos

Identify months and days

Días y meses

Días de la semana *(Days of the* week):

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1. lunes

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2. martes

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3. miércoles

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4. jueves

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5. viernes

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6. sábado

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7. domingo

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Meses del año (*Months of the year*)

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1. enero

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2. febrero

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3. marzo

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4. abril

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5. mayo

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6. junio

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7. julio

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8. agosto

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9. septiembre

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10. octubre

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11. noviembre

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12. diciembre

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Y cómo se llama ese mes
que está entre Diciembre y Enero?

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-Pablo Neruda

Note: Despite Neruda's example here, months are usually not capitalized in Spanish unless they begin a sentence. Days of the week are not capitalized in Spanish either.

Palabras útiles

hoy (*today*)

¿Qué día es hoy? (*What day is today?*)

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Hoy es ... (*Today is...*)

Audio

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ayer (*yesterday*)

Audio

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anteayer (*the day before yesterday*)

Audio

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mañana (*tomorrow*)

Audio

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pasado mañana (*the day after tomorrow*)

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en tres días (*in three days*)

Audio

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que viene (*next, coming*)

Audio

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el lunes que viene (*next Monday*)

Audio

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siempre (*always*)

Audio

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Los sábados siempre nadamos. (*On Saturdays we always swim.*)

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A. Meses del año

Actividad 2.2.A

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B. Días de la independencia

Use the following table of independence days to complete the questions below.

¡OJO! In Spanish, dates are written with the day before the month, DD/MM, the opposite of English.

Día(s) de la independencia (DD/MM)		
 Argentina **9/7**	 El Salvador **15/9**	 Paraguay **14/5** y **15/5**
 Bolivia **6/8**	 Guatemala **15/9**	 Perú **28/7**
 Chile **12/2**	 Honduras **15/9**	 República Dominicana **27/2**
 Colombia **20/7** y **7/8**	 México **16/9**	 Uruguay **25/8**

 Costa Rica **15/9**	 Nicaragua **15/9**	 Venezuela **5/7**
 Ecuador **10/8** y **24/5**	 Panamá **28/11**	

In the blanks below, please write out the month in Spanish. Example: 16/9 = septiembre

Actividad 2.2.B

C. Días de la semana

Actividad 2.2.C

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A. Meses del año

1. ¿Qué mes es el más corto (*shortest*)? El mes más corto es _____
2. ¿Qué mes tiene el día más largo (*longest*)? (solsticio de verano) El día más largo es en el mes de _____
3. ¿Qué mes tiene el día más corto? (solsticio de invierno) El día más corto es en el mes de _____
4. ¿En qué mes se celebra (*is celebrated*) Halloween? Halloween se celebra en _____
5. ¿En qué mes se celebra el Año Nuevo? El Año Nuevo se celebra en _____

B. Días de la independencia

Use the following table of independence days to complete the questions below.

¡OJO! In Spanish, dates are written with the day before the month, DD/MM, the opposite of English.

Día(s) de la independencia (DD/MM)		
 Argentina **9/7**	 El Salvador **15/9**	 Paraguay **14/5** y **15/5**
 Bolivia **6/8**	 Guatemala **15/9**	 Perú **28/7**
 Chile **12/2**	 Honduras **15/9**	 República Dominicana **27/2**

 Colombia **20/7** y **7/8**	 México **16/9**	 Uruguay **25/8**
 Costa Rica **15/9**	 Nicaragua **15/9**	 Venezuela **5/7**
 Ecuador **10/8** y **24/5**	 Panamá **28/11**	

1. ¿En qué mes es el día de la independencia de la República Dominicana? En _____.
2. ¿En qué mes es el día de la independencia de Costa Rica, El Salvador, Guatemala, Honduras, México, y Nicaragua? En _____.
3. ¿En qué mes es el día de la independencia de Panamá? En _____.
4. ¿En qué mes es el día de la independencia de Paraguay? En _____.
5. ¿En qué mes es el día de la independencia de Argentina, Perú y Venezuela? En _____.
6. ¿En qué mes es el día de la independencia de Bolivia y Uruguay? En _____.
7. ¿En qué meses son los días de la independencia de Colombia? En _____ y _____.
8. ¿En qué meses son los días de la independencia de Ecuador? En _____ y _____.

C. Días de la semana

1. Si hoy es jueves, ¿qué día es mañana?
   - Mañana es martes
   - Mañana es sábado
   - Mañana es miércoles
   - Mañana es viernes
2. Si hoy es lunes, ¿qué día es pasado mañana?
   - Pasado mañana es jueves
   - Pasado mañana es martes
   - Pasado mañana es domingo
   - Pasado mañana es miércoles
3. Si hoy es domingo, ¿qué día es mañana?

    - Mañana es viernes
    - Mañana es lunes
    - Mañana es jueves
    - Mañana es sábado
4. Si hoy es viernes, ¿qué día es pasado mañana?
    - Pasado mañana es lunes
    - Pasado mañana es domingo
    - Pasado mañana es miércoles
    - Pasado mañana es jueves
5. Si hoy es domingo, ¿qué día es pasado mañana?
    - Pasado mañana es martes
    - Pasado mañana es viernes
    - Pasado mañana es sábado
    - Pasado mañana es domingo
6. Si pasado mañana es viernes, ¿qué día es hoy?
    - Hoy es sábado
    - Hoy es viernes
    - Hoy es lunes
    - Hoy es miércoles
7. Si mañana es domingo, ¿qué día es hoy?
    - Hoy es miércoles
    - Hoy es viernes
    - Hoy es martes
    - Hoy es sábado
8. Si pasado mañana es sábado, ¿qué día es hoy?
    - Hoy es domingo
    - Hoy es lunes
    - Hoy es miércoles
    - Hoy es jueves

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2.3: Gramática- La fecha / ¿Cuándo?

¿Cuál es la fecha? What is the date?*



In this section, you'll learn how to tell the date in Spanish. It's a good thing to know, since otherwise you're likely to miss flights, appointments, and, yes, dates.**

* "¿Cuál?" means "which", not "what," so we might want to think of *¿Cuál es la fecha?* as meaning: "Of the many dates out there, which one is this?"
** If you ask someone out on a *fecha*, however, they won't know what you're talking about. For that, try *una cita*...and ¡Buena Suerte!



Two students in Spanish 1A are practicing a basic conversation of introduction. Read the conversation with another partner and then answer the questions below.

Sam:	Hola, me llamo Sam. ¿Cómo te llamas?
David:	¡Hola Sam! Me llamo David. ¿Cómo estás hoy?

Sam:	Muy bien, ¿y tú?
David:	Bien también. Pero (but), ¿qué día es hoy?
Sam:	Hoy es lunes, ¿no?
David:	Sí, es lunes. No hay un examen en historia hoy.
Sam:	¿Cuándo es el examen?
David:	El examen es el catorce de febrero.
Sam:	Pero... hoy es el catorce de febrero, lunes.
David:	Uh-oh, necesito estudiar. ¡Adiós, Sam!
Sam:	¡Chao, David!

Objetivos

- Tell the date
- Ask and answer questions with the word ¿cuándo?

La fecha

The verb *ser* is used to give dates:

Carmen: ¿Cuál **es** la fecha de hoy? (*What is today's date?*)

Audio

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Ramón: Hoy **es** el 20 de mayo. (*Today is the 20th of May.*)

Audio

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Carmen: ¿Qué día **es** hoy? (*What day is today?*)

Audio

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Ramón: Hoy **es** miércoles, 20 de mayo. (*Today is Wednesday, the 20th of May.*)

Audio

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Carmen: ¿Cuándo **es** tu cumpleaños? (*When is your birthday?*)

Audio

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Ramón: **Es** el 16 de diciembre. (*It's the 16th of December.*)

Audio

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More about using dates in Spanish:

To expand dates to include years, use the preposition **de** (of):

- Es el 4 de julio **de** 1776.
- Es el 15 de septiembre **de** 1821.
- Es el 7 de diciembre **de** 1941.

You may also spell out numbers when writing dates:

- Es el cuatro de julio de 1776.
- Es el quince de septiembre de 1821.
- Es el siete de diciembre de 1941.

On the first day of the month use the ordinal number “el primero” (*first*) and not “el uno”. Only the first day of the month can be expressed with an ordinal number:

- Es el primero de enero de 2020. OR
- Es el 1º de enero de 2020.

Remember that masculine forms of the numbers are always used with dates, and months are not capitalized unless they begin a sentence:

- Enero es mi mes favorito. (*January is my favorite month.*)

Also remember, to say “in a certain month” use the preposition **en** (*in*):

- Voy a Guatemala **en abril**. (*I’m going to Guatemala **in April.***)

However, to say “on a certain day” / “on certain days” use the definite article **el / los:**

- Me voy **el lunes**. (*I leave **on Monday**.*)
- Me voy **el tres de abril**. (*I leave **on April 3rd**.*)
- Tomo el tren **los sábados**. (*I take the train **on Saturdays.***)

Cuándo

The interrogative (question word) “cuándo” means “when.”

- ¿Cuándo es tu cumpleaños? (*When is your birthday?*)

Unlike some interrogatives, cuándo does not change for gender and number. However, you do need to pay attention to the difference between the question word “cuándo”—with an accent mark—and the relative pronoun “cuando” (no accent mark).

- ¿Cuándo vamos a bailar? (*When are we going to dance?*) [interrogative]
- Bailamos cuando tenemos tiempo. (We dance *when we have time.*) [relative pronoun]

Objetivos

- Tell the date
- Understand spoken dates

A. La fecha

Actividad 2.3.A

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B. La fecha

Actividad 2.3.B

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C. La fecha

Actividad 2.3.C

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D. Escuchar: La fecha

Actividad 2.3.D

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Text Only

Tell the date

1. 

   - Es el veintidós de marzo.
   - Es el veintidós de abril.
   - Es el veintidós de mayo.
   - Es el doce de mayo.
2. 

   - Es el veintitrés de abril.
   - Es el trece de marzo.
   - Es el trece de abril.
   - Es el tres de abril.

3. 

   - Es el veintisiete de junio.
   - Es el veintisiete de mayo.
   - Es el diecisiete de mayo.
   - Es el veintiséis de mayo

4. 

   - Es el primero de agosto.
   - Es el uno de julio.
   - Es el primero de junio.
   - Es el primero de mayo.

5. 

   - Es el cinco de julio.
   - Es el quince de julio.
   - Es el quince de junio.
   - Es el quince de agosto.
6. 

   - Es el treinta de agosto.
   - Es agosto treinta.
   - Es el treinta de julio.
   - Es el treinta de septiembre.
7. 

   - Es el doce de enero.
   - Es el doce de octubre.
   - Es el doce de septiembre.
   - Es el doce de noviembre.

8. 

   - Es el tres de enero.
   - Es el trece de marzo.
   - Es el trece de junio.
   - Es el trece de enero.
9. 

Hoy es el diecisiete de _____.
   - junio
   - enero
   - julio
   - mayo

10. 

Hoy es ____ veinticuatro de diciembre.
    - la
    - el
    - los
    - las

11. 

Hoy es el ____ de noviembre.
    - veintisiete
    - veintiséis
    - diecisiete
    - dieciséis

12. 

Hoy es el cinco ____ noviembre.
    - de
    - y
    - en
    - por

13. 

Es el nueve de ____.
    - septiembre
    - noviembre
    - diciembre
    - octubre

14. 

Es el ____ de octubre.
    - treinta
    - dos
    - diez
    - veinte

15. 

Es el ocho de ____.
    - enero
    - octubre
    - diciembre
    - febrero

16. 

Es el ____ de enero.
    - tres y uno
    - treinta y uno
    - último
    - treintiuno

Tell the date

1. 

Es el catorce de _____.

2. 

Hoy es el veintitrés _____ septiembre.

3. 

Es el _____ de agosto.

4. 

Hoy es _____ veintinueve de julio.

5. 

Es el dieciocho de _____.

6. 

Es el _____ de marzo.

7. 

Hoy es el veinticinco de _____.

8. 

Hoy es el cuatro de _____.

Understand spoken dates

1. Which date is the speaker talking about?









2. Which date is the speaker talking about?









3. Which date is the speaker talking about?









4. Which date is the speaker talking about?









5. Which date is the speaker talking about?









6. Which date is the speaker talking about?









7. Which date is the speaker talking about?









8. Which date is the speaker talking about?









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2.4: Gramática- Los pronombres de sujeto

Objetivos

- Change personal nouns into subject pronouns
- Identify the correct conjugations of the verb ser (*to be*)

¡Ser, o no ser, es la cuestión! As this famous line shows, “to be” might be the most important verb out there, which is why it’s the first verb we’ll cover. The phrase “to be” is in the infinitive, the basic or uninflected form of a verb. In English the infinitive is a phrase that includes “to”: “to speak,” “to write,” “to live,” “to be.” A Spanish infinitive is only one word, and it ends in -ar, or -er, or -ir. When you use verbs in both languages, you will use the form that matches the subject. This is called conjugating a verb. In English, many of our verb conjugations do not change when different subjects are used. For example, “to write”: “I write, you write, they write, we write.” However: “she writes.” In Spanish, the conjugation is more elaborate, with six different verb endings to choose from depending on who is doing the action. The Spanish ser, like the English “to be,” is irregular. This means that the conjugation doesn’t follow the typical pattern. “I am, you are, he is; soy, eres, es“. With irregular verbs, you just have to memorize all the forms. We’ll work on that in this section. In order to understand verb conjugation in Spanish, you’ll also have to learn the subject pronouns. The subject of a sentence is the person, place, or thing performing the action of the sentence. Subject pronouns are words that can be used as the subject of a sentence rather than repeating the noun or name (Click here for an explanation of pronouns in English). In the following section, we’ll work on subject pronouns and the verb ser.



Your new friend, Manuel, is introducing himself and his family and friends. After reading his introduction, answer the questions below.

La fecha: Hoy **es** el 11 de febrero.
¡Hola! Me llamo Manuel y **soy** de Perú. Mi familia no **es** muy grande. Mi mamá se llama Teresa y ella **es** de Lima, la capital de Perú y una ciudad grande. Mi papá se llama Roberto y **es** de Chiclayo, una ciudad pequeña al norte de Lima. Mi mamá **es** amable y mi papá **es** generoso. Mis hermanos **son** Lucas y Marisol, ellos **son** inteligentes. **Somos** una familia muy unida (close-knit). Mis mejores amigos **son** Juan y Rodolfo, ellos **son** chicos tontos. Ellos **son** de Cuzco, cerca de Machu Picchu. Pero ahora, nosotros **somos** estudiantes en la Universidad de Lima. Las clases **son** difíciles. ¿Cómo **es** tu familia? ¿De dónde **son** tus amigos? ¿**Eres** estudiante también? ¿Cómo **son** tus clases?

Preguntas de análisis:

Actividad 2.4.A

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Preguntas de análisis:

1. Write down the following forms of the verb “ser”:

Yo:	nosotros:
Tú:	vosotros: sois
él/ella/usted:	ellos/ellas/ustedes:

2. Based on the text, fill the blanks with the corresponding subject pronouns. **¡OJO!** Some of the pronouns are in the text, some you will have to infer.

1. Mi mamá: _____
2. Mi papá: _____
3. Juan y Rodolfo: _____
4. Manuel (the writer of the piece): _____
5. Manuel, Juan y Rodolfo (we): _____
6. You (the person being addressed): _____

Objetivos

- Change personal nouns into subject pronouns



Pronombres de sujeto

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Subject pronouns are words that can be used as the subject of a sentence rather than repeating the noun or name of the thing or person who is doing the action. (Click here for an explanation of pronouns in English)

In Spanish, the singular subjects are:

yo Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*I*
tú Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*you (informal)*
usted Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*you (formal)*

él Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*he*
ella Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*she*

Plural subjects are:

nosotros Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **/ nosotras *** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*we*

vosotros Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **/ vosotras **** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*you (informal in Spain)*
ellos Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **/ ellas** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*they*

ustedes Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	*you (formal in Spain; formal and informal elsewhere)*

Nosotros (we) has a feminine *nosotras* that is used when the entire group is composed of females. Likewise, *vosotros* and *ellos* have feminine forms *vosotras* and *ellas*.

** In Latin America, *vosotros* is almost unheard of, and *ustedes* is exclusively used for the plural "you" in both formal and informal speaking.

As society has become more sensitive to questions of gender and sexual identity, people have begun experimenting with ways to adjust the traditional binary-gendered structure of the Spanish language. For now, you should begin by learning the pronouns as used in standard Spanish, as detailed above; click here to explore some of the experiments in gender-neutral language that Spanish speakers have been developing.

More detailed explanation of the subject pronouns in Spanish

English subject pronouns are divided into the following categories: **first person** – the person speaking, **second person** – the person spoken to, and **third person** – the person spoken about. These categories are further divided into singular and plural. While a similar structure is used in Spanish, there are differences in the way that certain subject pronouns are used.

First Person

While the first person singular *yo* works very much like the "I" in English, the first personal plural "we" has two forms in Spanish based on the gender composition of the group. If the group and speaker are all females then the *nosotras* form is used, but if there is a single male in the group, then the *nosotros* form is required. While the Spanish Academy of Languages has suggested recently that this be changed to agree with the gender of the majority, adoption of this will likely take some time in mainstream culture.

- **Yo** soy director. (*I am a director.*)
- **Yo** soy canadiense. (***I*** *am Canadian.*)
- **Nosotros** somos directores. (***We*** (male or male+female) *are directors.*)
- **Nosotras** somos directoras. (***We*** (all female) *are directors.*)

Second Person

Unlike English, Spanish has four forms for "you" based on number and the speaker's familiarity with the person or persons who are being addressed.

The formal forms *usted* and *ustedes* are used to address anyone who you don't know well or individuals for whom you should show respect or deference based on their age, seniority, or position (for example doctors, lawyers, your boss or a new acquaintance).

- **Usted** es el presidente. (***You*** (formal singular) *are the president.*)
- **Usted** es muy inteligente. (***You*** (formal singular) *are very intelligent.*)
- **Ustedes** hablan inglés. (***You*** (formal plural) *speak English.*)
- ¿**Ustedes** son ingenieros? (*Are* ***you*** (formal plural) *engineers?*)

The familiar or informal forms *tú* (singular) and *vosotros/as* (plural) are used with anyone that you are on close terms with, for example your family, friends, children, pets, or anyone that you would feel comfortable in calling by their first name only. The *vosotros/as* form is utilized strictly in Spain and is not used in Latin America; in its place the Latin Americans use the *ustedes* form. *Vosotros* like "nosotros" also has to agree in gender based on the composition of the group.

- **Tú** eres mi amigo. (***You*** (familiar singular) *are my friend.*)
- **Tú** eres muy inteligente. (***You*** (familiar singular) *are very intelligent.*)
- **Vosotros** habláis inglés. (***You*** (familiar plural: Spain) *speak English.*)
- ¿**Vosotros** sois ingenieros? (*Are* ***you*** (familiar plural: Spain) *engineers?*)
- **Ustedes** hablan inglés. (***You*** (familiar plural:LA) *speak English.*)
- ¿**Ustedes** son ingenieros? (*Are* ***you*** (familiar plural:LA) *engineers?*)

There are circumstances when you will choose to break the formal vs. informal conventions, however, these alter the meaning of what you are saying.

In corporate settings it is always a good idea to use the formal until the individual requests that you use the informal with them. Unlike in the U.S., business interactions in the Spanish speaking world are formal. The use of first name as a sign of friendliness in U.S. and Canadian business interactions is often seen as a sign of disrespect in the Spanish speaking world.

Third Person

The third person always agrees in gender and number with the person being talked about. Like *nosotros/as*, the masculine plural *ellos* is used with groups that include a male, while *ellas* is used with groups made up of entirely females.

- **Él** es mi amigo. (***He*** *is my friend.*)
- **Ella** es mi amiga. (***She*** *is my friend.*)
- **Ellos** son mis amigos. (***They*** (at least one male) *are my friends.*)
- **Ellas** son mis amigas. (***They*** (all female) *are my friends.*)

A Practicar

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2.5: Gramática- El verbo ser / Ser + de

Objetivos

- Identify the correct conjugations of the verb ser (*to be*)
- Recognize possession indicated by ser + de

El verbo *ser*



aumento = increase; las aulas: classrooms

The verb ***ser*** means “to be”. Just as “to be” has an irregular conjugation in English *(I am, you are, he/she is...),* the verb ***ser*** is very irregular in Spanish. Therefore, it is important that you memorize it! When you change the verb depending on the subject, like the example below, you are *conjugating* the verb. In Spanish to conjugate verbs, you will give them a different form for each of the six subject pronouns.

Examples of conjugating with singular subjects:

- Yo **soy** (*I am*)

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- Tú **eres** (*You are*)

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- él **es**

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/ ella **es**

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/ usted **es**

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(*He is / she is / you* (formal) *are*)

Examples of conjugating with plural subjects:

- nosotros **somos** (*We are*)

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- vosotros **sois*** (*You are*)

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- ellos **son**

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/ ellas **son**

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/ ustedes **son**

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(*They are / They* (feminine) *are / You* (plural) *are*)

ser (*to be*)	
singular	**plural**
yo soy Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	nosotros somos
tú eres	vosotros sois*
él es Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	ellos son Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
/ ella es Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	/ ellas son Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
/ usted es Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	/ ustedes son Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

* Remember that the “vosotros” form is only used in Spain. The Latin American equivalent is *ustedes son*.



lo que = what/ that which; ver (tú ves)=to watch, see

Using *ser*

Up to this point, you have seen *ser* used in the following ways:

- to identify someone/something
  - Yo **soy** Manuel.

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  - **Es** mi cuaderno.

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- to ask or say where someone is from (origin)
  - A: ¿De dónde **son** ustedes?

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- B: Nosotros **somos** de los Estados Unidos.

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- To ask and say your profession
  - A: ¿**Eres** profesor?

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  - B: No, yo **soy** estudiante.

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- To describe something or someone.
  - El cuaderno **es** rojo.

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- La profesora **es** inteligente.

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- To ask and answer about dates.
  - ¿Cuándo es tu cumpleaños?
  - Es el primero de marzo.

Possession with *ser*

Ser is also used to ascribe ownership, in combination with the preposition **de** (*of*). Be careful! English uses an apostrophe to say who something belongs to, but in Spanish we have to use a phrase with “de”.

- El cuaderno azul **es de Raúl**. (*The blue notebook i**s Raúl’s**.*)
- **El cuaderno de Raúl** es azul. (***Raúl’s notebook** is blue.*)

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2.6: Vocabulario- Números 30-100

Objetivos

- Form numbers up to 100

Los Números de 30-100







16 dieciséis

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17 diecisiete

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18 dieciocho

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19 diecinueve

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20 veinte

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26 veintiséis

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30 treinta

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31 treinta y uno

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32 treinta y dos

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33 treinta y tres

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34 treinta y cuatro

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35 treinta y cinco

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36 treinta y seis

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37 treinta y siete

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38 treinta y ocho

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39 treinta y nueve

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40 cuarenta

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43 cuarenta y tres

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49 cuarenta y nueve

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50 cincuenta

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51 cincuenta y uno

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55 cincuenta y cinco

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60 sesenta

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62 sesenta y dos

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66 sesenta y seis

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70 setenta

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73 setenta y tres

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77 setenta y siete

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80 ochenta

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84 ochenta y cuatro

Audio

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88 ochenta y ocho

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90 noventa

Audio

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99 noventa y nueve

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100 cien

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- The numbers 16-19 and 21-29 are most commonly spelled as shown above, however, they can also be written as three words. For example *diecisiete* can also be written *diez y siete* according to the *Real Academia Española*.
- However, this does not extend to the numbers from 31 to 99, which *must* be written as three words. To form the numbers from thirty to one hundred, you take the multiple of ten below it, then put *y*, then put the units value:
  - 31 = 30 + 1: treinta y uno

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  - 54 = 50 + 4: cincuenta y cuatro

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  - 72 = 70 + 2: setenta y dos

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- 87 = 80 + 7: ochenta y siete

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Objetivos

- Form numbers up to 100

Actividad 2.6.A

A. Los números

Actividad 2.6.B

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B. Los números

Actividad 2.6.C

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Text Only

A. Los números

1. Which is the correct written form of the number 27?
   - diecisiete
   - veintisiete
   - veintiséis
   - setenta y siete
2. Which is the correct written form of the number 16?
   - diecisiete
   - diecinueve
   - dieciocho
   - dieciséis
3. Which is the correct written form of the number 95?
   - noventa y cinco
   - treinta y cuatro
   - cincuenta y nueve
   - sesenta y cinco
4. Which is the correct written form of the number 43?
   - treinta y cuatro
   - treinta y tres
   - cuarenta y tres
   - veintitrés
5. Which is the correct written form of the number 90?
   - sesenta
   - ochenta
   - noventa
   - setenta
6. Which is the correct written form of the number 30?
   - tres
   - veintitrés
   - trece
   - treinta
7. Which is the correct written form of the number 53?
   - cuarenta y tres
   - treinta y cinco
   - cincuenta y tres
   - sesenta y tres
8. Which is the correct written form of the number 66?
   - cincuenta y seis
   - setenta y siete
   - setenta y seis

- sesenta y seis

9. Which is the correct written form of the number 76?
   - sesenta y siete
   - sesenta y seis
   - setenta y seis
   - setenta y siete

B. Los números

1. Which is the correct written form of the number 82? _____
2. Which is the correct written form of the number 67? _____
3. Which is the correct written form of the number 91? _____
4. Which is the correct written form of the number 74? _____
5. Which is the correct written form of the number 38? _____
6. Which is the correct written form of the number 26? _____
7. Which is the correct written form of the number 55? _____
8. Which is the correct written form of the number 13? _____

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2.7: Vocabulario- Colores, algunos adjetivos

Adjectives

An adjective modifies a noun; that is, it provides more detail about a noun or pronoun. It might provide a color:

- the ball
- the **red** ball

or a description:

- the house
- the **magnificent** house
- the house is **magnificent** (adjective following the linking verb “is”)

Note: adjectives only modify **nouns** or **pronouns**. To modify verbs, we use adverbs. Compare:

- You speak **well.** (adverb modifying the verb *speak*)
- That was a **good** speech. (adjective modifying the noun *speech*)

We’ll get to Spanish adverbs in later chapters. For more about adjectives and adverbs in English, you can visit the style guide here.

As we’ll see, adjectives in Spanish behave slightly differently from those in English. First, they’re often placed after the noun they modify: the **white** house, *la casa **blanca***. Also, the endings of adjectives have to match the gender and number of the noun: *casa blanc**a**, el libro blanc**o,** los libros blanc**os,** casas blanc**as***. We’ll get to all that in the pages ahead!

Objetivos

- Identify the color of things

Vocabulario: descripciones



Biomuseo, Panamá

Los colores

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rojo

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amarillo

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azul

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verde

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morado

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anaranjado

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rosado

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blanco

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negro

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marrón

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gris

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 azul oscuro

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 azul claro

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 claro (*clear or light*)

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 oscuro (*dark*)

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 colorido (*colorful*)

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descolorido (*colorless*)

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opaco (*dull, opaque*)

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Algunos adjetivos:

interesante (*interesting*)

inteligente

importante

grande (*big*)

amable (*nice*)

feliz (*happy*)

alegre (*joyful*)

fácil (*easy*)

difícil (*difficult*)

paciente/ impaciente

idealista/realista

optimista/pesimista

sociable

egoísta (*selfish*)

Text Only

Los colores

- rojo (*red*)
- amarillo (*yellow*)
- azul (*blue*)
- verde (*green*)
- morado (*purple*)
- anaranjado (*orange*)
- rosado (*pink*)
- blanco (*white*)
- negro (*black*)
- marrón (*brown*)
- gris (*gray*)
- azul oscuro (*dark blue*)
- azul claro (*light blue*)
- claro (*clear or light*)
- oscuro (*dark*)
- colorido (*colorful*)
- descolorido (*colorless*)
- opaco (*dull, opaque*)

Algunos adjetivos:

- interesante (*interesting*)
- inteligente (*intelligent*)
- importante (*important*)
- grande (*big*)
- amable (*nice*)
- feliz (*happy*)
- alegre (*joyful*)
- fácil (*easy*)
- difícil (*difficult*)
- paciente/ impaciente (*patient/impatient*)
- idealista/realista (*idealistic/realistic*)
- optimista/pesimista (*optimistic/pessimistic*)
- sociable (*sociable*)
- egoísta (*selfish*)

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2.8: Vocabulario- Adjetivos descriptivos

Objetivos

- Recognize adjectives describing physical and mental traits

Vocabulario: Adjetivos descriptivos

El aspecto físico



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alto/a



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bajo/a



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bonito/a



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guapo/a



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feo/a



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delgado/a



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gordo/a



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grande



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pequeño/a



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joven



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viejo/a



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moreno/a (*dark-haired or dark-skinned*)



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pelirrojo/a (*red-haired*)



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rubio (*blond-haired*)

La personalidad



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aburrido/a (*boring* [w. *ser*])



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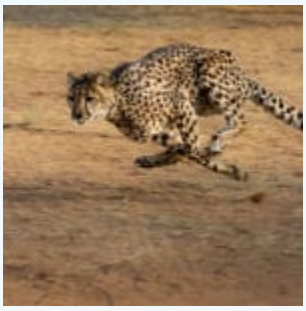
amable



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antipático/a



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atlético/a



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bueno/a



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cariñoso/a



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cómico/a



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egoísta



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famoso/a



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generoso/a



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honesto/a (*honest*)



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impaciente



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inteligente



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interesante



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malo/a



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paciente



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perezoso/a



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pobre (poor)



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rico/a



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serio/a



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simpático/a (*nice*)



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sociable



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tímido/a



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tonto/a



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trabajador/a

Text-only version with translations

El aspecto físico (*physical aspect*)

- alto/a (*tall*)
- bajo/a (*short*)
- bonito/a (*pretty*)
- guapo/a (*handsome*)
- feo/a (*ugly*)
- delgado/a (*thin, skinny*)
- gordo/a (*fat*)
- grande (*large, big*)
- pequeño/a (*small*)
- joven (*young*)
- viejo/a (*old*)
- moreno/a (*dark-haired or dark-skinned*)
- pelirrojo (*red-haired*)
- rubio (*blond-haired*)

La personalidad (*personality*)

- aburrido/a (*boring* [w. ser])
- amable/a (*nice, amiable*)
- antipático/a (*unfriendly*)
- atlético/a (*athletic*)
- bueno/a (*good*)

- cariñoso/a (*caring*)
- cómico/a (*funny*)
- egoísta (*selfish*)
- famoso/a (*famous*)
- generoso/a (*generous*)
- honesto/a (*honest*)
- impaciente (*impatient*)
- inteligente (*intelligent*)
- interesante (*interesting*)
- malo/a (*bad*)
- paciente (*patient*)
- perezoso/a (*lazy*)
- pobre (*poor*)
- rico/a (*rich*)
- serio/a (*serious*)
- simpático/a (*nice*)
- sociable (*sociable*)
- tímido/a (*timid*)
- tonto/a (*foolish, silly*)
- trabajador/a (*hard-working*)

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2.9: Gramática- Concordancia de adjetivos

Objetivos

- Recognize the correct position, gender and number of adjectives



Read the letter from Manuel again and answer the questions that follow.

La fecha: Hoy es el 11 de febrero.
¡Hola! Me llamo Manuel y soy de Perú. Mi familia no es muy grande. Mi mamá se llama Teresa y ella es de Lima, la capital de Perú y una ciudad grande. Mi papá se llama Roberto y es de Chiclayo, una ciudad pequeña al norte de Lima. Mi mamá es amable y mi papá es generoso. Mis hermanos son Lucas y Marisol, ellos son inteligentes. Somos una familia muy unida (close-knit). Mis mejores amigos son Juan y Rodolfo, ellos son chicos tontos. Ellos son de Cuzco, cerca de Machu Picchu. Pero ahora, nosotros somos estudiantes en la Universidad de Lima. Las clases son difíciles. ¿Cómo es tu familia? ¿De dónde son tus amigos? ¿Eres estudiante también? ¿Cómo son tus clases?

Preguntas de análisis:

Actividad 2.9.A

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¡Hola! Me llamo Manuel y soy de Perú. Mi familia no es muy grande. Mi mamá se llama Teresa y ella es de Lima, la capital de Perú y una ciudad grande. Mi papá se llama Roberto y es de Chiclayo, una ciudad pequeña al norte de Lima. Mi mamá es amable y mi papá es generoso. Mis hermanos son Lucas y Marisol, ellos son inteligentes. Somos una familia muy unida (close-knit). Mis mejores amigos son Juan y Rodolfo, ellos son chicos tontos. Ellos son de Cuzco, cerca de Machu Picchu. Pero ahora, nosotros somos estudiantes en la Universidad de Lima. Las clases son difíciles. ¿Cómo es tu familia? ¿De dónde son tus amigos? ¿Eres estudiante también? ¿Cómo son tus clases?

Preguntas de análisis:

1. Underline all of the adjectives in the text.

2. What verb do we use with these adjectives? Where do we put the adjective in the sentence?

3. What are the two things that change when adding an adjective? (Hint: Look at the ending)

Objetivos

- Recognize the correct position, gender and number of adjectives

Concordancia de adjetivos (*Adjective agreement*)

You learned in previous lessons that nouns and articles in Spanish must agree in both gender (masculine or feminine) and number (singular or plural):

- el hombre (the man)

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- los hombres (the men)

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- la niña (the girl)

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- unas niñas (some girls)

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This same agreement must occur in Spanish when adjectives are used to describe nouns. If the noun you are using is masculine singular, the adjective must be masculine singular as well. It's important to note that while the gender of nouns is an inherent property, adjectives do not have this inherent characteristic. The gender of an adjective will change according to the noun that it describes.

Four-form adjectives

If an adjective ends in -o for the masculine singular form, it generally will have four forms, agreeing in both gender and number with its noun as seen below.

If the noun is masculine and singular, the adjective that describes the noun will also be masculine and singular:

- **el** chic**o** generos**o** (the generous boy)

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If the noun is feminine and singular, the adjective that describes the noun will also be feminine and singular:

- **la** chic**a** generos**a** (the generous girl)

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If the noun is masculine and plural, the adjective that describes the noun will also be masculine and plural:

- **los** chic**os** generos**os** (the generous boys)

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If the noun is feminine and plural, the adjective that describes the noun will also be feminine and plural:

- **las** chic**as** generos**as** (the generous girls)

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Two-form adjectives

If a masculine singular adjective ends in a consonant or a vowel other than -o (most commonly -e), such as *importante*, it does not change for gender but it will change for number:

- el documento importante (the important document)

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- la clase importante (the important class)

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- los documentos importantes (the important documents)

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- las clases importantes (the important classes)

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There is a common subset of two-form adjectives ending in "-ista", which do not change for the gender of their nouns but do change for number:

- Roberto es optimista y Carmela es optimista también. (*Roberto is optimistic and Carmela is optimistic also.*)
- Ellos son optimistas y ellas son optimistas también. (*They* (masculine) *are optimistic and they* (feminine) *are optimistic also.*)

Pluralization of adjectives

The plurals of adjectives are formed in the same way that you learned in previous lessons for nouns. Add an -s if the word ends in a vowel; add an -es if the word ends in a consonant:



- el marcador verde (the green marker)

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- los marcadores verdes (the green markers)

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- la bandera blanca (the white flag)

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- las banderas blancas (the white flags)
- la luz débil (the weak light)

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- las luces débiles (the weak lights)

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Position of adjectives

Adjectives are usually placed **after the noun** they are describing, or after the verb *ser*.

- Mi mamá cocina comida rica. (My mom cooks delicious food.)

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- Los médicos son inteligentes. (The doctors are intelligent.)

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Indefinite adjectives, such as *mucho* (a lot, many)

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, *alguno* (some)

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, *ningun* (any)

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, *cada* (every)

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and numbers, both cardinal and ordinal, precede the noun.

- Hay **muchos libros** en la oficina. (*There are **many books** in the office.*)
- Hay **siete días** en **una semana**. (*There are **seven days** in **one week**.*)

The adjectives **mejor** (better, best), **peor** (worse, worst), **menor** (younger, less, least) usually come before the noun (we'll get to the comparatives and superlatives in a later lesson!)

Note: There are a few exceptions to this placement that you will learn in future lessons. Also, some adjectives mean something slightly different when used before a noun instead of after. Here are just a few examples:

- Alto (top or high / tall)

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  : Pagamos un alto precio (We pay a high price)

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. Es un hombre alto (He is a tall man)

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- Único (only / unique): Compramos la única marca (We buy the only brand)

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. Tengo una mochila única (I have a unique backpack)

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- Gran (great) or grande (big, large): Ella es una gran líder (She's a great leader)

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. Ella lidera un país grande (She leads a large country)

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Another note: The word *grande* doesn't just change meaning when used before a noun, it's also shortened to *gran*. Other words do not change meaning and only get shortened before a masculine singular noun, including: bueno (buen), malo (mal), alguno (algún) and ninguno (ningún). For example:

- No tenemos ningún libro (We don't have a book). Notice the singular masculine noun "libro". Whereas with a feminine noun: No tenemos ninguna falda (We don't have a skirt), still uses the feminine version of the adjective "ninguna".
- Tenemos un buen tiempo (We have a good time). Notice the singular masculine noun "tiempo". Whereas with a feminine noun: Compramos una buena casa (We bought a good house), still uses the feminine version of the adjective "buena".

One more note: When you look up an unfamiliar adjective in the dictionary, only the masculine singular form will be shown. You must make the change yourself according to the gender and/or number of the noun you are using if it is not a masculine singular noun.

A Practicar

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2.10: Gramática- El verbo estar + preposiciones / ¿Dónde?

Objetivos

- Recognize the correct conjugations of the verb estar
- Use the prepositions of location to describe where things and people are located in a house

Estar

You have already learned the verb *ser,* and you've used it to: introduce yourself and others, to describe physical characteristics and personality traits, to indicate place of origin or nationality, to tell time, and to give dates. Spanish has another verb that also means "to be" – *estar*. You used *estar* at the beginning of this course to indicate how you are feeling *(¿Cómo estás? Estoy bien, gracias)*. In addition to indicating how you and others are feeling (which we'll discuss in a future chapter), *estar* is used to express location. So, if you are talking about where a person or a thing is located, you will use *estar*:

estar *(to be)*		
	singular	**plural**
1ª	yo **estoy**	nosotros **estamos**
2ª	tú **estás**	vosotros **estáis**
3ª	él ella usted **está**	ellos ellas ustedes **están**

As you should notice, e*star* has an irregular *yo* form along with accented endings in all but the *nosotros* form.

Estar y la localización

To use *estar* to express the locations of people and things, you'll need to know some prepositions of location as well:

- alrededor (*around*)
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  al lado de (*beside, next to*)

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enfrente de (*in front of*)

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a la derecha de (*to the right of*)

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a la izquierda de (*to the left of*)

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debajo de (*under*)

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en (*on, in*)

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encima de (*on, above*)

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detrás de (*behind*)

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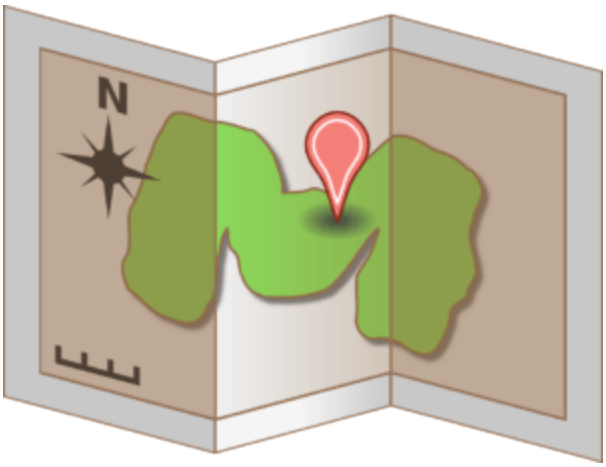
cerca de (*close to*)

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lejos de (*far from*)



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Alegría está en su dormitorio. *(Alegría is in her bedroom.)*

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¿Dónde está tu restaurante favorito? *(Where is your favorite restaurant?)*

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Los padres de Benjamín están de vacaciones en Cancún. *(Ben's parents are in Cancún on vacation.)*

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Ay de mí, ¿dónde están mis llaves? *(Good grief, where are my keys?)*

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La cafetería está enfrente de la librería. *(The cafeteria is in front of the bookstore.)*

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No estoy en clase ahora porque estoy enfermo. *(I'm not in class right now because I'm sick.)*

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Nosotros estamos cerca del museo pero no podemos encontrarlo. *(We're close to the museum, but we can't find it.)*

¿Dónde?

The question word used to ask about locations is **¿Dónde?** (where?). It can be combined with prepositions to ask more specific questions, for example: **¿De dónde?** (from where?) and **¿Adónde?** (to where?). Remember that question words always need an accent mark, and don't forget to put the upside-down question mark at the beginning of the question with the upside-right question mark at the end of the question.

- ¿**De dónde** eres? (*Where are you from?*)
- Soy de Oneonta, Nueva York. (*I am from Oneonta, New York.*)

- Ah, y ¿**dónde está** Oneonta? (*Ah, and where is Oneonta?*)
- Oneonta está en las montañas; no está cerca de la ciudad de Nueva York. (*Oneonta is in the mountains; it's not close to New York City.*)

"Estar" with prepositions and adjectives

In 1.4.0 you learned how to conjugate the verb "ser" (*to be*). Unlike English, Spanish has a second verb that translates as "to be": "estar".

Conjugation

While it looks like a regular "-ar" verb, "estar" is an irregular verb because the "yo" form is irregular; and the endings of "tú, usted, él, ella, ustedes, ellos, ellas" require a written accent.

Singular	Conjugation	Plural	Conjugation
yo	estoy	nosotros/nosotras	estamos
tú	estás	vosotros/vosotras	estáis
usted, él/ella	está	ustedes, ellos/ellas	están

Uses of "estar"

The acronym used to help you remember the uses of "estar" is PLACE:



In the following list, the words that refer to the acronym PLACE are indicated in **bold**.

- **Position:** "El libro está encima de la mesa." "El lápiz está en la mochila." ("The book is on top of the table." "The pencil is in the backpack.")
- **Location:** "Ramiro está en la oficina." "Inés está en casa." ("Ramiro is at the office." "Inés is at home.")
- **Action:** "Ellos están hablando". "Beto está caminando." ("They are talking." "Beto is walking.")
- **Condition:** "Estoy enfermo." "Laura está preocupada." ("I am sick (ill)." "Laura is worried.")
- **Emotion:** "Tú estás feliz." "Vosotros estáis tristes." ("You are happy." "You are sad.")



Inés está en casa.

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Beto está caminando.

"Walking" by ijmaki, Pixabay is licensed under CC0 1.0



Estoy enfermo.

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Common prepositions and adverbs used with location are:

al lado de	*next to*	**delante de**	*in front of (not facing)*
a la derecha de	*to the right of*	**detrás de**	*behind*
a la izquierda de	*to the left of*	**en**	*in; on; at*
allá	*over there*	**encima de**	*on top of*
allí	*there*	**en frente de**	*in front of (facing)*
aquí	*here*	**entre**	*between*
cerca de	*near*	**lejos de**	*far from*
con	*with*	**sin**	*without*
debajo de	*below*	**sobre**	*on; over*

Common adjectives of condition and emotion are:

abierto/a	*open*	**contento/a**	*content*	**listo/a**	*ready*
aburrido/a	*bored*	**desordenado/a**	*messy; disorderly*	**nervioso/a**	*nervous*
alegre	*happy*	**enamorado/a (de)**	*in love (with)*	**ocupado/a**	*busy*
avergonzado/a	*embarrassed*	**enojado/a**	*angry*	**ordenado/a**	*tidy; orderly*
cansado/a	*tired*	**enfermo/a**	*sick (ill)*	**preocupado/a (por)**	*worried (about)*
cerrado/a	*closed*	**equivocado/a**	*wrong*	**seguro/a**	*sure*
cómodo/a	*comfortable*	**feliz**	*happy*	**sucio/a**	*dirty*
confundido/a	*confused*	**limpio/a**	*clean*	**triste**	*sad*

A Practicar

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2.11: Cultura- Los hispanos en los Estados Unidos

Objetivos

In this section, you will...

- Learn about Hispanic* culture in the United States
- Review what you have learned in this module

La población (*population*) hispana* en los Estados Unidos es muy diversa. Hay aproximadamente 58,9 millones de hispanos en los EE.UU. desde (*since*) el año 2017. Esto representa un 18,1% de la población total de los Estados Unidos que es de 327,2 millones de personas (en el 2018). Esto es 21 millones más que (*more than*) en el año 2000. Hay muchos estados donde hay una presencia hispana muy grande. Los estados donde hay más hispanos en los Estados Unidos son: California, Tejas, Arizona y Nuevo México.

Hay muchos hispanos-americanos que tienen mucha influencia en la cultura de los Estados Unidos. La cultura hispana está presente en momentos importantes de la cultura de los EE.UU. Un ejemplo es el medio tiempo (*half-time*) del Super Bowl del año 2020. Jennifer López, cantante "Nuyorican" y Shakira, cantante de Barranquilla, Colombia, son las estrellas del medio tiempo.



Ellas saludan en español y enseñan (*show*) a todos en los Estados Unidos cómo bailar (*how to dance*) "Champeta" y "Salsa". Los padres de Shakira son del Líbano y ella baila danza árabe y también bailes afrocolombianos; ella canta (*sings*) música Rock y toca (*plays*) la guitarra también. Esta es la mezcla cultural (*cultural mix*) en los Estados Unidos. Aquí hay muchas etnias, razas, herencias y la hispana es muy importante. Jennifer López es del Bronx, Nueva York. Aquí hay muchas personas de Puerto Rico desde los años 1950 y ella es segunda generación (*second generation*). En Puerto Rico bailan salsa igual que (*the same as*) en Barranquilla y Cali, Colombia. Jennifer López baila con un grupo que se llama "Swing Latino". Ellos son bailarines de Colombia.

Hay otras personas latinas* importantes e influyentes en la actuación, la política, el deporte, la cocina y la ciencia. La influencia de los hispanos en Estados Unidos está en muchos lugares y cubre (*covers*) muchos aspectos en la vida de la gente (*people*). Aquí hay una lista de algunos de ellos, te los presento:



Julia Álvarez

Julia Álvarez (Nueva York; 27 de marzo de 1950) es una poeta, novelista, y ensayista estadounidense de origen dominicano. Escribe en inglés por haberse formado como escritora fuera del territorio dominicano. Su obra más conocida es *How the García Girls Lost Their Accents* (De cómo las muchachas García perdieron el acento), aunque también es autora de las novelas *Antes de ser libres*, *En el tiempo de las mariposas*, que dio origen a la película del mismo título, y *Cuando tía Lola vino (de visita) a quedarse*. (More about Julia Álvarez on Wikipedia)

Luchita Hurtado

Luchita Hurtado (Caracas, Venezuela, 28 de octubre de 1920) es una pintora venezolana, cuyo estilo artístico ha estado inmerso entre el surrealismo, y la abstracción informalista. (More about Luchita Hurtado on Wikipedia) Click here to read an article about Hurtado in the L.A. Times



Gwen Ifill

Gwendolyn L. Ifill (/ˈaɪfəl/ EYE-fəl; September 29, 1955 – November 14, 2016) was an American journalist, television newscaster, and author. In 1999, she became the first woman of African descent to host a nationally televised U.S. public affairs program with Washington Week in Review.
Ifill was born in the Queens neighborhood of Jamaica in New York City, the fifth of six children of African Methodist Episcopal (AME) minister (Oliver) Urcille Ifill, Sr., a Panamanian of Barbadian descent who emigrated from Panama, and Eleanor Ifill, who was from Barbados. (More about Gwen Ifill on Wikipedia)



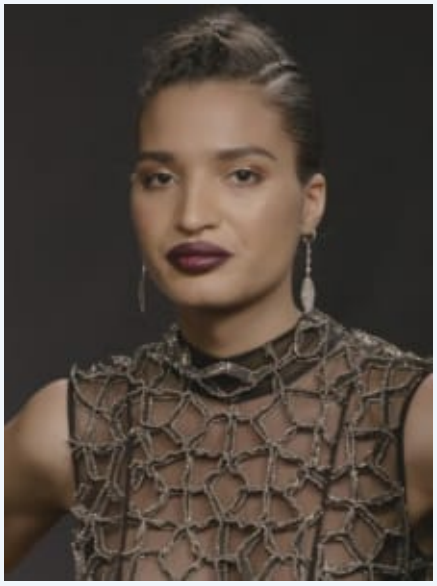
Lin-Manuel Miranda

Lin-Manuel Miranda (Nueva York, 16 de enero de 1980) es un compositor, letrista, actor, cantante, dramaturgo y productor estadounidense, creador y protagonista de los musicales de Broadway In the Heights y Hamilton. Lin-Manuel Miranda nació en el barrio neoyorquino de Washington Heights en Manhattan y creció en Inwood. Es de origen puertorriqueño. (Wikipedia)



Mario J. Molina

José Mario Molina Pasquel y Henríquez (Ciudad de México , 19 de marzo de 1943)1 es un ingeniero químico mexicano. Mario Molina recibió junto con Sherwood Rowland el Premio Nobel de Química por ser los pioneros en establecer la relación entre el agujero de ozono y los compuestos de cloro y bromuro en la estratosfera. (More about Mario J. Molina on Wikipedia)

	**Indya Moore** Indya Adrianna Moore (Nueva York, 17 de enero de 1995) es una actriz, modelo y activista por los derechos de las personas trans estadounidense. Es conocida por su papel de Angel Evangelista en la serie de televisión de la cadena FX Pose. La revista Time la nombró una de las 100 personas más influyentes del mundo en 2019. Originaria del Bronx, la madre de Indya Moore es puertorriqueña y su padre también es originario del Caribe. Moore es una persona transgénero y no binaria. (More about Indya Moore on Wikipedia)
	**Ellen Ochoa** Ellen Ochoa (Los Ángeles, California; 10 de mayo de 1958) es una física, científica y una astronauta de la NASA. Sus abuelos paternos eran mexicanos. Fue la primera mujer de origen hispano en haber viajado al espacio.

	**David Ortiz** David Ortiz (Santo Domingo, República Dominicana; 18 de noviembre de 1975), es un exjugador profesional de béisbol dominicano. Jugaba como bateador designado y primera base y desarrolló su carrera en los Minnesota Twins y en los Boston Red Sox de las Grandes Ligas de Béisbol (MLB). (More about David Ortiz on Wikipedia)
	**Sonia Sotomayor** Sonia Sotomayor (Nueva York, Estados Unidos, 25 de junio de 1954) es una Juez Asociada en la Corte Suprema de los Estados Unidos. Sotomayor es hija de padres puertorriqueños.

* Note: ¿Quiénes somos los latinos o hispanos?

“Hispano” o “latino” se refiere a una persona de origen cubano, mexicano, puertorriqueño, centro- o suramericano o de otra cultura u origen español, independientemente de la raza. La diferencia entre los dos está en el origen de las palabras. La palabra “hispano” conecta a la persona con España por su historia colonial en Latinoamérica y por su lengua: el español. La palabra “latino” conecta a la persona con su origen de Latinoamérica o la cultura latina de Europa, pero no con la lengua española necesariamente.

Being Hispanic or Latino can be viewed as a matter of heritage, nationality group, lineage, or country of birth of the person or the person’s parents or their ancestors before their arrival in the United States. People who identify their origin as Hispanic, Latino or Spanish may be any race. The difference between “Hispanic” and “Latino” is connected the origin of the words. The word “Hispanic” connects the person with Spain by the colonial history in Latin America and by the person’s language: Spanish. The word “Latino” connects the person with their origins in Latin America or the Latin cultures of Europe, but not necessarily with the Spanish language.

Source: U.S. Census Bureau’s definition of Hispanic origin.

Hispanics and Identity

- When it comes to describing their identity, most Hispanics prefer their family's country of origin over pan-ethnic terms. Half (51%) say that most often they use their family's country of origin to describe their identity. That includes such terms as "Mexican" or "Cuban" or "Dominican," for example. Just one-quarter (24%) say they use the terms "Hispanic" or "Latino" to most often describe their identity. And 21% say they use the term "American" most often.
- "Hispanic" or "Latino"? Most don't care—but among those who do, "Hispanic" is preferred. Half (51%) say they have no preference for either term. When a preference is expressed, "Hispanic" is preferred over "Latino" by more than a two-to-one margin—33% versus 14%.
- Click here to see A Conversation With Latinos on Race, a New York Times opinion-documentary.

Source: Pew Research Center: Hispanic Identity.

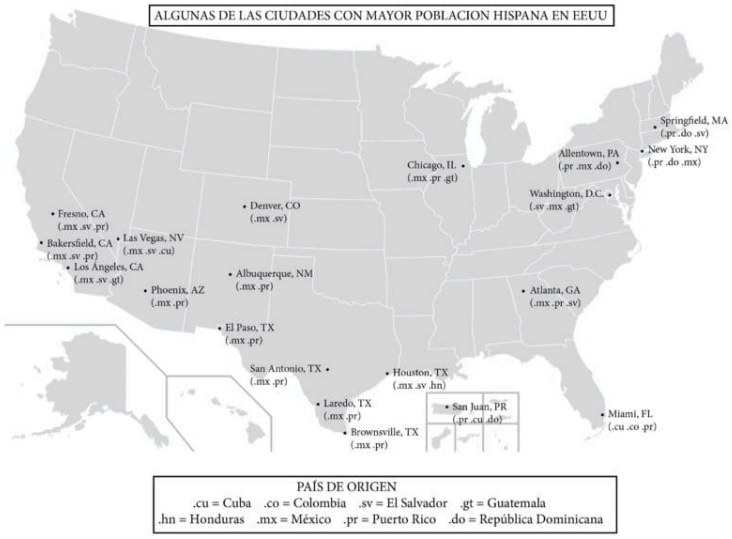
Actividades

Paso 1: Interactive activity

Talk to your classmates and answer in complete sentences, at your proficiency level.

1. ¿Cuáles son tres estados en los Estados Unidos donde hay muchos hispanos?
2. ¿Cuál es la población aproximada de hispanos en los Estados Unidos?
3. ¿Cuál es la población total de los Estados Unidos?
4. ¿Quiénes son tres hispanos famosos en los Estados Unidos y de dónde son?
5. ¿Hay personas hispanas en tu familia? ¿Hay personas hispanas entre (*among*) tus amigos?

Paso 2: Analysis and comparative activities



Algunas de las Ciudades con Mayor Población Hispana en EEUU

Bakersfield, CA: .mx, .sv, .pr
Fresno, CA: .mx, .sv, .pr
Los Angeles, CA: .mx, .sv, .gt
Los Vegas, NV: .mx, .sv, .cu
Phoenix, AZ: .mx, .pr
El Paso, TX: .mx, .pr
Albuquerque, NM: .mx, .pr
Denver, CO: .mx, .sv
San Antonio, TX: .mx, .pr

Laredo, TX: .mx, .pr
Houston, TX: .mx, .sv, .hn
Brownsville, TX: .mx, .pr
Chicago, IL: .mx, .pr, .gt
Atlanta, GA: .mx, .pr, .sv
Washington, DC: .sv, .mx, .gt
Miami, FL: .cu, .co, .pr
Allentown, PA: .pr, .mx, .do
New York, NY: .pr, .do, .mx
Springfield, MA: .pr, .do, .sv

A. Letras del alfabeto

Which Internet code corresponds with each country? See them below the map above. Practice the letters of the alphabet by reading out loud the codes and the countries that you see on the map above.

Modelo: .cu = Cuba ... "punto-ce-u es Cuba."

1. .co = Colombia
2. .sv = El Salvador
3. .gt =
4. .hn =
5. .mx =
6. .pr =
7. .do =

B. Números

Now practice your numbers: Consult the list of telephone area codes below, and the U.S. map above, and say out loud the cities where there are a lot of Hispanics and what their telephone area codes are, as prompted in the following five questions:

Modelo: —¿Dónde hay muchos puertorriqueños?
— Hay muchos puertorriqueños en Springfield; en Springfield el código telefónico es cuatro-uno-tres.

1. ¿Dónde hay muchos colombiano-americanos?
2. ¿Dónde hay muchos dominicano-americanos?
3. ¿Dónde hay muchos mexicano-americanos?
4. ¿Dónde hay muchos hondureño-americanos?
5. ¿Dónde hay muchos cubano-americanos?

Lista de códigos de área de teléfono:

- Albuquerque, NM: 505
- Allentown, PA: 484, 610

- Atlanta, GA: 470, 678, 404
- Bakersfield, CA: 661
- Brownsville, TX: 956
- Chicago, IL: 872, 773, 312
- Denver, CO: 303, 720

- El Paso, TX: 915
- Fresno, CA: 559
- Houston, TX: 281, 346, 713, 832
- Laredo, TX: 956
- Las Vegas, NV: 702, 725

- Los Angeles, CA: 747, 818, 310, 424, 213, 323

- Miami, FL: 305, 786
- New York, NY: 917, 347, 718, 929, 212, 332, 646
- Phoenix, AZ: 602, 623, 480
- San Antonio, TX: 210, 726

- San Juan, PR: 787, 939
- Springfield, MA: 413
- Washington, DC: 202

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3: CAPÍTULO 3

Learning Objectives

- Use interrogative words to ask questions including qué vs. cuál/es
- Use the verb "tener" and expressions with "tener"
- Use the regular verbs in -ar, -er, -ir

3.1: ¿Tienes prisa?

3.2: Gramática- Todas las preguntas

3.3: Gramática- Preguntas con “¿qué?” y “¿cuál?”

3.4: En contexto- El verbo tener

3.5: Ejercicios- El verbo tener y ¿qué/cuál?

3.6: Gramática- El verbo tener

3.7: En contexto- Expresiones con tener

3.8: Gramática- Expresiones con tener y tener + que

3.9: Ejercicios- Expresiones con tener y tener + que

3.10: ¿Qué clases tomas?

3.11: Vocabulario- Verbos en -ar

3.12: Gramática- Conjugación de verbos en -ar

3.13: En contexto- Verbos regulares de -er/-ir

3.14: Gramática- Conjugación de verbos regulares en -er/-ir

3.15: Los verbos regulares "-er", "-ir"

3.16: Vocabulario- Verbos regulares de -er/-ir

3.17: Putting It Together- ¿Qué clases tomas?

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3.1: ¿Tienes prisa?

Earlier in the course, we learned vocabulary about the classroom. In this module we'll extend out a level and work on themes related to the university: classes, majors, and locations in higher education.

What do these song titles have in common?

Bomba Estéreo – **Química**
Bomba Estéreo is a Colombian band founded in the capital, Bogotá, in 2005 by Simón Mejía. Their music has been described as "electro tropical" or "psychedelic cumbia". (More about Bomba Estéreo on Wikipedia)

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Wil Campa – **Mi Filosofía**
Wil Campa is a Cuban vocalist and bandleader.

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Sociología Animal – SOM ft Man (Vadebo) y Veroniké (Frida)
Sociología Animal is a socially-focused rap group from Valencia, Spain.

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Sin Fin De Lucro – **Mala educación**
Sin Fin De Lucro is a Dominican punk/hardcore band.

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Por Instinto – **La Mala Educación**
Por Instinto is a punk/rock band from Madrid.

YouTube Video

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Banda de Turistas – **Química**
Banda de Turistas is a rock and pop band from Buenos Aires, Argentina.

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3.2: Gramática- Todas las preguntas

Objetivos

- Review and practice use of all question-words

Do you remember that questions without question words (*palabras interrogatorias*) are yes-no questions? Good! If you want to ask for specific information you'll need to use the right question word. In previous chapters you have learned the different question words to use in greetings, asking about place of origin, asking the time, inquiring about different things, frequencies, likes and dislikes...etc. Let's summarize all of question words.

Palabra para preguntar ¡Atención a la acentuación!	**Question word**	**Ejemplo**	**Explicación**
¿Qué?	What?	¿Qué es esto?	Pide definición de un sustantivo.
¿Cuál? / ¿Cuáles?	Which one/ ones?	¿Cuál es tu nombre? ¿Cuáles prefieres?	Singular / Plural. Pide una o unas de alguna categoría.
¿Cómo?	How?	¿Cómo te llamas?	Pide descripción de un verbo.
¿Dónde?	Where?	¿Dónde vives?	Pide lugar. Generalmente usado con el verbo "estar" para pedir locación.
¿De dónde?	From where?	¿De dónde vienes?	Pide lugar de origen.
¿A dónde?	To where?	¿A dónde vas?	Pide destino. Generalmente se usa con el verbo "ir" (irregular).
¿Quién? / ¿Quiénes?	Who?	¿Quién eres tú? ¿Quiénes son ellos?	Singular / Plural. Pide identificación de personas.
¿Cuándo?	When?	¿Cuándo es tu cumpleaños?	Pide el momento, la hora o la época.
¿Cuánto? / ¿Cuánta? / ¿Cuántos? / ¿Cuántas?	How many?	¿Cuántos años tienes?	Singular / Plural / Femenino / Masculino. Pide cantidades de cosas o personas.
¿Por qué?	Why?	¿Por qué piensas esto?	Pide razones.

¡Atención a la acentuación!

All question words have an accent mark on one of the strong vowels—a, e, o—but never on the weak vowels: i, u.

¿Por qué este lleva la tilde y "porque" no la lleva?

Don't confuse the question word "¿por qué? (two words, accent mark) with the conjunction "porque" (one word and no accent mark), which means "because".

¡Atención a la estructura y composición de oraciones!

When these words are used to link clauses in a sentence, they do not carry accent marks. Examples:

1. Pienso **que** hablas español muy bien. (*I think **that** you speak Spanish very well.*)
2. La ciudad **en la cual** vivimos es pequeña. (*The city **in which** we live is small.*)
3. Me gusta **como** cocinas. (*I like **how** you cook.*)

4. El país **donde** vives tiene muchas ventajas, aunque tenga problemas. (*The country **where** you live has many advantages, though it may have problems.*)
5. Pedimos la cena **cuando** no queremos cocinar. (*We order dinner **when** we don't want to cook.*)
6. Gertrudis no entiende la lección **porque** está mirando su celular mucho en clase. (*Gertrude doesn't understand the lesson **because** she is looking at her cell phone constantly in class.*)
7. Benito sirve en su plato de comida **cuanto** sus ojos le dicen que puede comer. (*Benito serves on his dinner plate **as much as** his eyes tell him that he can eat.*)

Objetivos

- Review and practice use of all question-words

A. Todas las preguntas

Actividad 3.2.A

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B. Todas las preguntas

Actividad 3.2.B

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Text only

A. Todas las preguntas

1. ¿_____ años tiene Raúl?
   - Cómo
   - Cuántos
   - Qué
   - Cuáles
2. ¿_____ te llamas?
   - Qué
   - Cuántos
   - Cómo
   - Como
3. ¿De _____ color es la manzana?
   - cuándo
   - por qué

    - cómo
    - qué
4. ¿____ tiempo hace hoy?
    - Como
    - Que
    - Cómo
    - Qué
5. ¿____ es tu número de teléfono?
    - Cual
    - Cuanto
    - Cuánto
    - Cuál
6. ¿____ prefieres el helado de vainilla?
    - Porque
    - Cómo
    - Por qué
    - Qué
7. ¿____ kilos pesa el caballo?
    - Qué
    - Por qué
    - Cómo
    - Cuántos
8. ¿____ se llama el profesor de español?
    - Cuál
    - Cuánto
    - Por qué
    - Cómo
9. ¿____ color prefieres: azul o amarillo?
    - Por qué
    - Qué
    - Cómo
    - Cuánto
10. ¿____ es tu música favorita?
    - Por qué
    - Cuál
    - Porque
    - Cual
11. ¿____ es la profesora de Historia?
    - Qué
    - Cuánto
    - Por qué
    - Cómo
12. ¿____ me hablas así?
    - Qué
    - Que
    - Por qué
    - Porque

B. Todas las preguntas

1. ¿De _____ tipo de raza de es tu perro?
2. ¿_____ quieres hacer este fin de semana?
3. ¿_____ quieres ir al cine?
4. ¿_____ se llama la novia de Alberto?
5. La chaqueta está disponible en azul o amarillo. ¿_____ color prefieres tú?
6. ¿_____ copas vas a beber esta noche?
7. ¿_____ hijos tiene la señora García?
8. Mi madre va a cocinar la cena. ¿_____ prefieres: pescado o lomo

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3.3: Gramática- Preguntas con “¿qué?” y “¿cuál?”

Objetivos

- Ask and answer questions with ¿qué? and ¿cuál?

Preguntas con *¿qué?* y *¿cuál?*

You have already used some question words to elicit specific information:

- **Audio**

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  View this Audio online

  ¿Cómo te llamas? (*What is your name?* – literally, *How do you call yourself?*)

- **Audio**

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  View this Audio online

  ¿Cómo estás? (*How are you?*)

- **Audio**

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  ¿Cuál es tu correo electrónico? (*What is your email?*)

Audio

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  View this Audio online

¿Cuántas sillas hay? (*How many chairs are there?*)

In the next few modules, we'll look at the various question words, or *interrogatives*, that are used to ask for specific information in Spanish. We'll start with *¿qué?* and *¿cuál?*

¿Qué? literally means "what?", and its usage in Spanish is very similar to English. Spanish has two words to ask "which?", depending on whether the answer is anticipated to be singular (*¿cuál?)*, or plural (*¿cuáles?*). As when asking "which?" in English, *¿cuál?* asks for an answer from among a more or less limited number of options.

Notes:

1. Interrogatives have written accent marks which help distinguish them from the same words used as relative pronouns or conjunctions:

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   ¿**Qué** dices? (*What are you saying?*)

   Audio

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   No puedo escuchar **lo que** dices. (*I can't hear what you're saying.*)



This graffiti says: "Si hay más autos que árboles qué respiramos?" (Si hay más... = *If there are more...*)

2. Cuál has singular and plural forms:
   - ¿**Cuál** tienes? (*Which one do you have?*)
   - ¿**Cuáles** tienes? (*Which ones do you have?*)
3. As in English, interrogatives normally come at the beginning of the question or the part of a sentence in which information is sought. Be sure to include the upside down question mark at the point where the question begins:

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     ¿Qué clases tomas? (*What classes do you take?*)
   - Y tu amigo, ¿qué clases toma? (*And your friend, what classes does he take?*)

Further clarification: *qué* in contrast with *cuál* may be confusing sometimes for English speakers. For example: "what is your name?" does not translate as *¿qué es tu nombre?*. Instead you need to use the question word *¿cuál?*, meaning: "which of many proper names out there is yours?".

The example above—"¿Qué clases tomas?"—may be used with either of these question words: "qué" requires an answer with the name/definition of these courses, whereas "¿cuáles clases tomas?" requires naming which of many courses out there are the ones you are taking.

Follow this link for a more detailed explanation of the difference between ¿qué? and ¿cuál?.

Objetivos

- Recognize the use of the irregular verb tener
- Recognize the subject of a spoken sentence based on the conjugation of tener
- Ask and answer questions with ¿qué? and ¿cuál?

A. El verbo tener

Actividad 3.3.A

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B. El verbo tener

Actividad 3.3.B

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C. Escuchar: El verbo tener

Actividad 3.3.C

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D. ¿Qué/Cuál?

Actividad 3.3.D

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Text only

A. El verbo tener

1. Tú ____ un gato.
   - tengo
   - tenéis
   - tienes
   - tiene
2. Ella ____ pelo rizado.
   - tiene
   - tengo
   - tienen
   - tenemos
3. Yo ____ un coche viejo.
   - tenéis
   - tenemos
   - tienes
   - tengo
4. Paco y Ana ____ una casa grande.
   - tienen
   - tenéis
   - tienes
   - tenemos
5. Mi profesor ____ una clase cada día.
   - tienen
   - tiene
   - tengo
   - tienes
6. ¿____ usted un bolígrafo?
   - Tenéis
   - Tene
   - Tiene
   - Tienen
7. La tienda ____ ropa y zapatos.
   - tengo
   - tienen
   - tienes
   - tiene
8. Nosotros ____ dos perros.
   - tenemos
   - tienes
   - tienen
   - tenéis

B. El verbo tener

1. Nosotros _____ dos perros.
2. Yo no _____ problemas, ¿y tú?
3. Nosotros _____ clases todos los días.
4. ¿Vosotros _____ materiales para dibujar (to draw)?
5. Pedro _____ diez años y habla dos idiomas.
6. Las estudiantes _____ mochilas, libros y cuadernos.
7. Yo _____ dieciocho años y soy estudiante.
8. ¿Cuántos años _____ tú?

C. El verbo tener

1. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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   - él
   - ella
   - yo
   - tú

2. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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   - ellos
   - él
   - tú
   - vosotros

3. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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   - tú
   - nosotros
   - yo
   - usted

4. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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- vosotros
- nosotros
- ellos
- tú

5. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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View this Audio online

- Ali y Jia
- Yo
- Él
- Tú

6. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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- ellas
- vosotros
- nosotros
- ella

7. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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View this Audio online

- los estudiantes
- yo
- tú
- Marta

D. ¿Qué/Cuál?

1. ¿____ es un libro de texto?
   - qué
   - cuáles
   - cuál
2. ¿____ prefieres? ¿El café o el té?
   - cuáles
   - que
   - qué
3. ¿____ son las bicicletas más populares?
   - cuáles
   - qué
   - cuál
4. ¿____ clases tomas este semestre?
   - cuáles
   - cuál
   - qué
5. ¿____ de los tres libros es más importante?
   - cuál
   - cuáles
   - qué
6. ¿____ es tu número de teléfono?
   - cual
   - cuál
   - qué
7. ¿____ son tus aplicaciones favoritas? ¿Snapchat, Instagram, Twitter, WhatsApp?
   - cuáles
   - qué
   - cuál
8. ¿____ es la física cuántica?
   - qué
   - cuál
   - cuáles

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3.4: En contexto- El verbo tener

El verbo tener

In this section, you'll be introduced to a really important verb: *tener*. As with so many of the really useful verbs, *tener* has an irregular conjugation. But you just have to *(tienes que)* learn it, because without *tener*, you can't have anything. And as they say: "Bueno es tener, para no haber menester." (Literally: "It's good to have, so as not to lack," or "better something than nothing.")



¿Cómo están tus clases?

Roberto and Cristina ran into each other on campus and they are discussing their busy schedules. Read the following conversation between the two and answer the questions that follow.

Roberto:	¡Hola, Cristina! ¿Cómo están tus clases?
Cristina:	¡Hola, Roberto! Este semestre es muy difícil. Tengo que hacer mucha tarea para todas mis clases, siempre tengo sueño porque no descanso.
Roberto:	¿En serio? ¿Qué clases tomas este semestre?
Cristina:	Este semestre tomo cinco clases. Los lunes, miércoles y viernes voy al laboratorio porque tengo la clase de matemáticas a las diez de la mañana. Mis compañeros de la clase tienen miedo de sacar malas notas y yo también. A las once de la mañana, vamos tú y yo a la biblioteca porque tenemos la clase de historia. A la una de la tarde siempre tengo hambre y voy a la cafetería con mis compañeras de clase y después tenemos la clase de física a las dos de la tarde. ¿Vas a la cafetería a la una hoy?
Roberto:	No, mis amigos y yo vamos al mediodía.
Cristina:	Dale, voy a la clase de español a esa hora. Es mi clase favorita pero tengo vergüenza de hablar en español. Pero si no hablo, no gano puntos de participación. También algunas veces la clase va a la cafetería para comer comida hispana.
Roberto:	¿Y tienes que estudiar mucho para tus clases?
Cristina:	¡Sí! Tengo que ir a la biblioteca todos los días y tengo que hablar con mis profesores en sus horas de oficina, especialmente el profesor de matemáticas.
Roberto:	¿Tienes que comprar muchos libros para tus clases?
Cristina:	Sí, tengo que pagar mucho dinero por mis libros en la librería. Mi amiga tiene suerte y no tiene que comprar ningún libro. Roberto, ¿qué hora es?
Roberto:	Son las diez menos cuarto de la mañana.

Cristina:	¡Es tarde y tengo prisa para llegar a mi clase de matemáticas! Nos vemos en historia, Roberto.
Roberto:	¡Nos vemos, Cristina!

Preguntas de análisis:

Actividad 3.4.A

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Preguntas de análisis:

1. Based on the reading above, what does “tener” mean?
2. Write down the following forms of the verb “tener”:

Yo:	nosotros:
Tú:	vosotros: tenéis
él/ella/usted:	ellos/ellas/ustedes:

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3.5: Ejercicios- El verbo tener y ¿qué/cuál?

Objetivos

- Recognize the use of the irregular verb tener
- Recognize the subject of a spoken sentence based on the conjugation of tener
- Ask and answer questions with ¿qué? and ¿cuál?

A. El verbo tener

Actividad 3.5.A

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B. El verbo tener

Actividad 3.5.B

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C. Escuchar: El verbo tener

Actividad 3.5.C

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D. ¿Qué/Cuál?

Actividad 3.5.D

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Text only

A. El verbo tener

1. Tú _____ un gato.
   - tengo
   - tenéis
   - tienes
   - tiene
2. Ella _____ pelo rizado.
   - tiene
   - tengo
   - tienen
   - tenemos
3. Yo _____ un coche viejo.
   - tenéis
   - tenemos
   - tienes
   - tengo
4. Paco y Ana _____ una casa grande.
   - tienen
   - tenéis
   - tienes
   - tenemos
5. Mi profesor _____ una clase cada día.
   - tienen
   - tiene
   - tengo
   - tienes
6. ¿_____ usted un bolígrafo?
   - Tenéis
   - Tene
   - Tiene
   - Tienen
7. La tienda _____ ropa y zapatos.
   - tengo
   - tienen
   - tienes
   - tiene
8. Nosotros _____ dos perros.

- tenemos
- tienes
- tienen
- tenéis

B. El verbo tener

1. Nosotros _____ dos perros.
2. Yo no _____ problemas, ¿y tú?
3. Nosotros _____ clases todos los días.
4. ¿Vosotros _____ materiales para dibujar (to draw)?
5. Pedro _____ diez años y habla dos idiomas.
6. Las estudiantes _____ mochilas, libros y cuadernos.
7. Yo _____ dieciocho años y soy estudiante.
8. ¿Cuántos años _____ tú?

C. El verbo tener

1. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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- él
- ella
- yo
- tú

2. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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- ellos
- él
- tú
- vosotros

3. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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- tú
- nosotros
- yo
- usted

4. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

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- vosotros
- nosotros
- ellos
- tú

5. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

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- Ali y Jia
- Yo
- Él
- Tú

6. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

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- ellas
- vosotros
- nosotros
- ella

7. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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View this Audio online

- los estudiantes
- yo
- tú
- Marta

D. ¿Qué/Cuál?

1. ¿____ es un libro de texto?
   - qué
   - cuáles
   - cuál
2. ¿____ prefieres? ¿El café o el té?
   - cuáles
   - que
   - qué
3. ¿____ son las bicicletas más populares?
   - cuáles
   - qué
   - cuál
4. ¿____ clases tomas este semestre?
   - cuáles
   - cuál
   - qué
5. ¿____ de los tres libros es más importante?
   - cuál
   - cuáles
   - qué
6. ¿____ es tu número de teléfono?
   - cual
   - cuál
   - qué
7. ¿____ son tus aplicaciones favoritas? ¿Snapchat, Instagram, Twitter, WhatsApp?
   - cuáles
   - qué
   - cuál
8. ¿____ es la física cuántica?
   - qué
   - cuál
   - cuáles

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3.6: Gramática- El verbo tener

Objetivos

- Recognize and use the irregular verb “tener”
- Use “tener” for saying people’s age

Verbo tener

The verb *tener* (to have) is special in the sense that it has an irregular *yo* form and also has a change of e>ie in the stem.

tener (*to have*)	
(stem: ten; irregular yo-form; stem-vowel change)	
singular	plural
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo ten**go**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros ten**emos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú **tienes**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros ten**éis**

tener (*to have*)	
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
él **tiene**	ellos **tienen**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
ella **tiene**	ellas **tienen**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online 
usted **tiene**	ustedes **tienen**



(Note: “hablar” is in the present subjunctive here because it’s a command. That will come in a later course…)



miedo = fear, porque = because

- **Audio**

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María **tiene** una clase de psicología a las dos de la tarde. (*María has a psychology class at 2 p.m.*)

- **Audio**

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¿Cuántos lápices **tienes** en tu mochila? (*How many pencils do you have in your backpack?*)

Tener años

To give age in Spanish, use the correct conjugation of the verb *tener* + number + *años:*

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  ¿Cuántos años tienes? (*How old are you?*)

- Audio

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  Tengo 22 años. (*I am 22 years old.*)

- Audio

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  Tengo trece años. (*I'm 13.*)

- ¿Cuántos años tiene él? (*How old is he?*)

- Audio

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  Tiene ochenta y siete años. (*He's 87.*)

Audio

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¿Cuántos años tienen? (*How old are they?*)

Note: in English you can leave off “years old” and just say “I’m 22,” but in Spanish you must include the word *años*.

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3.7: En contexto- Expresiones con tener

Expresiones con tener

In this section, we'll look at some expressions with the verb *tener*. Some of these will translate pretty directly from English, and others will seem more counter-intuitive. As always, the best strategy is to try not to translate, but instead to memorize the phrases in the context of a sentence.

Objetivos

- Recognize and understand the common expressions with the verb tener

Roberto:	¡Hola, Cristina! ¿Cómo están tus clases?
Cristina:	¡Hola, Roberto! Este semestre es muy difícil. Tengo que hacer mucha tarea para todas mis clases, siempre tengo sueño porque no descanso.
Roberto:	¿En serio? ¿Qué clases tomas este semestre?
Cristina:	Este semestre tomo cinco clases. Los lunes, miércoles y viernes voy al laboratorio porque tengo la clase de matemáticas a las diez de la mañana. Mis compañeros de la clase tienen miedo de sacar malas notas y yo también. A las once de la mañana, vamos tú y yo a la biblioteca porque tenemos la clase de historia. A la una de la tarde siempre tengo hambre y voy a la cafetería con mis compañeras de clase y después tenemos la clase de física a las dos de la tarde. ¿Vas a la cafetería a la una hoy?
Roberto:	No, mis amigos y yo vamos al mediodía.
Cristina:	Dale, voy a la clase de español a esa hora. Es mi clase favorita pero tengo vergüenza de hablar en español. Pero si no hablo, no gano puntos de participación. También algunas veces la clase va a la cafetería para comer comida hispana.
Roberto:	¿Y tienes que estudiar mucho para tus clases?
Cristina:	¡Sí! Tengo que ir a la biblioteca todos los días y tengo que hablar con mis profesores en sus horas de oficina, especialmente el profesor de matemáticas.
Roberto:	¿Tienes que comprar muchos libros para tus clases?
Cristina:	Sí, tengo que pagar mucho dinero por mis libros en la librería. Mi amiga tiene suerte y no tiene que comprar ningún libro. Roberto, ¿qué hora es?
Roberto:	Son las diez menos cuarto de la mañana.
Cristina:	¡Es tarde y tengo prisa para llegar a mi clase de matemáticas! Nos vemos en historia, Roberto.
Roberto:	¡Nos vemos, Cristina!

Preguntas de análisis:

Actividad 3.7.A

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Preguntas de análisis:

1. Based on the context above, what do all of the underlined expressions mean?
2. Look at the context of “tener + que,” Does this expression imply:
   - Something the speaker has already done?
   - Something the speaker has to do?
   - Something the speaker is doing right now?

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3.8: Gramática- Expresiones con tener y tener + que

Objetivos

- Recognize and understand the common expressions with the verb tener
- Use tener + que + infinitive to describe things one has to do

Tener + noun for physical conditions

There are a number of idiomatic expressions that combine forms of *tener* with certain nouns to express some physical conditions of people; these are expressed with "to be" in English, so you'll have to pay close attention to remembering the Spanish way of saying them.

- Tener calor = *to be/feel hot* (literally, "to have heat")
- Tener frío = *to be/feel cold*
- Tener hambre = *to be hungry*
- Tener miedo = *to be afraid*
- Tener prisa = *to be in a hurry*
- Tener sed = *to be thirsty*
- Tener vergüenza = *to be embarrassed*
- Tener ganas de = *to be in the mood for*
- Tener sueño = *to be sleepy*
- Tener suerte = *to have luck, be fortunate*
- tener # años = *to be # years old*

Tener + que + infinitive: *to have to*

The verb *tener* doesn't just mean "to have" in the sense of possession: it is also used when we try to convey something that we have to do or need to do, following the structure: ***tener + que* + infinitive**. This is an example of a modal verb construction where "tener" is conjugated and the other verb is not; it's different from English in that you need the word "que" to complete the meaning.

- **Audio**

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  Este semestre **tengo que estudiar** mucho. (*This semester I have to study a lot.*)

Audio

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Esteban **tiene que hacer** la tarea para su clase de literatura. (*Esteban has to do the homework for his literature class.*)

Audio

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Nosotros **tenemos que hablar** con nuestra profesora de español. (*We have to speak with our Spanish professor.*)

Objetivos

- Recognize and understand the common expressions with the verb tener
- Use tener + que + infinitive to describe things one has to do

A. Expresiones con tener

Actividad 3.8.*A*

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B. Tener + que

Actividad 3.8.*B*

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C. Tener + que

Actividad 3.8.C

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Text only

A. Expresiones con tener

Recognize and understand the common expressions with the verb tener

1. El niño ____ a las abejas (bees).
   - tiene hambre
   - tiene sed
   - tiene miedo
   - tiene sueño
2. Nosotros siempre ____ después de la práctica de soccer.
   - tenemos frío
   - tenemos miedo
   - tenemos hambre
   - tenemos vergüenza
3. En general los bebés ____ después de comer.
   - tienen sueño
   - tienen prisa
   - tienen años
   - tienen vergüenza
4. ¡Qué calor, la temperatura es de 88 grados! ¡Yo ____!
   - tengo sed
   - tengo ganas de
   - tenemos prisa
   - tengo frío
5. Usted no lleva suéter y la temperatura es de 45 grados, ¡usted ____!
   - tiene frío
   - tiene sed
   - tiene miedo
   - tiene calor
6. Nosotros no ____ de hablar español en público.
   - tenemos calor
   - tenemos sed
   - tenemos sueño
   - tenemos vergüenza
7. Para Alma el chocolate es fantástico, ella siempre ____ chocolate.
   - tiene prisa
   - tiene vergüenza
   - tiene ganas de
   - tiene miedo
8. ¡Son las 9:50AM y la clase es a las 10AM, yo ____ por llegar!
   - tengo sed

- tengo años
- tengo prisa
- tengo que

B. Tener + que

1. Él ____ consultar al médico.
   - tiene que
   - tiene
2. Ellos ____ buscar a su perro.
   - tienen que
   - tienen
3. Los triángulos ____ tres lados.
   - tienen
   - tienen que
4. Yo ____ hacer mi tarea
   - tengo
   - tengo que
5. Él ____ una chaqueta azul.
   - tiene
   - tiene que
6. Ellos ____ caminar a la escuela.
   - tienen que
   - tienen
7. Vosotros ____ regresar antes de medianoche.
   - tenéis
   - tenéis que
8. Nosotros ____ tres días de vacaciones en mayo.
   - tenemos
   - tenemos que

C. Tener + que

1. Él _____ cocinar la cena.
2. ¿Qué _____ tú hoy para el almuerzo (lunch) hoy?
3. Vosotros _____ hablar con la profesora.
4. Todos los estudiantes _____ teléfonos.
5. Yo _____ un hermano.
6. Yo _____ venir a las horas de oficina.
7. Nosotros _____ viajar a México.
8. Elena _____ practicar inglés.

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3.9: Ejercicios- Expresiones con tener y tener + que

Objetivos

- Recognize and understand the common expressions with the verb tener
- Use tener + que + infinitive to describe things one has to do

A. Expresiones con tener

Actividad 3.9.A

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B. Tener + que

Actividad 3.9.B

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C. Tener + que

Actividad 3.9.C

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Text only

A. Expresiones con tener

Recognize and understand the common expressions with the verb tener

1. El niño _____ a las abejas (bees).
   - tiene hambre
   - tiene sed
   - tiene miedo
   - tiene sueño
2. Nosotros siempre _____ después de la práctica de soccer.
   - tenemos frío
   - tenemos miedo
   - tenemos hambre
   - tenemos vergüenza
3. En general los bebés _____ después de comer.
   - tienen sueño
   - tienen prisa
   - tienen años
   - tienen vergüenza
4. ¡Qué calor, la temperatura es de 88 grados! ¡Yo _____!
   - tengo sed
   - tengo ganas de
   - tenemos prisa
   - tengo frío
5. Usted no lleva suéter y la temperatura es de 45 grados, ¡usted _____!
   - tiene frío
   - tiene sed
   - tiene miedo
   - tiene calor
6. Nosotros no _____ de hablar español en público.
   - tenemos calor
   - tenemos sed
   - tenemos sueño
   - tenemos vergüenza
7. Para Alma el chocolate es fantástico, ella siempre _____ chocolate.
   - tiene prisa
   - tiene vergüenza
   - tiene ganas de
   - tiene miedo
8. ¡Son las 9:50AM y la clase es a las 10AM, yo _____ por llegar!
   - tengo sed
   - tengo años
   - tengo prisa
   - tengo que

B. Tener + que

1. Él _____ consultar al médico.
   - tiene que
   - tiene
2. Ellos _____ buscar a su perro.
   - tienen que

    - tienen
3. Los triángulos ____ tres lados.
    - tienen
    - tienen que
4. Yo ____ hacer mi tarea
    - tengo
    - tengo que
5. Él ____ una chaqueta azul.
    - tiene
    - tiene que
6. Ellos ____ caminar a la escuela.
    - tienen que
    - tienen
7. Vosotros ____ regresar antes de medianoche.
    - tenéis
    - tenéis que
8. Nosotros ____ tres días de vacaciones en mayo.
    - tenemos
    - tenemos que

C. Tener + que

1. Él _____ cocinar la cena.
2. ¿Qué _____ tú hoy para el almuerzo (lunch) hoy?
3. Vosotros _____ hablar con la profesora.
4. Todos los estudiantes _____ teléfonos.
5. Yo _____ un hermano.
6. Yo _____ venir a las horas de oficina.
7. Nosotros _____ viajar a México.
8. Elena _____ practicar inglés.

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3.10: ¿Qué clases tomas?

-AR verbs

In this module, we'll learn to conjugate regular verbs that end in -ar. One of those verbs is "bailar," to dance. How many different conjugated forms do you see below?

Enrique Iglesias – **Bailamos**
Enrique Miguel Iglesias Preysler is a Spanish-Filipino singer, songwriter, composer, actor, record producer and model. (Wikipedia page for Enrique Iglesias)

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Macaco – **Bailo la Pena**
Macaco is a band from Barcelona, Spain.

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Gran Rah – **Bailas?**
Sergio Miranda, known as Gran Rah, is a Chilean M.C.

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Ella Baila Sola – **Cuando Los Sapos Bailen Flamenco**
Ella baila sola (English: She dances alone) is a Spanish musical group formed by Marta Botía Alonso and Marilia Andrés Casares. (Wikipedia page for Ella baila solo).

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La hora

In this module we'll also learn how to tell time in Spanish.

Jesse & Joy, Gente de Zona – **3 A.M.**
Jesse & Joy is a Mexican pop duo formed in 2005 by brother and sister Jesse and Joy, from Mexico City. (More about Jesse & Joy on Wikipedia) Gente de Zona is a Cuban reggaeton band made up of musicians Alexander Delgado and Randy Malcom. (More about Alexander Delgado and Randy Malcom on Wikipedia)

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Shakira – **Antes De Las Seis**

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No Te Va Gustar – **A las nueve**
No Te Va Gustar, also known by their initials NTVG (English: You Won't Like It), are a rock band from Uruguay. (Wikipedia page for NTVG)

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3.11: Vocabulario- Verbos en -ar

Verbos en -ar

Now that's we've learned to **be** (*ser*), let's get up and moving a bit. In this section, we'll learn the meaning of a number of regular verbs that end in -ar, including "caminar" (to walk), "bailar" (to dance), and "nadar" (to swim).

In this vocabulary section, we won't be working on the conjugations yet (that comes in the next section). For now, we'll just learn the meaning of the verbs. And, in order to tell time in the section after that, we'll learn to count to 100 now.

Objetivos

- Identify the meanings of common -ar verbs

verbos regulares con –AR:



ayudar

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bailar

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buscar (*to look for*)

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caminar

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cantar

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cocinar

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comprar

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descansar (*to rest*)

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desear (*to wish*)

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enseñar

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escuchar

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esquiar

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estudiar

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ganar

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to access it online.

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hablar

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llamar

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llegar

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mandar

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mirar

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nadar

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necesitar (*to need*)

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practicar

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preguntar

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to access it online.

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regresar

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tomar

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the link or scan the QR code to access it online.

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trabajar

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usar (*to use*)

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viajar

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Answers

verbos regulares con –AR:

ayudar (*to help*)
bailar (*to dance*)
buscar (*to look for*)
caminar (*to walk*)
cantar (*to sing*)
cocinar (*to cook*)
comprar (*to buy*)
descansar (*to rest*)
desear (*to wish*)
enseñar (*to teach*)
escuchar (*to listen*)
esquiar (*to ski*)
estudiar (*to study*)
ganar (*to win*)
hablar (*to talk*)
llamar (*to call*)
llegar (*to arrive*)
mandar (*to send*)
mirar (*to look at*)
nadar (*to swim*)
necesitar (*to need*)
practicar (*to practice*)
preguntar (*to ask*)
regresar (*to return*)
tomar (*to take*)
trabajar (*to work*)
usar (*to use*)
viajar (*to travel*)

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3.12: Gramática- Conjugación de verbos en -ar

Conjugación de verbos en -ar

Soon you'll be able to talk about what you actually *do* at the university, since you'll be learning more verbs than just *ser* and *hay*.

In order to make sure that you communicate correctly using verbs, there are some terms you need to know if you don't know them already. A verb infinitive in English is a phrase that includes "to": "to speak," "to write," "to live," "to be." A Spanish infinitive is only one word, and it ends in *-ar*, or *-er*, or *-ir*. When you use verbs in both languages, you will use the form that matches the subject. This is called **conjugating** a verb.

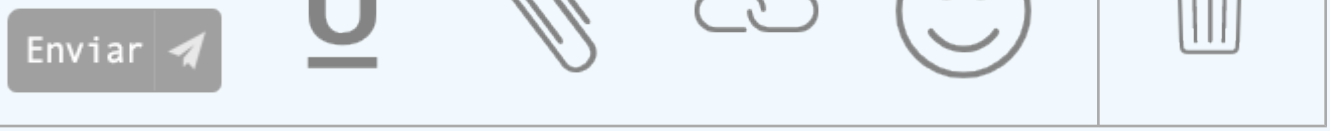
The following section will focus on conjugating -ar verbs by working with just a few verbs. After learning the basic patterns, we'll move on to the full list.

In Spanish, verb conjugations are particularly important because they often indicate the subject of the verb's action. If we didn't know the conjugations, we wouldn't know who is studying philosophy from the phrase *estudio la filosofía* (I study philosophy). In this section, we'll be learning the conjugations for regular verbs that end in -ar.

When memorizing verb conjugations, it can be helpful to learn short sentences or phrases using the different conjugations, rather than trying to stamp the conjugation table into your memory. Bits of songs, poetry, signs, slogans, or phrases that have personal meaning to you can help lock in the various endings. It can be a frustrating process at first, but before long, conjugation will be so automatic you won't even notice you're doing it!

En contexto

Juan has written an email to his older brother. Read the email, then answer the questions below. You may not understand every word of the text, but try to understand what you can!

¡Hola!
juan.fernandez@dqx.pe
¡Hola!
Juan, ¡Hola! ¿Cómo estás? ¿Cómo es la universidad? ¿Estudias mucho? Estudio poco en el instituto. Muchos de mis amigos estudian juntos en la biblioteca, pero yo no; la biblioteca es muy tranquila. Mi amigo, Miguel, y yo estudiamos en un café, donde hay ruido. Mi amiga Sara estudia en su casa enfrente de la televisión. ¡Necesito estudiar ahora! Chao, Daniel.


Preguntas de análisis:

Actividad 3.12.A

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Text Only

Preguntas de análisis:

1. Write down the following forms of the verb “estudiar”:

Yo:	nosotros:
Tú:	vosotros: estudiáis
él/ella/usted:	ellos/ellas/ustedes:

2. Do you always need a subject before the verb in Spanish?

3. When two verbs are next to each other, what form is the second verb in?

Objetivos

- Identify the correct conjugations of select verbs ending in -ar

In Spanish, the conjugation of a regular verb depends on the ending of its infinitive. (The infinitive is the basic form of the verb that you find in the dictionary; for example, English infinitives are always written with *to*, like the verbs *to run* or *to speak*. Click here to read more about infinitives in English.)

Spanish verbs conjugate depending on the verb’s subject; that is, their ending changes depending on who is doing the action. This occurs in the English verb to be (e.g. I am, you are, he is, etc.), but in Spanish this occurs for all persons in all verbs (click here to learn more about verb conjugation in English).

Let’s start with the regular verb “hablar” – to speak.

Hablar:

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(yo) habl**o** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	(nosotros) habl**amos** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
(tú) habl**as** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	(vosotros) habl**áis*** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
(él / ella / usted) habl**a** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	(ellos / ellas / ustedes) habl**an** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

* Note: This second-person plural form (vosotros) is only used in the variety of Spanish used in Spain. In other Spanish dialects the third person plural form (ustedes) is used in both formal and informal plural direct-address situations.

Ejemplos

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:

- ¿Qué idiomas **hablas** tú? (*What languages do you speak?*)

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- Yo **hablo** español y francés. (*I speak Spanish and French.*)

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- ¿Qué idiomas **hablan** tus amigos? (*What languages do your friends speak?*)

Audio

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- Ellos **hablan** inglés y chino. (*They speak English and Chinese.*)

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Here's that list of -ar verbs:

- ayudar (*to help*)
- bailar (*to dance*)
- buscar (*to look for*)
- caminar (*to walk*)
- cantar (*to sing*)
- cocinar (*to cook*)
- comprar (*to buy*)
- descansar (*to rest*)

- desear (*to wish*)
- enseñar (*to teach*)
- escuchar (*to listen*)
- esquiar (*to ski*)
- estudiar (*to study*)
- ganar (*to win*)
- hablar (*to talk*)
- llamar (*to call*)
- llegar (*to arrive*)
- mandar (*to send*)
- mirar (*to look at*)
- nadar (*to swim*)
- necesitar (*to need*)
- practicar (*to practice*)
- preguntar (*to ask*)
- regresar (*to return*)
- tomar (*to take*)
- trabajar (*to work*)
- usar (*to use*)
- viajar (*to travel*)

Objetivos

- Identify the correct conjugations of select verbs ending in -ar

A Practicar

Actividad 3.12.A

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3.13: En contexto- Verbos regulares de -er/-ir

Objetivos

- Identify the correct conjugation of verbs in the present tense that end in -er & -ir



¿Decidimos comprar el bolso rojo o el rosado?

Elena y Sara están en El Rastro de Madrid, un mercado de cosas usadas (Elena and Sara are in the Rastro Flea Market of Madrid).

Elena:	¿Debo comprar este bolso (handbag) rojo?
Sara:	No, debes comprar el bolso rosado. Tienes una chaqueta (jacket) de color similar.
Elena:	¿Este puesto no vende un bolso más grande? El bolso rosado es un poco pequeño.
Sara:	El puesto de bolsos usados solamente vende lo que recibe. Y los bolsos pequeños son elegantes.
Elena:	Bien, compro el bolso rosado. Los puestos (stalls) del Rastro venden las cosas a precios muy bajos.
Sara:	¿No abres el bolso antes de comprarlo? Yo siempre abro los bolsos que compro. A veces hay objetos o incluso dinero dentro.
Elena:	Bueno, sí, las personas a veces descubren cosas interesantes en El Rastro.
Sara:	Los vendedores cumplen con la promesa de tener un poco de todo. Ahora debemos buscar el paraguas (umbrella).
Elena:	Y definitivamente abrimos el paraguas antes de comprarlo.

Preguntas:

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Actividad 3.13.B

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Actividad 3.13.$D1$

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Actividad 3.13.$D2$

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Text-only version of questions

1. What is the subject pronoun for the verb forms “debo” and “abro”? What are their infinitives?

2. What is the subject pronoun for the verb forms “debes” and “abres”? What are their infinitives?

3. What is the subject pronoun for the verb forms “vende” and “recibe”? What are their infinitives?

4. What is the subject pronoun for the verb forms “debemos” and “abrimos”? What are their infinitives?

5. What is the subject pronoun for the verb forms “venden” and “descubren”? What are their infinitives?

6. Compare the different verb endings for these ER and IR verbs... when are they the same and when are they different?

7. Compare the verb endings for these ER and IR verbs with the endings for the AR verbs that you have already learned... how are they similar and how are they different?

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3.14: Gramática- Conjugación de verbos regulares en -er/-ir

Objetivos

- Identify the correct conjugation of verbs in the present tense that end in -er & -ir

These verbs are conjugated similarly to –ar verbs, but with different characteristic vowels. In order to form the present tense—just as you did with –ar verbs—remove the –er or –ir ending from the infinitive, and then add the following endings to the stem:





"History is won by those who write it."

beber *(to drink)*	
(stem: beb)	
singular	**plural**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo beb**o**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros beb**emos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú beb**es**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros beb**éis**

Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  él/ella/usted bebe	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellos/ellas/ustedes bebe**n**

vivir *(to live)*	
(stem: viv)	
singular	**plural**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  yo viv**o**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  nosotros viv**imos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  tú viv**es**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  vosotros viv**ís**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  él/ella/usted viv**e**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellos/ellas/ustedes viv**en**

Notice that the only differences between the endings of *-er* and *-ir* verbs in the present tense occur in the *nosotros* and *vosotros* forms.

- Yo vivo con mis compañeros de cuarto, pero yo bebo con otros amigos. (*I live with my roommates, but I drink with other friends.*)
- Vivimos en una residencia ecológica y comemos comida vegetariana. (*We live in an ecological dorm and we eat vegetarian food.*)

A Practicar

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3.15: Los verbos regulares "-er", "-ir"

Regular "-er", "-ir" ending verbs

In 2.2.0 we mentioned that in Spanish, the basic form of a verb, or the infinitive form, always ends in either "-ar", "-er", OR "-ir".

(In the examples below, all infinitive endings are in blue.)

Infinitive form
bailar
estudiar
comer
beber
escribir
vivir

As a review, to conjugate "-ar" ending verbs, remove the "-ar" ending and replace it with the following endings:

(In the charts below, the subject pronouns and their conjugation endings are noted in blue.)

Subject Pronoun (Singular)	Conjugation of -ar (bailar)	Subject Pron
Yo	bailo	nosotros/nos
tú	bailas	vosotros/vos
usted, él/ella	baila	ustedes, ellos

Regular verbs ending in "-er", "-ir" will follow the same conjugation pattern as regular "-ar" ending verbs, but with the following new endings:

Subject Pronoun (Singular)	Conjugation of -er (comer)	Subject Pron
Yo	como	nosotros/nos
tú	comes	vosotros/vos
usted, él/ella	come	ustedes, ellos

Subject Pronoun (Singular)	Conjugation of -ir (abrir)	Subject Pron
Yo	abro	nosotros/nos
tú	abres	vosotros/vos
usted, él/ella	abre	ustedes, ellos

¡Ojo! The endings for "-er" and "-ir" are almost the same, except for the "nosotros, nosotras" and the "vosotros, vosotras" form.

When two verbs are used together in a sentence with no change of subject pronoun or noun, the second verb is not conjugated (infinitive). In a negative sentence, place the "no" before the conjugated verb:

Examples
Yo debo barrer el piso hoy. Yo no asisto a muchos conciertos.

Common regular "-er", "-ir" verbs

-er verbs	-ir verbs
aprender (a) - to learn	abrir - to open
barrer - to sweep	asistir (a) - to attend (a place/event)
beber - to drink	compartir - to share
comer - to eat	consumir - to consume
comprender - to understand	decidir - to decide
correr - to run	definir - to define
creer - to believe (in)	describir - to describe
deber - should	escribir - to write
leer - to read	insistir - to insist
meter - to put in; to insert	permitir - to allow
prender - to catch; to turn on	persistir - to persist
romper - to break	prohibir - to prohibit; to forbid
temer - to fear; to dread	recibir - to receive
vender - to sell	vivir - to live

¡Ojo!

- Aprender: The "a" is required only when used with another verb in the infinitive:

  Aprendo el español. (but) Aprendo "a" hablar el español.

- Asistir: Is not to be confused with the verb 'to assist' (helping someone). The "a" is required in the sentence when used with a "noun of place or event". When "a" is used with the masculine singular definite article "el", "a + el" combine to "al":

  Asisto "al" partido de fútbol los domingos. Asistimos "a" la universidad.

- Prohibir: Requires a written accent on the letter "i" for all the conjugations except the "nosotros, nosotras" and the "vosotros, vosotras" form: proh**í**bo, proh**í**bes, proh**í**be, prohibimos, prohibís, proh**í**ben. All conjugations that require an accent on letter "i" are noted in **bold**.

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3.16: Vocabulario- Verbos regulares de -er/-ir

Objetivos

- Recognize the meaning of verbs in the present tense that end in -er & -ir



aprobar = to pass (e.g. an exam)

You have already learned how to conjugate regular –ar verbs. In this lesson, you will learn the conjugations of the other two classes of verbs, those that end in -er and those that end in -ir.

There are many common and useful *-er* and *-ir* verbs that will enable you to describe your regular activities and actions:

-er verbs

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aprender (*to learn*)

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beber (*to drink*)

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comer (*to eat*)

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comprender (*to understand*)

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correr (*to run*)

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creer (*to believe*)

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deber (*must, should*)

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leer (*to read*)

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vender (*to sell*)

-ir verbs

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abrir (*to open*)

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compartir (*to share*)

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cumplir (*to complete*)

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decidir (*to decide*)

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describir (*to describe*)

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escribir (*to write*)

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recibir (*to receive*)

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vivir (*to live*)

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3.17: Putting It Together- ¿Qué clases tomas?

See the review summaries below to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

Numbers up to 100

16 dieciséis
17 diecisiete
18 dieciocho
19 diecinueve
20 veinte
21 veintiuno
22 veintidós
23 veintitrés
24 veinticuatro
25 veinticinco
26 veintiséis
30 treinta
31 treinta y uno
32 treinta y dos
33 treinta y tres
34 treinta y cuatro
35 treinta y cinco
36 treinta y seis
37 treinta y siete
38 treinta y ocho
39 treinta y nueve
40 cuarenta
43 cuarenta y tres
49 cuarenta y nueve
50 cincuenta
51 cincuenta y uno
55 cincuenta y cinco
60 sesenta
62 sesenta y dos
66 sesenta y seis
70 setenta
73 setenta y tres
77 setenta y siete
80 ochenta
84 ochenta y cuatro
88 ochenta y ocho
90 noventa
99 noventa y nueve
100 cien

Verbs ending in -ar

- ayudar (*to help*)
- bailar (*to dance*)
- buscar (*to look for*)
- caminar (*to walk*)
- cantar (*to sing*)

- cocinar (*to cook*)
- comprar (*to buy*)
- descansar (*to rest*)
- desear (*to wish*)
- enseñar (*to teach*)
- escuchar (*to listen*)
- esquiar (*to ski*)
- estudiar (*to study*)
- ganar (*to win*)
- hablar (*to talk*)
- llamar (*to call*)
- llegar (*to arrive*)
- mandar (*to send*)
- mirar (*to look at*)
- nadar (*to swim*)
- necesitar (*to need*)
- practicar (*to practice*)
- preguntar (*to ask*)
- regresar (*to return*)
- tomar (*to take*)
- trabajar (*to work*)
- usar (*to use*)
- viajar (*to travel*)

Conjugation

Regular verbs ending in –AR are conjugated in the present tense by removing the -AR infinitive ending and adding one of the following personal endings:

Regular -ar Verbs		
	Singular	**Plural**
First	(yo) **-o**	(nosotros) **-amos**
Second	(tú) **-as**	(vosotros) **-áis** *
Third	(él / ella / usted) **-a**	(ellos / ellas / ustedes) **-an**

* Note: This second-person plural form (vosotros) is only used in the variety of Spanish used in Spain. In other Spanish dialects the third person plural form (ustedes) is used in both formal and informal plural direct-address situations.

Hablar

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:

(yo) habl**o** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	(nosotros) habl**amos** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
(tú) habl**as** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	(vosotros) habl**áis*** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
(él / ella / usted) habl**a** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	(ellos / ellas / ustedes) habl**an** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

Basic sentence structure: statements

The basic structure of simple sentences in Spanish is the same as in English: subject – verb – object.

Basic sentence structure: yes-no questions

Either they have the same word order as a simple sentence and are spoken with a rising intonation instead of falling, or the verb and subject are reversed (verb – subject – object).

Note that Spanish does NOT use an auxiliary or helping verb like English (*do/does*).

- ¿Estudiamos el español? (*Do we study / are we studying Spanish?*)

Basic sentence structure: negation

Answering affirmatively: say “sí” (*yes*) and state your answer.

- Sí, estudiamos el español.

Answering negatively: put the word “no” before the verb (subject – no – verb – object). The Spanish word “no” means both “no” and “not”.

- No estudiamos el francés. (*We do not study French.*)

Modal verbs

Some verbs can have another verb as their object; these are called modal verbs. The same person needs to be doing both actions, and the second verb is *not* conjugated.

- **Deseo estudiar** un idioma de cada continente. (***I want to study*** *one language from each continent.*)

Telling time

Time is constructed using the following structure:

Es la / Son las + (hora) + y / menos + (minutos) + de la mañana / de la tarde / de la noche

¿Qué hora es?

5:00 →

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Son las cinco **en punto.** (*It’s five o’clock sharp / on the dot.*)
3:15 →

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Son las tres **y cuarto.** (*It’s a quarter past three. – i.e. three-fifteen.*)
4:30 →

Audio

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Son las cuatro **y media.** (*It's half past four. – i.e. four-thirty.*)
1:40 →

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Son las dos **menos** veinte.*(*It's twenty to/of two. – i.e. one-forty.*)
6:50 →

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Son diez **para** las siete.* (*It's ten to seven.*—more common in Latin America)
1:00 →

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Es la **una.**** (*It's one o'clock.*)
12:00 am →

Audio

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Es medianoche / Es la medianoche. (*It's midnight.*)
12:00 pm →

Audio

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Es mediodía / Es el mediodía. (*It's noon / midday.*)

* Note that once the time passes the 30-minute mark, we generally go up to the next hour and subtract the number of minutes before that hour.

** S*on* means "they are", so s*on las*... only works for numbers greater than one. To say "it's one o'clock", you have to say

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Es la una. (or

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Es la una en punto.)

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4: CAPÍTULO 4

Learning Objectives

- Use vocabulary related to time
- Use vocabulary related to places and the city
- Use vocabulary related to travel
- Use the verb "ir" with going to places and to indicate future actions
- Use the verb "gustar"
- Use irregular verbs in the "yo" form in the present indicative
- Read about the university

4.1: Gramática- ¿Qué hora es?

4.2: Vocabulario- Navegando la ciudad

4.3: Gramática- El verbo ir

4.4: Gramática- Ir + a + infinitivo

4.5: Vocabulario- Viajar

4.6: El verbo "gustar"

4.7: En contexto- Gustar + infinitivo

4.8: Gramática- El verbo gustar + infinitivo

4.9: Ejercicios- El verbo gustar + infinitivo

4.10: Gramática- El verbo gustar + sustantivos

4.11: Ejercicios- El verbo gustar + sustantivos / Querer y gustar

4.12: En contexto- El verbo gustar + sustantivos

4.13: En contexto- Verbos irregulares en la forma de “yo”

4.14: Gramática- Verbos irregulares en la forma de “yo”

4.15: Cultura- La universidad

4.16: Putting It Together- ¿Tienes prisa?

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4.1: Gramática- ¿Qué hora es?

Objetivos

- Tell the time

La hora



Time is constructed using the following structure:

Es la / Son las + (hora) + y / menos + (minutos) + de la mañana / de la tarde / de la noche

2:10 a.m. →

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Son las dos y diez de la mañana. (*It is two-ten in the morning.*)

The word *hora* is feminine in Spanish, and that is why we use the article *la/las* when referring to time. Now note that there are certain times that commonly use fractions of an hour instead of minutes, and certain hours have special names:

¿Qué hora es?

5:00 →

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Son las cinco **en punto.** (*It's five o'clock sharp / on the dot.*)
3:15 →

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Son las tres **y cuarto.** (*It's a quarter past three. – i.e. three-fifteen.*)
4:30 →

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Son las cuatro **y media.** (*It's half past four. – i.e. four-thirty.*)
1:40 →

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Son las dos **menos** veinte.*(*It's twenty to/of two. – i.e. one-forty.*)
6:50 →

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Son las siete **menos** diez.* (*It's seven minus ten.*)
1:00 →

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Es la **una.**** (*It's one o'clock.*)
12:00 am →

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Es medianoche / Es la medianoche. (*It's midnight.*)
12:00 pm →

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Es mediodía / Es el mediodía. (*It's noon / midday.*)

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** *Son* means "they are", so *son las...* only works for numbers greater than one. To say "it's one o'clock", you have to say

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Es la una. (or

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Es la una en punto.).

La hora de eventos

The question

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¿Qué hora es? is used when we want to find out what time it is right now. However, if we want to know at what time something occurs, the question is **¿A qué hora es...?** (*At what time is... / When is ..?*).

> **Tomás**: Cristóbal, ¿a qué hora es tu clase de español?
> **Cristóbal**: Mi clase de español es a la una y cuarto de la tarde. ¿A qué hora es tu clase de biología?
> **Tomás**: Mi clase de biología es a las ocho y media de la mañana.



¿Qué hora es 19:00h?

Many digital clocks and printed schedules in Spanish-speaking countries use a 24-hour time format to avoid the need for “AM” or “PM”:

English:		Spanish:
9:30 AM 9:30 PM	→	09:30 21:30

A Practicar

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4.2: Vocabulario- Navegando la ciudad

Objetivos

- Recognize the vocabulary of places in the community

Vocabulario

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Lugares en la comunidad (*places in the community*)



el aeropuerto

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el banco

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el bar

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el barrio

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el café

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la calle

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la casa

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el centro comercial

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el cine

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la ciudad

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el club

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el correo

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la discoteca

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el edificio

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la escuela

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la estación de metro

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la farmacia

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el hospital

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el hotel

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la iglesia

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el mercado

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el museo

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el negocio (*business*)

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la parada de autobús

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el parque

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the link or scan the QR code to access it online.

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la piscina

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la plaza

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el restaurante

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el supermercado

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el teatro

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la tienda

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el zoológico

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Text only list

Lugares en la comunidad (places in the community)

- el aeropuerto (airport)
- el banco (bank)
- el bar (bar, pub)
- el barrio (neighborhood)
- el café (cafe, coffee shop)
- la calle (street)
- la casa (house)
- el centro comercial (mall, shopping center)
- el cine (cinema, movie theater)
- la ciudad (city)
- el club (club)
- el correo (post office)
- la discoteca (disco, dance hall)
- el edificio (building)
- la escuela (school)
- la estación de metro (subway station)
- la farmacia (pharmacy, drug store)
- el hospital (hospital)
- el hotel (hotel)
- la iglesia (church)
- el mercado (market)
- el museo (museum)
- el negocio (business)
- la parada de autobús (bus stop)
- el parque (park)
- la piscina (pool)
- la plaza (plaza, city square)
- el restaurante (restaurant)
- el supermercado (supermarket)
- el teatro (theater)
- la tienda (store, shop)
- el zoológico (zoo)

Objetivos

- Recognize the vocabulary of places in the community

A. Navegando la ciudad

Actividad 4.2.A

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B. Navegando la ciudad

Actividad 4.2.B

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C. Escuchar: Navegando la ciudad

Actividad 4.2.C

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Text only

A. Navegando la ciudad

1. Mona quiere ver pinturas así que va al ...
   - hotel
   - museo
   - café
   - correo
2. ¿Dónde puedes comprar un chocolate caliente? En un ....
   - hospital
   - club
   - café
   - edificio

3. ¿Dónde hay mucho dinero? En el ....
    - teatro
    - banco
    - cine
    - parque
4. ¿A dónde va la gente los domingos? A ....
    - la parada de autobús
    - la farmacia
    - la iglesia
    - la escuela
5. Pablo necesita leche y manzanas. Tiene que ir al ....
    - supermercado
    - parada de autobús
    - restaurante
    - zoológico
6. A Marta le gustan los animales y por eso va al ....
    - correo
    - negocio
    - restaurante
    - zoológico
7. Vamos al _____ para tomar un café con leche.
    - hotel
    - parque
    - café
    - negocio
8. Vamos al _____ para comprar frutas frescas.
    - parque
    - teatro
    - restaurante
    - mercado
9. Para ver una película vas al _____ .
    - mercado
    - supermercado
    - cine
    - hotel
10. Cuando tienes hambre vas a _____ .
    - un restaurante
    - un parque
    - una parada de autobús
    - un banco
11. Los animales están en _____.
    - el supermercado
    - el zoológico
    - la piscina
    - la escuela
12. María va a _____ para nadar.
    - el correo
    - la escuela
    - el supermercado
    - la piscina

B. Navegando la ciudad

1. Para tomar el tren tienes que ir a la _____ del metro.
2. Para tomar una cerveza vas a un _____ .
3. Cuando necesitas una camiseta vas al _____ _____.
4. Antonio vive en un _____ nuevo. (neighborhood)
5. La familia de Jesús tiene una _____ grande.

6. Madrid es una _____ en España.
7. Hay aviones en el _____.
8. En el centro de la _____ (*town square*) hay un pozo (*well*).

C. Navegando la ciudad

1. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - la tienda
   - la calle
   - la farmacia
   - la estación del metro

2. Listen to the following audio clip and try to decide where the person is going.

   Audio

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   View this Audio online

   ¿Adónde va la persona? A ...

   - un restaurante
   - un correo
   - un parque
   - la calle

3. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A un ...

   - supermercado
   - parque
   - café
   - correo

4. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - un restaurante
   - un edificio

- una farmacia
- un parque

5. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - un barrio
   - un café
   - un correo
   - un parque

6. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - un hospital
   - un restaurante
   - un café
   - un correo

7. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? Al ...

   - correo
   - mercado
   - hotel
   - club

8. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - la escuela
   - la calle
   - la parada de autobús
   - la farmacia

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4.3: Gramática- El verbo ir

Objetivos

- Recognize the correct conjugations of the verb ir

Like the verb *ser,* the conjugation of *ir* in the present tense is irregular:

ir (*to go*)

Singular	Plural
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo **voy**	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros **vamos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú **vas**	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros **vais**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online él / ella / usted **va**	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online ellos / ellas / ustedes **van**



A sign in support of the Osasuna soccer team from Pamplona, Navarre. Because they originally wore red jerseys, they got the nickname “Los Rojillos.”

The verb *ir* is used to express destinations and will need a preposition to follow it. Add the preposition *a* after *ir* to indicate your destination (where you’re going to).

- Audio

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  No voy a la fiesta esta noche porque hay un examen mañana. (*I’m not going to the party tonight, because there’s a test tomorrow.*)

- Audio

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  View this Audio online

  Ellos van al gimnasio todos los días. (*They go to the gym every day.)*



The story goes (though it's probably not true) that this Chevy model didn't sell well in Mexico. Can you imagine why? (Hint: How do you say in Spanish "The car doesn't go"?)

Contracciones

There are only two contractions in the whole Spanish language, and they're frequently used with *ir* and other verbs of motion.

A + el = **al** (*to the*)
De + el = **del** (*from the*)

Be careful, the prepositions *a* and *de* only contract with the masculine singular definite article; if you need the feminine or plural form of "the", it will remain a separate word.

- Audio

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  Vamos **al** parque con el perro. (*We go to the park with the dog.*)

- Audio

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  Vamos **a los** negocios locales. (*We go to the local businesses.*)

Audio

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Los científicos llegan **del** Instituto de Salud Pública. (*The scientists come from the Institute of Public Health.*)

Audio

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  View this Audio online

Los maestros llegan **de la** Universidad Complutense de Madrid. (*The teachers come from the Complutense University of Madrid.*)

Objetivos

- Recognize the correct conjugations of the verb ir
- Identify where people are going based on spoken text

A. El verbo ir

Actividad 4.3.A

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Interactive Content online

B. El verbo ir

Actividad $4.3.B$

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Text only

A. El verbo ir

1. Yo ____ al cine con Felipe.
   - vas
   - vais
   - voy
   - vamos
2. Tú ____ a la escuela a las ocho de la mañana.
   - vas
   - vamos
   - va
   - vais
3. Nosotros ____ al zoológico para ver los tigres.
   - vamos
   - vais
   - voy
   - va
4. Los amigos ____ a la piscina para nadar.
   - van
   - vamos
   - va
   - voy
5. La profesora ____ a la escuela para trabajar.
   - va
   - vais
   - vamos
   - voy
6. Tú ____ al café para tomar un chocolate caliente.
   - vas
   - va
   - vais
   - voy

B. El verbo ir

1. María _____ a la escuela para estudiar.
2. Jesús y Antonio _____ al parque para jugar básquetbol.
3. El chico _____ a un partido de fútbol con su padre.
4. Nosotros _____ a un restaurante caro para cenar.
5. Vosotras _____ a un restaurante caro para cenar.

6. Yo _____ a un correo con una carta.
7. El profe _____ a un restaurante caro para cenar.
8. Los niños _____ al supermercado para comprar unas manzanas.

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4.4: Gramática- Ir + a + infinitivo

Objetivos

- Recognize statements about plans and future events which use the infinitive after ir + a

The verb *ir* is used as a way to describe future plans when used in the following manner: *ir* + *a* + infinitive. It's important to remember that you only need to conjugate *ir* in this kind of sentence. Another way of looking at it is the rule that after a preposition (like *a*), a verb will always be in the infinitive.



¿Va usted a comer conmigo?

Audio

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View this Audio online

- **Audio**

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  View this Audio online

  Yo **voy a estudiar** esta noche. (*I'm going to study tonight.*)

Audio

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Tú no **vas a ganar** mucho dinero aquí. (*You are not going to earn much money here.*)

Audio

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Ella **no va a comprar** el libro. (*She's not going to buy the book.*)

Audio

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Ustedes **van a mirar** la tele, ¿verdad? (*You all are going to watch TV, right?*)

Vocabulario útil para hablar del futuro

Audio

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  View this Audio online

Esta tarde (*this afternoon*)

Audio

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Esta noche (*tonight*)

Audio

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Esta semana (*this week*)

Audio

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Este año (*this year*)

Audio

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Mañana (*tomorrow*)

Audio

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Pasado mañana (*the day after tomorrow*)

Audio

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La semana que viene (*next week*)

Audio

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El próximo año (*next year*)

Objetivos

- Recognize statements about plans and future events which use the infinitive after ir + a
- Identify plans and future events from spoken text
- Distinguish the use of ir with destinations and the use of ir with infinitives

A. Ir + a + infinitivo

Actividad 4.4.A

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B. Ir + a + infinitivo

Actividad 4.4.B

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C. ¿Qué frase habla del futuro?

Actividad 4.4.C

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D. Making Plans or Going Places?

Actividad 4.4.D

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E. Escuchar: Making Plans or Going Places?

Actividad 4.4.E

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Text only

A. Ir + a + infinitivo

1. Nosotros _____ fútbol esta tarde.
   - vamos a jugar
   - vais a jugar
   - voy a jugar
   - van a jugar
2. Vosotros _____ una película nueva.
   - van a ver
   - ir a ver
   - vais a ver
   - vamos a ver
3. Ellos _____ en la biblioteca.
   - vais a estudiar
   - voy a estudiar
   - vamos a estudiar
   - van a estudiar
4. Ellas _____ mucho al restaurante italiano.
   - va a comer
   - voy a comer
   - vamos a comer
   - van a comer
5. Él _____ el tren a Madrid esta tarde.
   - va a tomar
   - van a tomar
   - voy a tomar
   - vamos a tomar
6. Yo _____ mucho agua hoy.
   - vas a beber
   - va a beber
   - vamos a beber
   - voy a beber

B. Ir + a + infinitivo

1. El chico _____ _____ _____ el autobús a Valencia mañana por la mañana. (tomar)
2. La madre _____ _____ _____ el libro nuevo a su hijo. (leer)
3. Las niñas _____ _____ _____ en el mar. (nadar)
4. Nosotras _____ _____ _____ al cine.
5. Vosotros _____ _____ _____ a la compañera de clase en el hospital.
6. Yo _____ _____ _____ en mi cama nueva.

C. ¿Qué frase habla del futuro?

1. ¿Qué frase habla del futuro?
   - Yo voy al cine.
   - ¿Vas tú con nosotros?
   - Nosotros vamos a la playa.
   - Yo voy a estudiar esta noche.
2. ¿Qué frase habla del futuro?
   - ¿Vais vosotros al cine?
   - Yo voy a la piscina.
   - Ellos van al centro comercial.
   - Tú vas a cocinar con tu madre.

3. ¿Qué frase habla del futuro?
    - ¿Vais a comer con nosotras?
    - Ellos van a un restaurante para comer.
    - ¿Vas tú a la tienda conmigo?
    - María va al teatro.
4. ¿Qué frase habla del futuro?
    - Vamos a estudiar para el examen.
    - Ellas van a una discoteca para bailar
    - Ella va a la parada de autobús.
    - Él va al café para tomar un chocolate caliente.
5. ¿Qué frase habla del futuro?
    - Ellos van a la playa.
    - La chica va a la tienda de zapatos.
    - Voy a ver a mi abuela este fin de semana.
    - Nosotros vamos al teatro para ver la obra.
6. ¿Qué frase habla del futuro?
    - ¿Vais vosotros a tomar un café?
    - Ellas van al aeropuerto para ir a Francia.
    - ¿Va tu amiga a la playa?
    - Ellos van al correo.

D. Making Plans or Going Places?

1. Ellos van a ir a España el verano próximo.
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
2. El niño va a mirar la tele mañana.
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
3. Ellos van a la iglesia (church) todos los domingos.
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
4. ¿Vamos a cenar a las siete y media la semana próxima?
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
5. Nosotros vamos a jugar fútbol esta tarde.
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
6. ¿Por qué no vas a la playa?
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
7. Van a ir a Tailandia en noviembre. Les gusta probar comidas nuevas y experimentar culturas diferentes.
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
8. Vamos a la Ciudad de México.
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).

E. Making Plans or Going Places?

1. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

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   - Future plans
   - Going plans

2. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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   - Future plans
   - Going plans

3. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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   - Future plans
   - Going plans

4. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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   - Future plans

- Going plans

5. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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- Future plans
- Going plans

6. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

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- Future plans
- Going plans

7. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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- Future plans
- Going plans

8. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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- Future plans
- Going plans

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4.5: Vocabulario- Viajar

Objetivos

Recognize vocabulary related to travel

Por avión



El avión



El helicóptero



El aeropuerto



Salidas


Llegadas


La tienda libre de impuestos (*duty-free shop*)



El pasaje / El boleto (*ticket*)



El pasaporte



La tarjeta de embarcación


Hora de embarcación (*boarding time*)


Un asiento de ventana



Un asiento de pasillo



Facturar el equipaje (*to check luggage*)



Recoger el equipaje (*to pick up luggage*)



Pasar por aduanas (*to pass through customs and passport control*)



El asistente de vuelo/ la asistente de vuelo



El pasajero/ la pasajera



Los auriculares/ los audífonos



La salida de emergencia



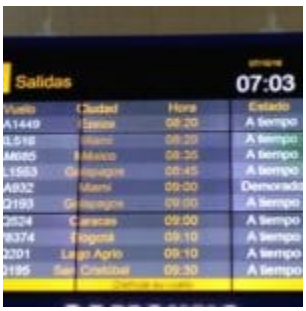
La escala (*layover*)



La puerta



El vuelo (*Flight*)



A tiempo (*on time*)



Retrasado (*delayed*)

Por tren o autobús



El tren



El ferrocarril (*railway*)



El metro/ el subterráneo



El autobús



El transbordo (*transfer*)



La estación



El anuncio público



La parada de metro/ La parada de autobús



Subir al tren



Bajarse del tren



Caber en el vagón del metro (*to fit into the subway car*)



El coche-comedor



El coche-cama



Perder el tren/ perder el autobús (*to miss the train/ bus*)



Esperar el autobús



El conductor

[reveal-answer q="879011"]Text only[/reveal-answer]
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Por avión

- El avión (*the airplane*)
- El helicóptero (*the helicopter*)
- El aeropuerto (*the airport*)
- Salidas (*departures*)
- Llegadas (*arrivals*)
- La tienda libre de impuestos (*duty-free shop*)
- El pasaje / El boleto (*ticket*)
- El pasaporte (*passport*)
- La tarjeta de embarcación (*boarding pass*)
- Hora de embarcación (*boarding time*)
- Un asiento de ventana (*a window seat*)
- Un asiento de pasillo (*an aisle seat*)
- Facturar el equipaje (*to check luggage, i.e. send it to the luggage compartment*)
- Recoger el equipaje (*to pick up luggage*)
- Pasar por aduanas (*to pass through customs and passport control*)
- El/la asistente de vuelo (*flight attendant*)
- El/la pasajero/a (*passenger*)
- Los auriculares/audífonos (*headphones*)
- La salida de emergencia (*the emergency exit*)
- La escala (*layover*)
- La puerta (*gate*)
- El vuelo (*flight*)
- A tiempo (*on time*)
- Retrasado (*delayed*)

Por tren o autobús

- El tren (*train*)
- El ferrocarril (*railway*)
- El metro/subterráneo (*subway*)
- El autobús (*bus*)
- El transbordo (*transfer*)
- La estación (*station*)
- El anuncio público (*public announcement*)
- La parada de metro/autobús (*subway/bus stop*)
- Subir al tren (*to get on the train*)
- Bajarse del tren (*to get off the train*)
- Caber en el vagón del metro (*to fit into the subway car*)

- El coche-comedor (*dining car*)
- El coche-cama (*sleeping car, e.g. for overnight trains*)
- Perder el tren/autobús (*to miss the train/bus*)
- Esperar el autobús (*to wait for the bus*)
- El conductor (*conductor/driver*)

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4.6: El verbo "gustar"

The verb "gustar"

Observations

- In the expression: "El gusto es mío", the noun "gusto" means "pleasure".
- As a verb, "gustar" means "to please" or "to be pleasing (to someone)".
- Spanish does not have a verb that directly means "to like". The closest verb for expressing likes and dislikes is the verb "gustar".
- Since "gustar" means "to please", a sentence in Spanish using a direct "subject-verb" conjugation like in English would be:

English		Spanish
I like Spanish.	≠	Yo gusto español.
		↓ ↓
		I please Spanish.
		↓
		As you can see, this sentence is incorrect.

To express likes in Spanish using "gustar", we will have to invert the subject pronoun and the direct object:

- The "someone" doing the action of liking is now receiving the action of being pleased.
- The "something" being liked is now doing the action of pleasing.
- The following chart shows the change of the "someone" as subject pronoun (crossed out) to "someone" as the receiver of the action (indirect object pronoun=IOP).
- The clarifier is the indirect object (IO). It clarifies who the IOP refers to.

(In the chart below, all words in blue reflect the replacement of the normal subject pronouns that are now the IOP and the clarifier (IO)).

subject pronoun	IOP	clarifier	subject pronoun	IOP	clarifier
~~yo~~	→ **me**	= a mí	~~nosotros, nosotras~~	→ **nos**	= a nosotros/as
~~tú~~	→ **te**	= a ti	~~vosotros, vosotras~~	→ **os**	= a vosotros/as
~~usted~~	→ **le**	= a usted	~~ustedes~~	→ **les**	= a ustedes
~~él~~	→ **le**	= a él	~~ellos~~	→ **les**	= a ellos
~~ella~~	→ **le**	= a ella	~~ellas~~	→ **les**	= a ellas

- The indirect object nouns (a + prepositional pronoun/noun) are added to emphasize or clarify who it is pleasing to.
- You will only use the verb "gustar" in the 3rd person singular or plural: "gusta" or "gustan".

Six key things that are different with the verb "gustar"

1. It always uses an indirect object pronoun.

2. It may also use and IO as clarifier: "a + name or prepositional pronoun or noun".
3. The clarifier goes in front of the sentence.
4. It only has two conjugations: "gusta" for actions (verbs in the infinitive -whether there is one or more than one verb) or for a singular noun; or "gustan" for plural nouns.
5. It is conjugated based on what comes after it.
6. If it is followed by a noun, it must include the definite article. If it is followed by a verb, the verb is not conjugated (infinitive) and the definite article is not used.

Complete conjugation

(In the chart below, all words in blue are used in sentences with the verb "gustar" in replacement of the normal subject pronouns.)

With verbs:

clarifier	IOP	verb	subject pronoun (verb)	clarifier
A mí	**me**	gust**a**	estudiar español.	A nosotros, a nos
A ti	**te**	gust**a**	estudiar español.	A vosotros, a vos
A usted	**le**	gust**a**	estudiar español.	A ustedes
A él	**le**	gust**a**	estudiar español.	A ellos
A ella	**le**	gust**a**	estudiar español.	A ellas

With singular nouns:

clarifier	IOP	verb	subject pronoun (sing. noun)	clarifier
A mí	**me**	gust**a**	la clase de español.	A nosotros, a n
A ti	**te**	gust**a**	la clase de español.	A vosotros, a v
A usted	**le**	gust**a**	la clase de español.	A ustedes
A él	**le**	gust**a**	la clase de español.	A ellos
A ella	**le**	gust**a**	la clase de español.	A ellas

With plural nouns:

clarifier	IOP	verb	subject pronoun (pl. noun)	clarifier
A mí	**me**	gust**an**	los idiomas.	A nosotros, a n
A ti	**te**	gust**an**	los idiomas.	A vosotros, a v
A usted	**le**	gust**an**	los idiomas.	A ustedes
A él	**le**	gust**an**	los idiomas.	A ellos
A ella	**le**	gust**an**	los idiomas.	A ellas

To express dislike, simply place the "no" directly in front of the IOP:

clarifier	*no*	IOP	verb	subject pronoun	clarifier	*no*	IOP	verb	subject pronoun
A Elsa	*no*	**le**	gust**a**	la música clásica.	A ellos	*no*	**les**	gust**a**	la música Reggaetón.

clarifier	*no*	IOP	verb	subject pronoun	clarifier	*no*	IOP	verb	subject pronoun
A ti	*no*	**te**	gust**a**	cenar tarde.	A nosotros	*no*	**nos**	gust**a**	cantar.
A mí	*no*	**me**	gust**an**	las matemáticas.	A vosotros	*no*	**os**	gust**an**	los problemas.

When expressing that you like something very much, the word "mucho" is always placed directly after the verb "gustar":

clarifier	IOP	verb	subject pronoun	clarifier	IOP	verb	subject pronoun
A Tito	**le**	gust**a**	*mucho* la fruta.	A nosotros	**nos**	gust**a**	*mucho* la fruta.
A mí	**me**	gust**a**	*mucho viajar*.	A las chicas	**les**	gust**a**	*mucho* viajar.
A usted	**le**	gust**an**	*mucho* los chocolates.	A ustedes	**les**	gust**an**	*mucho* los chocolates.

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4.7: En contexto- Gustar + infinitivo

Gustar + infinitivo

What do you like to do when you're not studying Spanish? In this section, we'll learn to use the verb *gustar* to talk about what we like to do. Note: We're not talking about **things** we like yet– that's a little more complicated. Just activities we like– that is, verbs.

Objetivos

- Recognize phrases using gustar+infinitive to express what someone likes to do

Lee la conversación entre Gael y Antonio otra vez. Luego contesta las preguntas. (*Read the conversation between Gael and Antonio again. Then answer the questions.*)

Gael:	¡Hola, Antonio! ¿Qué tal?
Antonio:	Muy bien. Mi mujer y yo vamos a dar un paseo esta tarde. Nos gusta caminar cuando hace muy buen tiempo. Y a ella le gusta ver personas caminando con sus perros.
Gael:	A mí también pero hace mal tiempo por aquí.
Antonio:	Qué pena. Por aquí, hace sol y está despejado.
Gael:	¡Anda! Hay niebla y está lloviendo. No me gusta estar en casa todo el día, pero qué puedo hacer.
Antonio:	Pues, tienes que venir a Granada con nosotros. Llevamos pantalones cortos con camisetas. Te gusta viajar y ver el Alhambra, ¿no?
Gael:	Sí, por supuesto me gusta viajar. Es una buena idea, porque aquí en San Sebastián llevamos suéteres y pantalones con chaquetas encima.
Antonio:	Tengo que irme. Vamos a caminar ahora pero avísame sobre tus planes.
Gael:	Vale. ¡Que lo paséis bien!
Antonio:	Gracias. Hasta luego.
Gael:	Adiós.

Actividad $4.7.A$

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Text only

Gael: ¡Hola, Antonio! ¿Qué tal?
Antonio: Muy bien. Mi mujer y yo vamos a dar un paseo esta tarde. Nos gusta caminar cuando hace muy buen tiempo. Y a ella le gusta ver personas caminando con sus perros.
Gael: A mí también pero hace mal tiempo por aquí.
Antonio: Qué pena. Por aquí, hace sol y está despejado.
Gael: ¡Anda! Hay niebla y está lloviendo. No me gusta estar en casa todo el día, pero qué puedo hacer.
Antonio: Pues, tienes que venir a Granada con nosotros. Llevamos pantalones cortos con camisetas. Te gusta viajar y ver el Alhambra, ¿no?
Gael: Sí, por supuesto me gusta viajar. Es una buena idea, porque aquí en San Sebastián llevamos suéteres y pantalones con chaquetas encima.
Antonio: Tengo que irme. Vamos a caminar ahora pero avísame sobre tus planes.
Gael: Vale. ¡Que lo paséis bien!
Antonio: Gracias. Hasta luego.
Gael: Adiós.

Preguntas de análisis

1. Look for all of the forms of “gustar”. How is it conjugated in each sentence?

2. What words come before “gustar” and to whom do they refer?

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4.8: Gramática- El verbo gustar + infinitivo

Objetivos

- Recognize phrases using gustar+infinitive to express what someone likes to do

The verb *gustar* is used to indicate things or activities that you like, but it is a little different in Spanish than in English. You'll learn more about how *gustar* and other verbs like it work later, but for now you can see how it is used with infinitives:

	singular	**plural**
1ª *(1st)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online me gusta	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nos gusta
2ª *(2nd)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online te gusta	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online os gusta
3ª *(3rd)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online le gusta	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online les gusta

As you see, instead of conjugating *gustar* to match the subject as you do with most verbs, only the third person ending is used along with different pronouns (me, te, le, nos, os, les). *Gustar* is frequently used in Spanish with infinitives to indicate likes (and dislikes):



No le gusta nadar.

- **Audio**

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¿Qué te gusta hacer? *(What do you like to do?)*

- **Audio**

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Me gusta comer en restaurantes buenos. *(I like to eat in good restaurants.)*

- **Audio**

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  View this Audio online

Te gusta cantar y bailar, ¿no? *(You like to sing and dance, right?)*

- Audio

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  Nos gusta correr todos los días. *(We like to run every day.)*

- Audio

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  Le gusta escuchar música. *(He likes to listen to music.)* or *(She likes to listen to music.)* or *(You [formal] like to listen to music.)*

- Audio

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  A usted no le gusta nadar. (You don't like to swim.)

Useful phrases when talking about things you like or dislike:

- A mí me gusta... (*I like to...*; the "a mí" phrase is added for emphasis or clarification.)
- Me gusta ( ) más. (*I like to (activity) more.*)

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  Me gusta mucho. (*I like it a lot.*)

- Audio

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A mí también. (*Me too / I do too.*)

- Audio

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  View this Audio online

No me gusta... (*I don't like to...*)

- Audio

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No me gusta nada ( ). (*I don't like to (activity) at all.*)

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A mí tampoco. (*Me neither / I don't either.*)

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¿Qué te gusta hacer? (*What do you like to do?*)

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¿Te gusta...? (*Do you like to...?*)

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¿Y a ti? (*And you?*)

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ni (*neither, nor*)

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o (*or*)

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  sí (*yes*)

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  con (*with*)

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  y (*and*)

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  pero (*but*)

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4.9: Ejercicios- El verbo gustar + infinitivo

Objetivos

- Recognize phrases using gustar+infinitive to express what someone likes to do
- Comprehend spoken sentences expressing what someone likes to do

A. Gustar + infinitive

Actividad 4.9.A

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B. Gustar + infinitive

Actividad 4.9.B

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C. Escuchar: Gustar + infinitive

Actividad 4.9.C

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Text only

A. Gustar + infinitive

1. — A mí me gusta nadar. ¿Y a ti?— No ____ gusta nadar.
   - te
   - os
   - le
   - me
2. A mi madre ____ gusta pintar.
   - nos
   - os
   - le
   - te
3. A mis hermanas ____ gusta dormir.
   - les
   - le
   - te
   - me
4. ¿A vosotras ____ gusta leer?
   - me
   - te
   - os
   - nos
5. A nosotros ____ gusta ir a la playa.
   - le
   - te
   - me
   - nos
6. A mis padres ____ gusta leer el periódico por la mañana.
   - les
   - me
   - nos
   - os
7. A mí ____ gusta ver películas en el cine.
   - le
   - te
   - me
   - les
8. A Antonia ____ gusta dibujar.
   - os
   - les
   - le
   - me

B. Gustar + infinitive

1. A mí _____ _____ dormir.
2. A mis hermanos _____ _____ jugar al baloncesto.
3. A mis amigas _____ _____ ir al cine.
4. A nosotros _____ _____ trabajar juntos.
5. A mi padre _____ _____ cocinar.
6. ¿A vosotras _____ _____ bailar?
7. A mi perro _____ _____ comer mucho.
8. A mis abuelos _____ _____ andar.

C. Gustar + infinitive

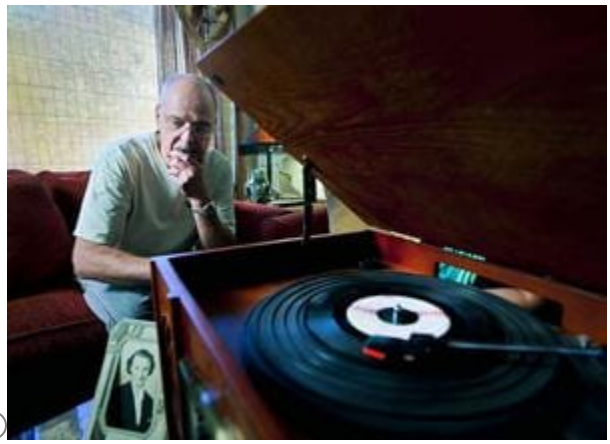
1. Which picture corresponds to the spoken description?

Audio

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2. Which picture corresponds to the spoken description?

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3. Which picture corresponds to the spoken description?

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4. Which picture corresponds to the spoken description?

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5. Which picture corresponds to the spoken description?

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6. Which picture corresponds to the spoken description?

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7. Which picture corresponds to the spoken description?

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8. Which picture corresponds to the spoken description?

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4.10: Gramática- El verbo gustar + sustantivos

Objetivos

- Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like

In Unit 4 we saw how to say that I or you like to do something, using *me/te gusta* + infinitive. Of course, it's possible to say that you like things, too, just a little more complicated.

The Spanish equivalent of "I like" is *me gusta*, which literally means "it pleases me". To indicate whether someone else likes something, you change the indirect object pronoun so the thing is pleasing to that person:

forms for different people liking a singular thing		
	persona singular	persona plural
primera (1a)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online me gusta (*I like*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nos gusta (*We like*)
segunda (2a)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online te gusta (*You like*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online os gusta (*You all like*)
tercera (3a)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online le gusta (*He/She likes*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online les gusta (*They like*)

When you use the verb *gustar,* the verb form you choose will depend on whether what you like is a singular noun, a plural noun, or a verb.

The verb form *gusta* is always in the singular when the noun that is liked or disliked is singular, because *it* is pleasing to the person:

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  (A mí) me gusta la casa. (*I like the house. Literally: The house pleases me.*)

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  (A ti) te gusta la salsa picante. (*You—informal singular—like hot sauce.*)

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  (A usted) le gusta la comida. (*You—formal singular—like the food.*)

- Audio

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  (A él) le gusta el libro. (*He likes the book.*)

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(A ellas) les gusta el coche. (*They like the car.*)

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(A nosotros) nos gusta el café. (*We like coffee.*)

What if plural things are pleasing to you? The verb form *gustan* is always in the plural when the noun is plural or there are two nouns, because *they* please the person:

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(A mí) me gustan las casas. (*I like the houses. Literally: The houses please me.*)

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(A ti) te gustan las manzanas. (*You—informal singular—like the apples.*)

Audio

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(A usted) le gustan las comidas. (*You—formal singular—like the foods.*)

Audio

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(A él) le gustan los libros. (*He likes the books.*)

Audio

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(A ellas) les gustan los coches. (*They like the cars.*)

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(A nosotros) nos gustan los animales. (*We like animals.*)

As we saw in Unit 4, the verb form *gusta* is always in the singular when it is followed by a verb, even if there are many verbs listed, because *it* pleases the person *to do* the actions:

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(A mí) me gusta cantar mucho. (*I like to sing a lot. Literally: It pleases me a lot to sing.*)

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(A tí) te gusta recibir y escribir cartas. (*You–informal singular– like to receive and write letters.*)

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(A usted) le gusta escuchar la música. (*You–formal singular– like to listen to music.*)

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(A él) le gusta comer y bailar. (*He likes to eat and dance.*)

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(A ellas) les gusta aprender el español. (*They like to learn Spanish.*)

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(A nosotros) nos gusta correr. (*We like to run.*)

Note: In all of the above examples, the sentences are written with a prepositional phrase (a mí, a ti, etc.) at the beginning of the sentence. This is optional and most Spanish-speakers will omit this phrase, but they may use it for emphasis in much the way we might emphasize in English by stressing a word or putting it in bold in writing: "**You** don't like beets? Well, **I** do!" Another use is for clarification in the third person. Since *Le gusta comer y bailar* could have several translations ("He likes to eat and dance" or "She likes to eat and dance" or "You like to eat and dance" or " likes to eat and dance"), the clarifying phrase is used more often with *le* or *les*.

Some other words that work the same way as gustar:

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Doler (*to hurt; literally: to be painful*) —

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Me duelen los pies. (*My feet hurt / are hurting me.*)

Audio

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Encantar (*to love; literally: to be enchanting*) —

Audio

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A los mexicanos les encantan los dramas coreanos. (*Mexicans love Korean dramas.*)

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Molestar (*to mind; literally: to be irritating, bothersome*) —

Audio

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¿Le molesta la música? No, estoy bien. (*Do you mind the music? No, I'm fine.*)

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4.11: Ejercicios- El verbo gustar + sustantivos / Querer y gustar

Objetivos

- Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like
- Distinguish what things are pleasing to different people based on spoken text
- Use "querer" and "gustar" to explain your wants and likes

A. El verbo gustar + sustantivos

Actividad 4.11.A

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B. El verbo gustar + sustantivos

Actividad 4.11.B

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C. El verbo gustar + sustantivos

Actividad 4.11.C

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D. Escuchar: El verbo gustar + sustantivos

Actividad 4.11.D

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E. Querer y gustar

Actividad 4.11.E

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F. Querer y gustar

Actividad 4.11.F

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Text only

A. El verbo gustar + sustantivos

1. A Marta le _____ los animales.
   - gusta
   - gustar
   - gustan
   - gusto
2. A los chicos les _____ la película nueva.
   - gusta
   - gustar
   - gustan
   - gusto

3. A vosotros os ____ las películas graciosas.
    - gusta
    - gustar
    - gustan
    - gusto
4. A los profesores les ____ las conferencias.
    - gusta
    - gustar
    - gustan
    - gusto
5. A Marcos le ____ la novia de su hermano.
    - gusta
    - gustar
    - gustan
    - gusto

B. El verbo gustar + sustantivos

1. A los estudiantes ____ gustan las clases fáciles.
    - les
    - le
    - me
    - nos
2. A ellos ____ gusta la amiga de Pablo.
    - te
    - les
    - me
    - le
3. A tí no ____ gusta la mejor amiga de María.
    - te
    - me
    - le
    - nos
4. A vosotras ____ gustan los zoológicos.
    - os
    - nos
    - le
    - me
5. A Maite y Pablo ____ gusta el pelo largo y negro de Antonia.
    - le
    - me
    - les
    - nos
6. A tí ____ gustan los perros.
    - te
    - le
    - les
    - me
7. A nosotras ____ gusta la clase de Biología.
    - nos
    - me
    - le
    - les

C. El verbo gustar + sustantivos

1. A mí me _____ tu sobrino.

2. A tí _____ gustan los gatos negros.
3. A ellos _____ gusta el básquetbol.
4. A Ana _____ gustan los deportes.
5. A nosotros _____ gusta el juego nuevo de María.
6. A tí te _____ tu familia.
7. A ellos les _____ las comidas corridas (*fast food*).
8. A ellas les _____ el chico nuevo de la clase.

D. El verbo gustar + sustantivos

1. **Audio**

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   ¿Qué has oído? (*What did you hear?*)

   - les gusta
   - le gustan
   - le gusta
   - les gustan

2. **Audio**

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   ¿Qué has oído? (*What did you hear?*)

   - le gustan
   - les gustan
   - le gusta
   - les gusta

3. **Audio**

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   ¿Qué has oído? (*What did you hear?*)

   - le gustan

- les gustan
- le gusta
- les gusta

4. **Audio**

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¿Qué has oído? (*What did you hear?*)

- nos gusta
- os gustan
- nos gustan
- os gusta

5. **Audio**

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¿Qué has oído? (*What did you hear?*)

- me gustan
- te gustan
- te gusta
- me gusta

6. **Audio**

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¿Qué has oído? (*What did you hear?*)

- le gusta
- le gustan
- les gusta
- les gustan

7.

Audio

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¿Qué has oído? (*What did you hear?*)

- le gustan
- les gusta
- les gustan
- le gusta

8. **Audio**

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   ¿Qué has oído? (*What did you hear?*)

   - les gustan
   - le gustan
   - le gusta
   - les gusta

E. Querer y gustar

1. Ella _____ un helado.
   - quiere
   - gustan
   - gusta
   - quiero
2. A él le _____ la chica.
   - gusta
   - quieres
   - quiere
   - gustan
3. A ellos les _____ el auto antiguo.
   - gustan
   - quieren
   - quiere
   - gusta
4. Yo _____ un postre.
   - quieres
   - gusta
   - gustan
   - quiero
5. Vosotros _____ nuevos amigos.

    - gustan
    - quieren
    - gusta
    - queréis
6. Tú ____ una mascota.
    - quieres
    - gusta
    - gustan
    - quiere
7. A ustedes les ____ las películas.
    - gusta
    - gustan
    - quiere
    - quieren
8. A vosotras os ____ los chicos.
    - gusta
    - gustan
    - quieren
    - queréis
9. La señora ____ tener otra hija más.
    - quieres
    - gustan
    - gusta
    - quiere
10. A nosotros nos ____ los libros clásicos.
    - gustan
    - gusta
    - queremos
    - quieren
11. Los trabajadores ____ vacaciones.
    - gustan
    - quiere
    - quieren
    - gusta
12. A mí me ____ las frutas dulces.
    - gustan
    - gusta
    - quiero
    - quieren

F. Querer y gustar

1. La chica _____ un postre.
2. Las mujeres _____ unos zapatos.
3. A los hombres les _____ las camisas.
4. A la niña le _____ las manzanas.
5. A mí me _____ las películas románticas.
6. Mi amiga _____ un perro.
7. A ti te _____ desayunar con tu mamá.
8. Yo _____ un tomate.

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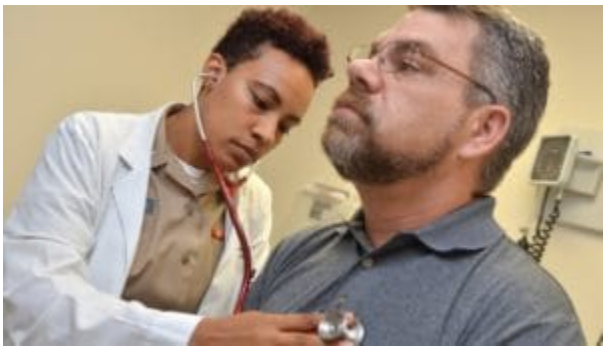
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4.12: En contexto- El verbo gustar + sustantivos

Objetivos

- Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like



Enrique va al médico para hablar sobre su salud mental.

Médico:	Hola, Enrique. ¿Cómo estás hoy?
Enrique:	Bien. ¿Y usted?
Médico:	Muy bien, gracias. ¿Cómo puedo ayudarte?
Enrique:	Quiero mejorar mi salud mental. Me siento perezoso todo el tiempo.
Médico:	Ok. ¿Tienes un pasatiempo que te gusta hacer frecuentemente?
Enrique:	Normalmente, me gusta andar en bicicleta. Pero estamos en invierno y no me gusta el frío.
Médico:	Pienso que necesitas un deporte para el invierno. ¿Te gusta la nieve?
Enrique:	No mucho, por eso me gustan los videojuegos durante el invierno.
Médico:	Te entiendo
Enrique:	Tristemente me gusta la comida chatarra como papas fritas y pizza. No me gustan los vegetales.
Médico:	Si quieres sentirte mejor, necesitas comer mejor comida. Te voy a poner en contacto con una nutricionista. ¿Qué piensas?
Enrique:	Ok, muchas gracias.
Médico:	Ok y mientras tanto, necesitas buscar un pasatiempo para hacer ejercicio.
Enrique:	Vale, muchas gracias, señor.

Preguntas de análisis:

Actividad 4.12.A

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Preguntas de análisis:

Underline all of the uses of “gustar” in the conversation. How is “gustar” conjugated? Why would someone say “Me gusta la banana pero no me gustan las naranjas”? To whom do the verbs refer? What is the difference between “gustar” and “querer”?

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4.13: En contexto- Verbos irregulares en la forma de “yo”

Objetivos

- Recognize the correct conjugations of verbs that have irregularities in the yo form



Emilio y Nuño organizan la comida para una conferencia en su trabajo. Vuelve a leer su conversación y contesta las preguntas de análisis que siguen.

Emilio:	Bueno, por la mañana necesitamos café por lo menos. Y fruta con pan dulce, ¿qué piensas?
Nuño:	El jefe dice que no debemos gastar tanto dinero, entonces yo digo que mejor ahorramos dinero en el desayuno para tener un almuerzo mejor.
Emilio:	De acuerdo. Servimos café no más por la mañana. ¿Cuáles son nuestras opciones para el almuerzo?
Nuño:	O salimos al restaurante El Toro, o todos traemos nuestro almuerzo de la casa.
Emilio:	¡Qué horror! Yo no traigo mi almuerzo a una conferencia. Pero si todos salen a almorzar no vamos a tener tiempo para las sesiones por la tarde. ¿Por qué no pedimos sándwiches del Café Delicias?
Nuño:	¿Pides sándwiches de ese café con frecuencia? ¿Cuánto cuestan? ¿Cómo son?
Emilio:	Salgo a almorzar allí con la familia los domingos. Sirven sándwiches muy buenos, siempre en pan horneado en el café mismo. Creo que los precios son razonables, pero debemos comparar los menús. ¿Cuándo tenemos que decidir?
Nuño:	El jefe quiere un plan completo para el viernes; necesitamos hablar otra vez mañana. ¿Quién va a investigar los menús, tú o yo?
Emilio:	Yo investigo los menús, no te preocupes. ¿A qué hora hablamos mañana?
Nuño:	Yo puedo a las once y media, ¿está bien?
Emilio:	Sí, está bien. Hasta entonces.

Preguntas de análisis:

Actividad 4.13.A

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Text only version of questions

Preguntas de análisis:

1. Busca las formas de los verbos que siguen: decir, traer, salir
2. ¿Cuáles formas de estos verbos tienen una irregularidad? ¿Cuál consonante aparece en esas formas irregulares?

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4.14: Gramática- Verbos irregulares en la forma de “yo”

Objetivos

- Recognize the correct conjugations of verbs that have irregularities in the yo form

You have learned so far that there are some regular verbs that simply add the ending to suit their subject, other verbs with changes in the stem vowel, and other totally irregular verbs. In addition to these conjugations, there is a group of verbs that may be regular, irregular, stem changers *and* have an irregularity in their *yo* (first person singular) form.

Vamos a ver cuáles son esos verbos...

Tener (*to have*) ‘Yo’ and stem changer	**Hacer** (*to make/to do*) Regular other than ‘yo’	**Salir** (*to leave, to go out*) Regular other than ‘yo’	**Traer** (*to bring*) Regular other than ‘yo’	**Venir** (*to come*) ‘Yo’ and stem changer	**Valer** (*to be worth*) Regular other than ‘yo’	**Poner** (*to put*) Regular other than ‘yo’	**Seguir** (*to follow*) ‘Yo’ and stem changer	**Decir** (*to say, to tell*) ‘Yo’ and stem changer
tengo	hago	salgo	traigo	vengo	valgo	pongo	sigo	digo
tienes	haces	sales	traes	vienes	vales	pones	sigues	dices
tiene	hace	sale	trae	viene	vale	pone	sigue	dice
tenemos	hacemos	salimos	traemos	venimos	valemos	ponemos	seguimos	decimos
tenéis	hacéis	salís	traéis	venís	valéis	ponéis	seguís	decís
tienen	hacen	salen	traen	vienen	valen	ponen	siguen	dicen

Oír (*to hear*) Irregular, has “y” in some forms because of three vowels together: “i” in the middle becomes a “y” sound, and an accent mark is needed at other times to separate the weak and strong vowels.	**Ver** (*to see*) Regular other than ‘yo’, but note that accent mark is not needed for vosotros form, since it is one syllable.	**Dar** (*to give*) Regular other than ‘yo’, but note that accent mark is not needed for vosotros form, since it is one syllable.
oigo	veo	doy
oyes	ves	das
oye	ve	da
oímos	vemos	damos
oís	veis	dais
oyen	ven	dan

Objetivos

- Recognize the correct conjugations of verbs that have irregularities in the yo form
- Understand spoken sentences using irregular verbs

A. Verbos irregulares en la forma de “yo”

Actividad 4.14.A

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B. Verbos irregulares en la forma de “yo”

Actividad 4.14.B

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C. Escuchar: Verbos irregulares en la forma de “yo”

Actividad 4.14.C

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A. Verbos irregulares en la forma de “yo”

1. Yo voy a una fiesta. Yo _____ un postre y vino.
   - traemos
   - traigo
   - traes
   - trae
2. Yo tengo mucho que hacer hoy. Primero, _____ mis deberes.
   - hago

   - hace
   - hacemos
   - haces
3. Yo ____ las manos encima de la mesa.
   - pongo
   - pone
   - ponéis
   - pones
4. Yo me tengo que ir. Yo ____ del restaurante para caminar a mi casa.
   - sale
   - salimos
   - salgo
   - sales
5. Yo uso lentes porque yo no ____ muy bien.
   - ve
   - ves
   - vemos
   - veo
6. Yo soy maestra y ____ buenas notas a todos mis estudiantes.
   - doy
   - da
   - dais
   - das
7. Yo ____ mis deberes en la cafetería.
   - pongo
   - hago
   - traigo
   - veo
8. Yo ____ la mochila en la silla a lado de mí.
   - veo
   - hago
   - salgo
   - pongo
9. Es viernes y yo ____ con mis amigos.
   - traigo
   - hago
   - pongo
   - salgo
10. Yo ____ a mis perros al parque cada sábado.
    - salgo
    - pongo
    - hago
    - traigo
11. Hoy hace sol pero yo ____ algunas nubes en el cielo.
    - veo
    - pongo
    - doy
    - hago
12. Yo ____ la basura afuera.
    - salgo
    - hago
    - traigo
    - doy

B. Verbos irregulares en la forma de “yo”

1. Yo _____ (hacer) los deberes de la clase de Inglés.
2. Después de tres días de lluvia, yo _____ (ver) el sol.

3. Yo _____ (poner) los anillos encima de la mesa.
4. Yo _____ (salir) de la casa para dar un paseo.
5. Yo voy a la casa de una amiga, así que _____ (traer) una botella de vino.
6. A mis niños les encanta el helado (*ice cream*). Yo les _____ (dar) un poco después de la escuela.
7. Es la una de la madrugada y yo no _____ (ver) ningún taxi.
8. Yo _____ (poner) los pies encima de la silla.

C. Verbos irregulares en la forma de "yo"

1. What is the infinitive of the verb you heard here?
    - traer
    - hacer
    - ver
    - dar
2. What is the infinitive of the verb you heard here?
    - hacer
    - decir
    - ver
    - dar
3. What is the infinitive of the verb you heard here?
    - ver
    - oír
    - salir
    - seguir
4. What is the infinitive of the verb you heard here?
    - traer
    - dar
    - hacer
    - ver
5. What is the infinitive of the verb you heard here?
    - valer
    - venir
    - ver

- decir

6. What is the infinitive of the verb you heard here?
   - seguir
   - hacer
   - ver
   - oír
7. What is the infinitive of the verb you heard here?
   - hacer
   - traer
   - dar
   - poner

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4.15: Cultura- La universidad

Cultura: Las universidades en el extranjero; los estudios en países de habla hispana.



¿Qué hay en la Biblioteca Central de la UNAM?

La Universidad Nacional Autónoma de México (UNAM) es la universidad principal de México. En la Ciudad Universitaria (en Coyoacán, México D.F.), los estudiantes practican el fútbol en el Estadio Olímpico, bailan y cantan en el Centro Cultural Universitario, estudian en la Biblioteca Central y caminan en los jardines. La UNAM tiene 41 programas de posgrado (graduate-level) y 127 carreras o especializaciones de licenciatura (*undergraduate-level*). Incluso hay 3 programas de bachillerato (*high-school level*). ¡Es muy grande!



¿Qué estudian en esta facultad de la Universidad Complutense de Madrid?

La Universidad Complutense de Madrid en España es otra universidad grande. Los profesores investigan muchas ciencias diferentes y enseñan a estudiantes de licenciatura y posgrado en 26 facultades. En la Facultad de Filología hay 7 departamentos de lenguas y literatura, por ejemplo el Departamento de Estudios Ingleses y el Departamento de Lengua Española y Teoría de la Literatura.

Pero no necesitas estudiar en una universidad. Hay muchos institutos de español para estudiantes extranjeros en España y en toda Latinoamérica. Es posible estudiar español con crédito académico o sin crédito y es posible tomar cursos en otoño, primavera, verano—¡o por un año entero!

Es muy buena idea viajar a donde las personas practican la cultura y usan la lengua todo el tiempo, no solamente en la clase.

En Madrid, por ejemplo, si estudias arte, visitas el Museo del Prado. O si estudias literatura, visitas la casa-museo de Miguel de Cervantes.

Audio

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Paso 1: Ejercicios de interpretación

Decide if each sentence is **falso** (*false*) or **cierto** (*true*).

1. Cierto o Falso El bachillerato en México es igual al 'bachelors degree' en EEUU.
2. Cierto o Falso En la ciudad universitaria de la UNAM, en Coyoacán, los estudiantes practican futbol en el estadio olímpico.
3. Cierto o Falso La Facultad de Filología en la Complutense es para estudiar las ciencias.
4. Cierto o Falso La UNAM tiene 41 programas de posgrado y 127 carreras o especializaciones de licenciatura o pregrado.
5. Cierto o Falso Los estudiantes extranjeros en España solamente toman clases por crédito académico.
6. Cierto o Falso Los cursos en España solo son posibles en verano.

Paso 2: Actividades de interacción

A. Facultades

With a classmate, review the vocabulary related to the academic disciplines and match each specialization with its department.

Facultad de Bellas Artes	la biología
Facultad de Ciencias Físicas y Matemáticas	la economía
Facultad de Ciencias Sociales y Psicología	la educación de adolescentes
Facultad de Filología	la enfermería
Facultad de Medicina	la bioquímica
Facultad de Pedagogía y Educación	el arte digital
	la música
	la lengua española
	las ciencias políticas
	la literatura inglesa

B. ¿Cuándo viajan?

Look at the academic calendars for these programs in the table below and answer the questions.

¡OJO! Dates in Spanish come with the day first: DD/MM.

Calendarios	AIP Instituto de Idiomas (Valencia, España)	ECELA Escuela de Lenguas (Mendoza, Argentina)	Academia Latinoamericana de Español (Quito, Ecuador)
Invierno	No hay	30/12 – 19/01	No hay
Primavera	09/01 – 11/05	20/01 – 04/05	07/01 – 06/05
Verano	01/07 – 26/07	23/06 – 03/08	No hay

Otoño	30/08 – 21/12	11/08 – 30/11	20/08 – 17/12

Modelo: Luis viaja a Valencia, España en la primavera. ¿En qué fechas estudia?

–Luis estudia del nueve de enero al once de mayo.

1. Juan viaja a Mendoza, Argentina, en la primavera. ¿En qué fechas estudia?
2. Graciela viaja a Quito, Ecuador en el otoño. ¿En qué fechas estudia?
3. Mario viaja a Valencia, España, en el verano. ¿En qué fechas estudia?
4. Maite viaja a Mendoza, Argentina, en el invierno. ¿En qué fechas estudia?
5. ¿Y tú? ¿En qué fechas/estación deseas estudiar y en qué país? ¿Qué clases tomas?

Paso 3: Actividades de creación y comparación

A. ¿Qué clases tomas? Tu horario

You are abroad in Spain and need to decide your schedule for your semester. Look at the information below and create your schedule.

Select your classes for the semester. You must have one language class and two culture or special topics courses.

Clases de lengua (6 créditos): seleccionar *un curso*

1. Gramatica y Escritura → En la mañana (lunes + martes + miércoles + jueves + viernes, 09:00-11:00)
2. Conversacion y Lectura → Al mediodía (lunes + martes + miércoles + jueves +viernes, 12:00-14:00)
3. Lectura y Composición → En la tarde (lunes + martes + miércoles + jueves +viernes, 16:00-18:00)

Clases de cultura especializada (3 créditos cada una): seleccionar *dos cursos*

- El arte moderno de España (en inglés, martes + jueves, 09:00-11:00)
- La historia de España (en inglés, lunes + miércoles, 12:00-14:00)
- La música de España (en español, lunes + miércoles, 12:00-14:00)
- La política de España (en inglés, martes + jueves, 12:00-14:00)
- Economía de la Unión Europea (en inglés, martes + jueves, 12:00-14:00)
- El cine en español (en inglés, lunes + miércoles, 16:00-18:00)
- La geografía y cultura de España (en español, lunes + miércoles, 16:00-18:00)
- La literatura de Miguel de Cervantes (en inglés, martes + jueves, 16:00-18:00)

Hora	Lunes	Martes	Miércoles	Jueves	Viernes
09:00-11:00					
12:00-14:00					
16:00-18:00					

When you finish your schedule, compare it with a group of classmates (3-4 people):

1. ¿A qué hora es la clase de Lengua Española de cada persona? ¿Tienen la clase a una hora igual o diferente?
2. ¿Qué días y a qué hora son las clases de cultura? ¿Son iguales o diferentes?
3. ¿Cuáles clases de cultura en la lista arriba (*in the above list*) son populares? ¿Cuáles no son populares?
4. ¿Cuáles horas de clase no son populares?

Now in your current university:

1. ¿Cuáles clases son populares en tu universidad? ¿Cuáles no son populares?
2. ¿Cuáles horas de clase no son populares en tu universidad y cuáles horas de clase son populares?

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4.16: Putting It Together- ¿Tienes prisa?

See the review summaries below to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

Vocabulario: La universidad

Lugares de la universidad (Places at the University)

- El auditorio (auditorium)
- La biblioteca (library)
- La cafetería (cafeteria)
- El centro estudiantil (student center)
- El estadio (stadium)
- El gimnasio (gymnasium)
- El laboratorio (laboratory)
- La residencia estudiantil (dormitory)
- La librería (bookstore)

Vocabulario de la universidad (Vocabulary of University)

- el curso (course)
- el examen, la prueba (test, exam)
- el horario (schedule)
- el semestre (semester)
- el trabajo (assignment)
- el compañero de clase / la compañera de clase (classmate)
- la calificación, la nota (grade)
- la especialización (major)
- la tarea (homework)

Los cursos en la universidad (Courses at the University)

- El arte (Art)
- Las artes escénicas (Performing Arts)
- La biología (Biology)
- Las ciencias políticas (Political science)
- Las ciencias sociales (Social Sciences)
- La comunicación (Communications)
- La criminología (Criminal justice)
- La economía (Economics)
- La educación (Education)
- La educación física (Physical Education)
- La educación primaria (Elementary education)
- La enfermería (Nursing)
- La filosofía (Philosophy)
- Las finanzas (Finance)
- La historia (History)
- La historia de la música (Music History)
- La informática (Computer science)
- La ingeniería (Engineering)
- El inglés (English)
- Las lenguas (Languages)

- La literatura (Literature)
- El márketing, la mercadotecnia (Marketing)
- Las matemáticas (Mathematics)
- La música (Music)
- Los negocios (Business)
- Las profesiones médicas y de salud (Medical and health professions)
- La psicología (Psychology)
- La química (Chemistry)
- La religión comparada (Religion)
- La sociología (Sociology)

El verbo tener

The verb *tener* (to have) is special in the sense that it has an irregular *yo* form and also has a change of e>ie in the stem.

tener (*to have*)	
(stem: ten; irregular yo-form; stem-vowel change)	
singular	plural
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo ten**go**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros ten**emos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú **tienes**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros ten**éis**

tener (*to have*)	
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  él **tiene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellos **tienen**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ella **tiene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellas **tienen**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  usted **tiene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ustedes **tienen**

Preguntas con ¿qué? y ¿cuál?

¿Qué? literally means “what?”, and its usage in Spanish is very similar to English. Spanish has two words to ask “which?”, depending on whether the answer is anticipated to be singular (*¿cuál?)*, or plural (*¿cuáles?*). As when asking “which?” in English, *¿cuál?* asks for an answer from among a more or less limited number of options.

Expresiones con tener y tener + que

Tener + noun for physical conditions

- Tener calor = *to be/feel hot* (literally, “to have heat”)
- Tener frío = *to be/feel cold*
- Tener hambre = *to be hungry*
- Tener miedo = *to be afraid*
- Tener prisa = *to be in a hurry*
- Tener sed = *to be thirsty*
- Tener vergüenza = *to be embarrassed*

- Tener ganas de = *to be in the mood for*
- Tener sueño = *to be sleepy*
- Tener suerte = *to have luck, be fortunate*
- tener # años = *to be # years old*

Tener + *que* + infinitive: *to have to*

El verbo ir

ir (*to go*)

Singular	Plural
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo **voy**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros **vamos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú **vas**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros **vais**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online él / ella / usted **va**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online ellos / ellas / ustedes **van**

Contracciones

A + el = **al** (*to the*)
De + el = **del** (*from the*)

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5: CAPÍTULO 5

Learning Objectives

- Use vocabulary related to family
- Use vocabulary related to health and the human body
- Use numbers 101- 1 million
- Use possessive adjectives
- Use stem-changing verbs (verbos zapatos) in the present indicative
- Use reflexive verbs
- Read about la familia
- Read about health and medicine in the Hispanic World
- Read about the public health system in Colombia

5.1: ¿Quiénes son los miembros de una familia?

5.2: Vocabulario- La familia

5.3: Gramática- Los posesivos

5.4: En contexto- Verbos con cambio de raíz (e-ie)

5.5: Gramática- Verbos con cambio de raíz (e-ie)

5.6: En contexto- Verbos con cambio de raíz (e-i)

5.7: Gramática- Verbos con cambio de raíz (e-i)

5.8: En contexto- Verbos con cambio de raíz (o-ue)

5.9: Gramática- Verbos con cambio de raíz (o-ue)

5.10: Vocabulario- Los números 101 +

5.11: Vocabulario- Partes del cuerpo

5.12: Vocabulario- Enfermedad y salud

5.13: Los verbos reflexivos

5.14: Gramática- Los verbos reflexivos

5.15: Putting It Together- ¿Quiénes son los miembros de una familia?

5.16: Putting It Together- ¿Qué haces todos los días?

5.17: Putting It Together- Mente sana en cuerpo sano

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5.1: ¿Quiénes son los miembros de una familia?

In this chapter, we'll learn the vocabulary of family relationships.

Here are two salsa songs about families:

Ruben Blades – Amor y Control

Rubén Blades Bellido de Luna (born July 16, 1948), known professionally as Rubén Blades is a Panamanian musician, singer, composer, actor, activist, and politician, performing musically most often in the Afro-Cuban, salsa, and Latin jazz genres. (More about Ruben Blades on Wikipedia)

YouTube Video

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We'll also learn the regular verbs ending in -er and -ir. Here are a few songs featuring those verbs:

Carla Morrison – Compartir

Carla Patricia Morrison Flores (Tecate, Baja California, 19 July 1986), known professionally as Carla Morrison, is a Mexican indie-pop singer and composer. She has won two Latin Grammys for her album, Déjenme llorar, which has also been certified Gold in Mexico. (More about Carla Morrison on Wikipedia)

YouTube Video

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Akil Ammar – Comprendo

Akil Ammar is an MC and urban poet born in Mexico City.

YouTube Video

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View this YouTube Video online

Ana Tijoux (con Juan Ayala) – Creo en Ti

Anamaría Tijoux Merino, commonly known by her stage name Ana Tijoux or Anita Tijoux, is a French-Chilean singer and musician. She became famous in Latin America as the MC of hip-hop group Makiza during the late 1990s. (More about Ana Tijoux Wikipedia)

YouTube Video

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Gusttavo Lima Part. Gente de Zona – Lo Que Tú y Yo Vivimos

Nivaldo Batista Lima, better known by his stage name Gusttavo Lima, is a Brazilian singer. Gente de Zona is a Cuban reggaeton band made up of musicians Alexander Delgado and Randy Malcom.

YouTube Video

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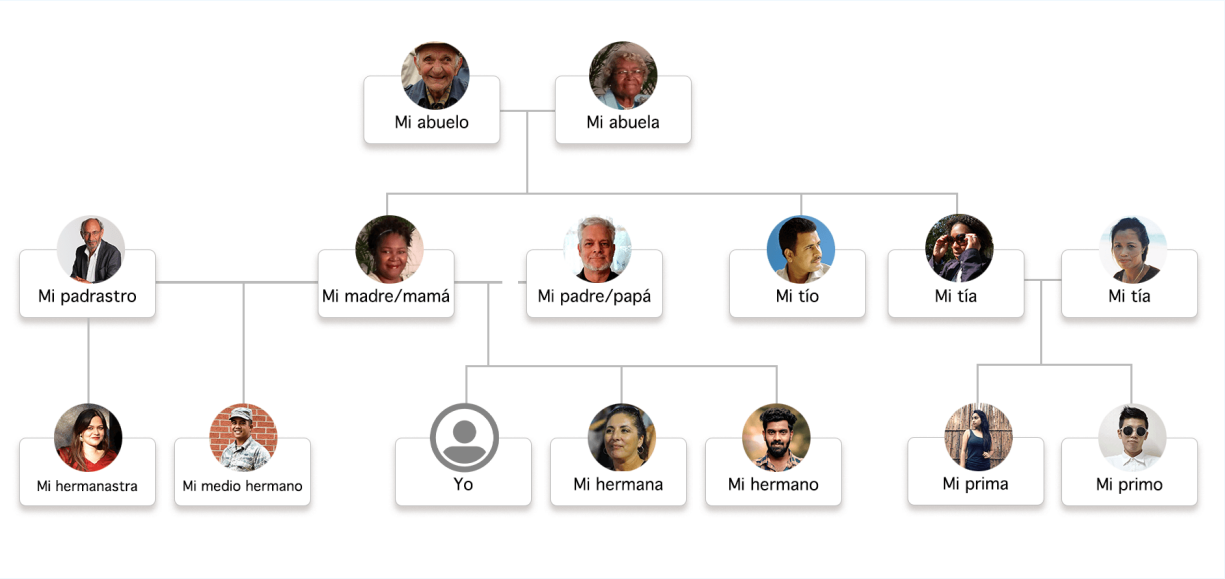
5.2: Vocabulario- La familia

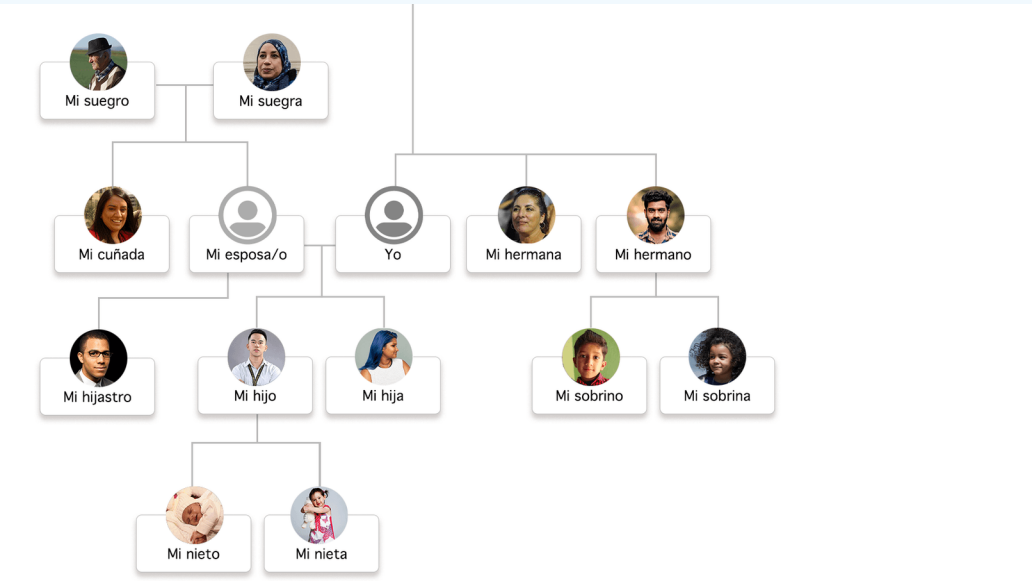
Objetivos

- Recognize vocabulary of family relations

Vocabulario

La familia





- La pareja (*couple*)
- El pariente (*relative*)

Text version of the family tree (with audio):

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  View this Audio online



El abuelo / La abuela (*grandfather / grandmother*)

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El esposo / La esposa (*husband / wife*)

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El hermano / La hermana (*brother / sister*)

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El hijo / La hija (*son / daughter*)

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La madre, mamá (*mother, mom*)

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El nieto / La nieta (*grandson / granddaughter*)

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El novio / La novia (*boyfriend / girlfriend*)

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El padre, papá (*father, dad*)

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La pareja (*couple*)

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El pariente (*relative*)

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El primo / La prima (*cousin*)

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El sobrino / La sobrina (*nephew / niece*)

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El tío / La tía (*uncle / aunt*)

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La cuñada / el cuñado (*sister-in-law / brother-in-law*)

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Los medio hermanos / el medio hermano/ la media hermana (*half-siblings / half-brother / half-sister*)

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Los hermanastros / el hermanastro / la hermanastra (*stepsiblings / stepbrother / stepsister*)

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El hijastro / La hijastra (*stepson / stepdaughter*)

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La madrastra / El padrastro (*stepmother / stepfather*)

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La suegra / el suegro (*mother-in-law / father-in-law*)

Tipos de familias:

- Familia nuclear o pequeña
- Familia extendida o grande
- Primera, segunda, tercera generación
- La familia política
- La familia moderna
- La familia tradicional

Mascotas



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el conejo



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el cuy

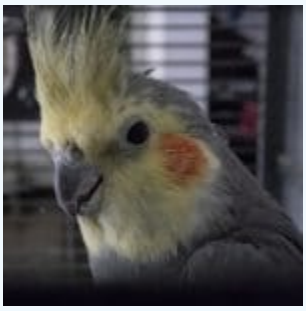


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el gato / la gata



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el pájaro



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el perro / la perra



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el pez



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la tortuga

Objetivos

- Recognize vocabulary of family relations
- Understand spoken information about the members of a family

A. La familia real

Actividad 5.2.A

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B. Escuchar: La familia

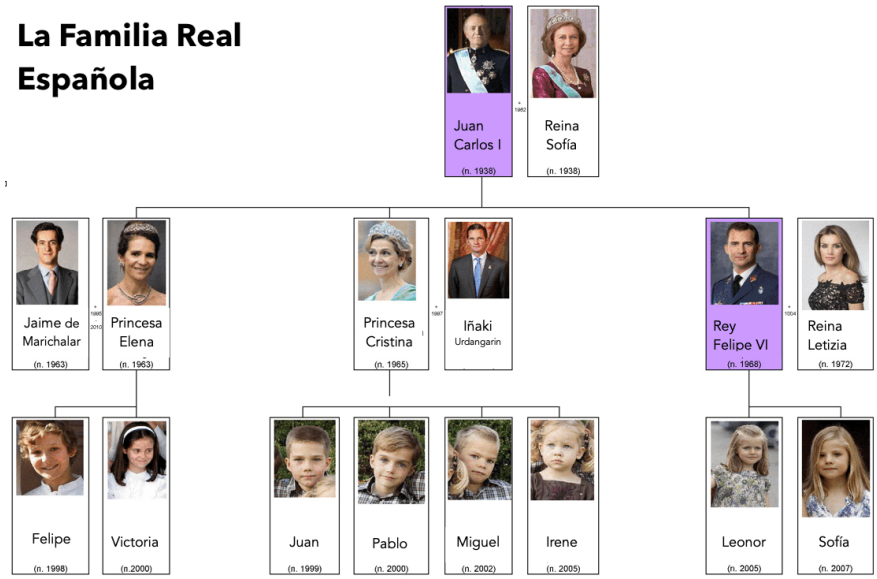
Actividad 5.2.B

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Text only

A. La familia real



1. Juan Carlos 1 es ____ de Felipe y Victoria.
2. La Reina Letizia es la ____ de Miguel.
3. Pablo y Juan son ____ de Miguel e Irene.
4. Leonor es ____ de Victoria.
5. La Reina Letizia es ____ de la Princesa Cristina.
6. Juan Carlos 1 es el ____ de Iñaki.
7. Leonor es la ____ de la Princesa Elena.
8. Filipe es el ____ de Elena y Jaime.

B. La familia

1. ¿De quién habla la persona? (Who is the person talking about?) De ____ .

Audio

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- su primo
- su hermana
- su padre
- su tío

2. ¿A quién visita ella en Nueva York? A ____ .

Audio

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- su hermano
- su tía
- su abuela
- su hermana

3. ¿Quién tiene 2 años? ____ .

Audio

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- su padre
- su nieto
- su primo
- su sobrino

4. ¿De quién habla la persona? De ____ .

Audio

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- sus tíos
- sus abuelos
- su tía
- su madre

5. ¿De quién habla la persona? De _____ .

Audio

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- su marido
- su hermano
- su cuñado
- su nieto

6. ¿Quién es la nueva mujer de su padre? _____ .

Audio

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- su hermana
- su madrastra
- su madre
- su hijastra

7. ¿Quiénes tienen 12 años? _____ .

Audio

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- sus padres
- su abuela
- sus hermanastros
- sus sobrinos

8. ¿Quién cumple 90 años en abril? _____ .

Audio

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- su madre
- su tía
- su nieto
- su abuela

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5.3: Gramática- Los posesivos

Los posesivos

In this section we'll learn about possessive adjectives, which are used to describe to whom or to what something belongs. These forms are similar to English, for example: *Mi hermana es pelirroja* (My sister is a redhead). Both mi/my here indicate that the sister belongs to me. However, in Spanish there are also plural forms if I have more than one of the thing, for example: *Mis hermanos son inteligentes* (My brothers are intelligent). And there are masculine and feminine forms for *nuestro/nuestra* (our) and *vuestro/vuestra* (your – *vosotros*). Remember when we learned about masculine and feminine nouns and their articles and adjectives? When learning Spanish as a second language, it is important to practice this feature and make sure the nouns and their articles and adjectives are matching.

Objetivos

- Recognize possession indicated by possessive adjectives

Mi familia inmediata

Juanita Sánchez escribe un párrafo sobre su familia inmediata. Después de leer el texto, contesta las preguntas. (Juanita Sánchez writes a paragraph about her immediate family. After reading her text, answer the questions that follow.)

Juanita Sánchez
8.4.2019

Primero, tengo una familia muy grande. En mi casa, yo vivo con mis padres, mis hermanos y mi abuela. No parece tan grande, pero tengo cinco hermanos. Todos mis hermanos son mayores, y yo soy la hermana menor. Mi hermano mayor se llama Juan y su esposa vive en la casa también. Además, ellos tienen dos hijos, mis sobrinos. Sus hijos se llaman Pablo y Juan. Además, mi familia tiene dos mascotas: nuestro perro, que se llama Ricky y nuestra tortuga, que se llama Margarita. Entre todas las personas en mi familia, mi persona favorita es mi abuela. Ella cocina para todos y su comida es deliciosa. Aunque mi abuela es mi persona favorita, mi familia es muy importante en mi vida. ¿Tienes una persona favorita en tu familia?

Preguntas de análisis:

Actividad 5.3.A

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Text-only version

Juanita Sánchez
8.4.2019

Primero, tengo una familia muy grande. En **mi** casa, yo vivo con **mis** padres, **mis** hermanos y **mi** abuela. No parece tan grande, pero tengo cinco hermanos. Todos **mis** hermanos son mayores, y yo soy la hermana menor. **Mi** hermano mayor se llama Juan y **su** esposa vive en la casa también. Además, ellos tienen dos hijos, **mis** sobrinos. **Sus** hijos se llaman Pablo y Juan. Además, **mi** familia tiene dos mascotas: **nuestro**

perro, que se llama Ricky y **nuestra** tortuga, que se llama Margarita. Entre todas las personas en mi familia, **mi** persona favorita es **mi** abuela. Ella cocina para todos y **su** comida es deliciosa. Aunque **mi** abuela es **mi** persona favorita, **mi** familia es muy importante en **mi** vida. ¿Tienes una persona favorita en **tu** familia?

1. Look for the bolded word that means “my”: How many different forms does “my” have? What are the nouns after each reference to “my”?
2. Look for the bolded word that means “our”: how many different forms does “our” have? What are the nouns after each reference to “our”?
3. From the text above, what are the meanings of the bolded word “su”? How about “tu”?

Objetivos

- Recognize possession indicated by possessive adjectives

Posesión con ser + de

There are two ways to indicate possession in Spanish. As you may recall, one way is to use the verb *ser* in the following pattern: object(s) + *ser de* + person who has the object(s)

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El libro es de María. (*The book is María’s.*)

- **Audio**

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El libro de María explica la gramática. (*María’s book explains grammar.*)

- Audio

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  Las mochilas son de los muchachos. (*The bookbags are the boys'.*)

- Audio

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  La casa es del Sr. Rodríguez. (*The house is Mr. Rodríguez's.*)

Note that the apostrophe+s construction used in English does not exist in Spanish!

Los adjetivos posesivos

A more common way to express possession, especially when it is clear to whom something belongs, is to use possessive adjectives:

singular possessor	**plural possessor**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online mi *(my)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nuestro *(our)*

Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tu *(your)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vuestro *(your)*
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online su *(his, her, your)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online su *(their, your)*

Remember that in Spanish, *tú* and *usted* both mean "you". Therefore, the possessive adjective for "your" needs to follow the correct register: Tú – tu/tus; Usted – su/sus.

Atención a la acentuación (Pay attention to accent marks):

Tú, with the accent mark, is the subject pronoun referring to the person "you". *Tu,* without the accent mark, is the possessive adjective "your". For example: **Tú** tienes **tu** libro. (***You****have* ***your*** *book.*)

The chart above, however, only shows the basic form. Possessive adjectives in Spanish—like all adjectives!—must agree in number with the noun that they modify. In the case of *nosotros* and *vosotros,* they also must agree in gender with what is owned:

- Audio

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mi libro *(my book)*

- Audio

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  View this Audio online

mis libro**s** *(my book**s**)*

- Audio

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  View this Audio online

mi familia *(my family)*

- Audio

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mis familia**s** *(my families)*

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nuestro libr**o** (*our book)*

- Audio

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nuestros libr**os** (*our book**s**)*

- Audio

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nuestra famili**a** (*our family)*

- Audio

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nuestras famili**as** (*our familie**s**)*

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tu libro *(your book)*

- Audio

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tus libro**s***(your book**s**)*

- Audio

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  View this Audio online

tu casa *(your house)*

- Audio

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tus casa**s** *(your house**s**)*

- Audio

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  View this Audio online

vuestro libr**o** (*your book)*

- Audio

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vuestros libr**os** (*your book**s**)*

- Audio

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  View this Audio online

vuestra cas**a** (*your house)*

- Audio

  This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

  View this Audio online

vuestras cas**as** (*your house**s**)*

- Audio

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  View this Audio online

  su libro *(his book, her book,* or *your book)*

- Audio

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  View this Audio online

  sus libro**s** *(his book**s**, her book**s**,* or *your book**s**)*

- Audio

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  View this Audio online

  su casa *(his house, her house,* or *your house)*

- Audio

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  View this Audio online

  sus casa**s** *(his house**s**, her house**s**,* or *your house**s**)*

- Audio

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  View this Audio online

  su libro *(their book* or *your book)*

- Audio

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  View this Audio online

  sus libro**s** *(their book**s** or your book**s**)*

- Audio

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  View this Audio online

  su casa *(their house or your house)*

- Audio

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  sus casa**s** *(their house**s** or your house**s**)*

Remember: The adjective will be singular or plural (and feminine or masculine for *nosotros* and *vosotros*) based on the object(s) owned, *not* the person who owns the object. Choose which possessive to use based on the owner, but the ending you give to the possessive does not have anything to do with the number of people who have the object or the gender of the owner. Note that since the 3rd person possessive adjectives could cause some confusion, the use of *ser+de* is common in these instances for clarification. Context clues can also be used to clarify to whom an object belongs.

A Practicar

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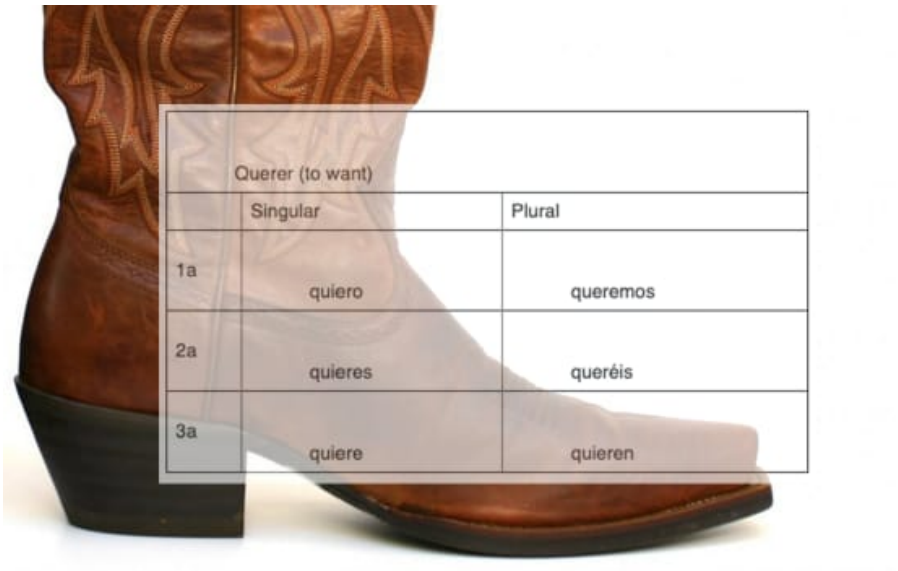
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5.4: En contexto- Verbos con cambio de raíz (e-ie)

Verbos con cambio de raíz (e-ie)

Continuing our journey through the stem-vowel changes, we're going to work on verbs that change from e-ie. This particular stem-vowel change might look familiar, since we just learned one of the verbs: querer. For example, *Ella quiere un helado* (She wants an ice cream). Incidentally, verbs with a stem-vowel change are sometimes called "verbos de bota" because in the conjugation chart, the stem-vowel change fits into a boot shape (all the forms except *nosotros* and *vosotros*).



Objetivos

- Recognize the correct conjugation of e-ie stem-changing verbs

Lee la conversación entre el médico y Enrique de nuevo. Luego, contesta las preguntas de análisis.

Médico:	Hola, Enrique. ¿Cómo estás hoy?
Enrique:	Bien. ¿Y usted?
Médico:	Muy bien, gracias. ¿Cómo puedo ayudarte?
Enrique:	Quiero mejorar mi salud mental. Me siento perezoso todo el tiempo.
Médico:	Ok. ¿Tienes un pasatiempo que te gusta hacer frecuentemente?
Enrique:	Normalmente, me gusta andar en bicicleta. Pero estamos en invierno y no me gusta el frío.
Médico:	Pienso que necesitas un deporte para el invierno. ¿Te gusta la nieve?
Enrique:	No mucho, por eso me gustan los videojuegos durante el invierno.
Médico:	Te entiendo
Enrique:	Tristemente me gusta la comida chatarra como papas fritas y pizza. No me gustan los vegetales.
Médico:	Si quieres sentirte mejor, necesitas comer mejor comida. Te voy a poner en contacto con una nutricionista. ¿Qué piensas?

Enrique:	Ok, muchas gracias.
Médico:	Ok y mientras tanto, necesitas buscar un pasatiempo para hacer ejercicio.
Enrique:	Vale, muchas gracias, señor.

Preguntas de análisis:

Actividad 5.4.A

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Preguntas de análisis:

Write down all the infinitives of the verbs with stem changes e-ie that appear in the conversation.

Which subjects need a stem vowel change in these verbs and which subjects do not need a stem vowel change?

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5.5: Gramática- Verbos con cambio de raíz (e-ie)

Objetivos

- Recognize the correct conjugation of e-ie stem-changing verbs

With this group of verbs, the stem vowel **e** changes to an **ie** in all of the forms except the first and second person plural.

	Comenzar (*to start, to begin*)	
	Singular	Plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienzo	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comenzamos
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienzas	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comenzáis
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienza	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienzan

Note that the *nosotros* and *vosotros* forms do not change their 'e' to 'ie', because the stress in those forms falls on the next syllable.

And remember that the stem-changing vowel does not affect the personal ending for the verb, which depends on who the subject

is and whether the verb is in the -AR, -ER, or -IR conjugation group. Here's an example of a familiar -ER verb that has the e-ie stem change:

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Querer (*to want*)

	Singular	Plural
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2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online quieres	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online queréis
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online quiere	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online quieren

Venir

The verb *venir* means “to come”, and it has the same irregularities as *tener* when conjugated in the present tense. But it doesn’t have so many idiomatic uses!

	venir (*to come*)	
	singular	plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo ven**go**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros ven**imos**
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú **vienes**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros ven**ís**

	venir (*to come*)	
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  él **viene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellos **vienen**
	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ella **viene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellas **vienen**
	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  usted **viene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ustedes **vienen**

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  Ellos vienen a la universidad todos los días. (*They come to the university every day.*)

Audio

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¿A qué hora vienes a la clase de español? (*At what time do you come to Spanish class?*)

Vocabulario: algunos verbos con cambio de raíz e – ie

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Cerrar (*to close*)

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Comenzar (*to start, to begin*)

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Empezar (*to start, to begin*)

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Entender (*to understand*)

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Pensar (*to think*)

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Preferir (*to prefer*)

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Perder (*to lose*)

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Querer (*to want*)

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Sentir (*to feel*)

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Tener (*to have*) (yo tengo, tú tienes...)

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Venir (*to come*) (yo vengo, tú vienes...)

Práctica

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5.6: En contexto- Verbos con cambio de raíz (e-i)

Objetivos

- Recognize the correct conjugations of e-i stem-changing verbs



Emilio y Nuño organizan la comida para una conferencia en su trabajo. Lee su conversación y contesta las preguntas de análisis que siguen.

Emilio:	Bueno, por la mañana necesitamos café por lo menos. Y fruta con pan dulce, ¿qué piensas?
Nuño:	El jefe dice que no debemos gastar tanto dinero, entonces yo digo que mejor ahorramos dinero en el desayuno para tener un almuerzo mejor.
Emilio:	De acuerdo. Servimos café no más por la mañana. ¿Cuáles son nuestras opciones para el almuerzo?
Nuño:	O salimos al restaurante El Toro, o todos traemos nuestro almuerzo de la casa.
Emilio:	¡Qué horror! Yo no traigo mi almuerzo a una conferencia. Pero si todos salen a almorzar no vamos a tener tiempo para las sesiones por la tarde. ¿Por qué no pedimos sándwiches del Café Delicias?
Nuño:	¿Pides sándwiches de ese café con frecuencia? ¿Cuánto cuestan? ¿Cómo son?
Emilio:	Salgo a almorzar allí con la familia los domingos. Sirven sándwiches muy buenos, siempre en pan horneado en el café mismo. Creo que los precios son razonables, pero debemos comparar los menús. ¿Cuándo tenemos que decidir?
Nuño:	El jefe quiere un plan completo para el viernes; necesitamos hablar otra vez mañana. ¿Quién va a investigar los menús, tú o yo?
Emilio:	Yo investigo los menús, no te preocupes. ¿A qué hora hablamos mañana?
Nuño:	Yo puedo a las once y media, ¿está bien?
Emilio:	Sí, está bien. Hasta entonces.

Preguntas de análisis:

Actividad 5.6.A

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Preguntas de análisis:

1. Busca las formas de los verbos que siguen: decir, servir, pedir
2. ¿Cuáles formas de estos verbos tienen un cambio en la vocal de su raíz, y cuáles formas no tienen cambio? ¿Cuál verbo tiene una forma con una irregularidad adicional?

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5.7: Gramática- Verbos con cambio de raíz (e-i)

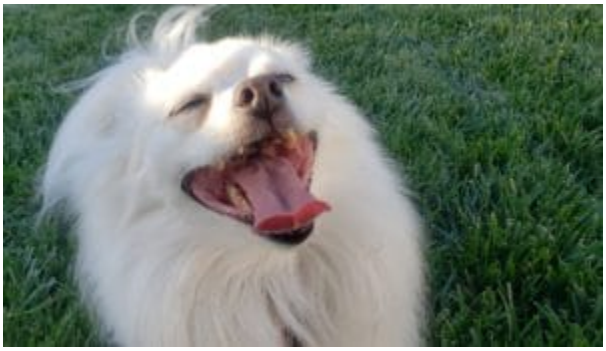
Objetivos

- Recognize the correct conjugations of e-i stem-changing verbs

Here we'll be learning the verbs with stem vowels that change from **e** to **i**. Interestingly, all the verbs in this group are -IR verbs.

Pedir (*to ask for, to request*)		
	Singular	Plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pido**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pedimos**
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pides**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pedís**
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pide**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **piden**

Vocabulario: algunos verbos con cambio de raíz e – i



“El que ríe de último ríe mejor” (The one that laughs last, laughs better.)

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Decir (*to say, to tell*) (yo digo, tú dices, él dice, nosotros decimos, vosotros decís, ellos dicen)

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Reír (*to laugh*) (yo río, tú ríes, él ríe, nosotros reímos, vosotros reís, ellos ríen)

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Repetir (*to repeat*)

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Seguir (*to follow, to continue*)

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Servir (*to serve*)

Audio

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Sonreír (*to smile*) (yo sonrío, tú sonríes...)

Objetivos

- Recognize the correct conjugations of e-i stem-changing verbs
- Understand spoken questions using e-i stem-changing verbs

A. Verbos con cambio de raíz (e-i)

Actividad 5.7.A

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B. Verbos con cambio de raíz (e-i)

Actividad 5.7.B

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Text only

A. Verbos con cambio de raíz (e-i)

1. Repetir – Usted ____
   - repetimos
   - repites
   - repite
   - repetís
2. Decir – Ustedes ____
   - decimos
   - decís
   - dices
   - dicen
3. Sonreír – Ellas ____
   - sonríes
   - sonreís
   - sonríen
   - sonreímos
4. Reír – Yo ____
   - ríen
   - ríe
   - reímos
   - río
5. Seguir – Él ____
   - sigue
   - sigo
   - seguís
   - seguimos
6. Pedir – Ellos ____
   - piden
   - pide
   - pides
   - pedimos
7. Servir – Yo ____
   - sirves
   - sirven
   - sirve
   - sirvo

B. Verbos con cambio de raíz (e-i)

1. Decir – Él _____
2. Pedir – Tú _____
3. Reír – Ellos _____
4. Repetir – Yo _____
5. Seguir – Nosotros _____
6. Servir – Ustedes _____
7. Sonreír – Tú _____

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5.8: En contexto- Verbos con cambio de raíz (o-ue)

Objetivos

- Recognize the correct conjugations of o-ue stem-changing verbs

Lee la conversación entre Javier y Silvia de nuevo. Luego, contesta las preguntas de análisis. (*Read the conversation between Javier and Silvia again. Then answer the analysis questions.*)



Vamos a almorzar en un lugar nuevo.

Javier:	Hola mi amor, ¿vas a **almorzar** conmigo?
Silvia:	¿Dónde vas a comer?
Javier:	¿Dónde voy a comer? Voy a almorzar en la cocina como siempre.
Silvia:	Cada día **almuerzo** en la cocina. Vamos a almorzar en un lugar nuevo.
Javier:	¿Dónde? ¿En la sala?
Silvia:	No, los niños **juegan** en la sala. Ellos van a molestarnos (bother us).
Javier:	¿En el dormitorio?
Silvia:	No, el gato **duerme** en el dormitorio. Nosotros vamos a molestarlo (bother him).
Javier:	Solamente queda (is left) el baño. ¿Vas a almorzar encima del inodoro?
Silvia:	Quizás **almuerzo** en el garaje donde **puedo** imaginar que voy a viajar.
Javier:	Vale mi amor, ¡buen viaje!

Preguntas de análisis:

Actividad 5.8.A

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Text only version of questions

1. Finish the conjugation charts for the following verbs:

Verbo	Yo	Tú	Él/ Ella/ Usted	Nosotros	Ellos/Ellas/Ustedes
Almorzar					
Dormir					
Jugar					
Poder					

2. In which subject form is there no stem change?

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5.9: Gramática- Verbos con cambio de raíz (o-ue)

Objetivos

- Recognize the correct conjugations of o-ue stem-changing verbs

Remember that infinitives, the dictionary form of verbs, end in -ar, -er, or -ir in Spanish; the part of the verb that remains when you remove the infinitive ending is called the verb's stem. There are three categories of **stem-changing verbs**, which all follow a similar pattern of changing the last vowel of their stem in the conjugated forms where that vowel is stressed. The verb endings are the same ones that we've learned already, according to whether it's an -ar, -er or -ir verb.

Notice that the stem vowel in the infinitive changes in all three singular forms, as well as the third-person plural, but not in the first- or second-person plural. That is to say that when the verb's subject is *yo, tú, él, ella, usted, ellos, ellas,* or *ustedes,* then the stem vowel will change. But the stem vowel in the *nosotros, nosotras, vosotros* and *vosotras* forms is the same as the infinitive.

We'll start with the verbs that change from **o** to **ue**. Here's an example of an o-ue verb, followed by a list of verbs that are conjugated with this pattern:

Dormir (*to sleep*)		
	Singular	Plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **duermo**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online dormimos
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **duermes**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online dormís

3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **duerme**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **duermen**

Verbos con cambio de raíz (*stem-changing verbs*) o – ue

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  Almorzar (*to eat lunch*)

- Audio
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  View this Audio online

  Costar (*to cost*)

- Audio
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  Devolver (*to return a thing, to give back*)

- Audio

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Encontrar (*to find*)

- Audio

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Jugar (*to play*) (u-ue: juego, juegas, juega, jugamos, jugáis, juegan)

- Audio

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Poder (*to be able*)

- Audio

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Recordar (*to remember*)

- Audio

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Volver (*to return, to come back*)

Some examples of stem-changing vowels used in complete sentences:

- ¿Puedes hablar español? (*Can you speak Spanish?*)
- Sí, puedo hablar un poco. (*Yes, I can speak a little.*)
- ¿A qué hora vuelven ustedes a casa? (*What time do you -plural- return home?*)
- Volvemos a casa a las cinco y media de la tarde. (*We return home at 5:30 pm.*)

Objetivos

- Recognize the correct conjugations of o-ue stem-changing verbs
- Understand spoken statements using o-ue stem-changing verbs

A.  Verbos con cambio de raíz (o-ue)

Actividad 5.9.A

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B.  Verbos con cambio de raíz (o-ue)

Actividad 5.9.B

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C.  Escuchar: Verbos con cambio de raíz (o-ue)

Actividad 5.9.C

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Text only

A. Verbos con cambio de raíz (o-ue)

1. Jugar – Él ____
    - jugamos
    - jugáis
    - juega
    - juegas
2. Dormir – Ellos ____
    - duerme
    - dormís
    - duermen
    - dormimos
3. Devolver – Yo ____
    - devuelven
    - devolvemos
    - devolvéis
    - devuelvo
4. Recordar – Tú ____
    - recuerdas
    - recuerdo
    - recordáis
    - recordamos
5. Volver – Él ____
    - volvemos
    - vuelvo
    - volvéis
    - vuelve
6. Encontrar – Yo ____
    - encuentra
    - encontráis
    - encuentro
    - encontramos
7. Costar – Ésto ____
    - cuestas
    - cuesto
    - costamos
    - cuesta
8. Poder – Nosotros ____
    - podemos
    - pueden
    - puede
    - puedo

B. Verbos con cambio de raíz (o-ue)

1. Lorena y Margarita _____ (encontrar) el perro perdido (lost).
2. Las muchachas _____ (poder) cantar muy bien.
3. Yo _____ (volver) muy tarde (*late*) a casa los lunes.
4. Nosotros _____ (jugar) videojuegos todos los días.
5. Normalmente yo _____ (almorzar) al mediodía en un restaurante barato. (*cheap*)
6. Tú _____ hablar muchos idiomas.
7. Kira _____ (volver) a su casa muy tarde.
8. Ellos _____ (recordar) un evento importante.

C. Verbos con cambio de raíz (o-ue)

1. What is the infinitive of the verb that you hear?

Audio

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- costar
- dormir
- devolver
- poder

2. What is the infinitive of the verb that you hear?

Audio

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- volver
- jugar
- almorzar
- devolver

3. What is the infinitive of the verb that you hear?

Audio

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- devolver

- encontrar
- almorzar
- recordar

4. What is the infinitive of the verb that you hear?

Audio

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- poder
- devolver
- recordar
- dormir

5. What is the infinitive of the verb that you hear?

Audio

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- devolver
- volver
- dormir
- poder

6. What is the infinitive of the verb that you hear?

Audio

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- recordar
- almorzar
- devolver
- poder

7. What is the infinitive of the verb that you hear?

Audio

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- encontrar
- volver
- costar
- recordar

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5.10: Vocabulario- Los números 101 +

Objetivos

- Recognize numbers past 100

Vocabulario: Los números 101-1000+










We've already learned to count to 100:
...

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98 noventa y ocho

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99 noventa y nueve

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View this Audio online

100 cien

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101 ciento uno

Note how the pattern changes slightly: we're not using *y* anymore. That's just to separate the tens place from the ones place. So "one hundred one," not "one hundred *and* one."

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102 ciento dos

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110 ciento diez

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120 ciento veinte

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134 ciento treinta y cuatro (the *y* is separating the tens place from the ones place)

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200 doscientos

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300 trescientos

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400 cuatrocientos

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500 quinientos

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600 seiscientos

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700 setecientos

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800 ochocientos

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900 novecientos

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1000 mil (Note: Not “un mil,” just “mil“)

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1500 mil quinientos

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2000 dos mil

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4000 cuatro mil

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100.000 cien mil

1.000.000 un millón
11.000.000 once millones

Note: you must use *mil* to talk about years (this is different from the English way of splitting years into two-digit clusters)

- (in)

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  1950 = (en) mil novecientos cincuenta
- (in)

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  1821 = (en) mil ochocientos veintiuno
- 2019 = dos mil diecinueve

Another note: Most Spanish-speaking countries use a comma to mark the decimal point, and a period or dot to mark the thousands position in long numbers. This is beginning to change somewhat as the English way of punctuating numbers is spreading via the Internet. So you'll need to be careful not to mistake decimals for thousands!

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$123.456,78 = ciento veintitrés mil cuatrocientos cincuenta y seis dólares con setenta y ocho centavos

A practicar

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5.11: Vocabulario- Partes del cuerpo

Objetivos

Recognize vocabulary related to parts of the body

La cara y la cabeza



la frente



la piel



los ojos



la nariz



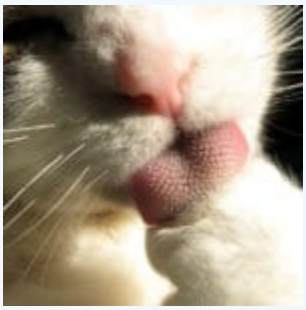
la boca



los dientes



los labios



la lengua



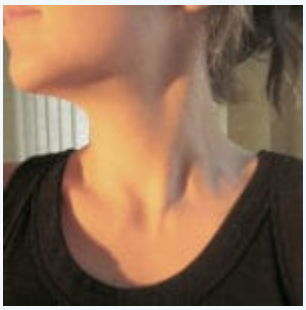
el oído



la oreja



el cerebro



el cuello

El torso y las extremidades



la espalda



el pecho



el estómago



las piernas



los pies



las manos



los dedos (de las manos)



los dedos de los pies



los brazos



los huesos



los músculos

[reveal-answer q="409146"]Text only[/reveal-answer]
[hidden-answer a="409146"]
La cara y la cabeza

- la frente (forehead)
- la piel (skin)
- los ojos (eyes)
- la nariz (nose)
- la boca (mouth)
- los dientes (teeth)
- los labios (lips)
- la lengua (tongue)
- el oído (ear [inside])
- la oreja (ear [outside])
- el cerebro (brain)
- el cuello (neck)

El torso y las extremidades

- la espalda (back)
- el pecho (chest)
- el estómago (stomach)
- las piernas (legs)
- los pies (feet)
- las manos (hands)
- los dedos (de las manos) (fingers)
- los dedos de los pies (toes)
- los brazos (arms)
- los huesos (bones)
- los músculos (muscles)

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5.12: Vocabulario- Enfermedad y salud

Objetivos

Recognize vocabulary related to illness and health

Enfermedad y salud

Las enfermedades comunes y condiciones delicadas de salud del diario vivir



la gripa o la gripe (*flu*)



la tos



la fiebre



la infección



el golpe



la hinchazón (*swelling*)



la raspadura (*scrape*)



la herida (*wound*)



la alergia



el dolor de estómago

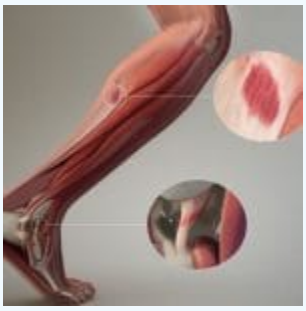


la cicatriz (*scar*)

Algunos verbos usados en el tema de la salud.



romperse un hueso



torcerse un músculo/un tendón



lastimarse (*to injure oneself*)



desmayarse (*to faint*)



toser



recuperarse (*to recuperate*)



doler (o < ue) (*similar usage as "gustar", e.g.* A José le duelen los pies = *José's feet hurt.*)

Condiciones físicas y psicológicas de cuidado



estar embarazada



tener síntomas de...



tener un dolor de muela (*to have a toothache*)



estar mareado/a (*to be dizzy*)

En el consultorio médico y las emergencias en el hospital



el ataque al corazón



la silla de ruedas



la receta médica (*prescription*)



la vacuna (*vaccine*)



el antibiótico



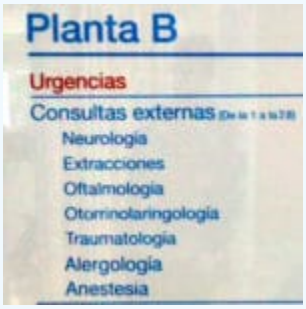
la pastilla



el grado de temperatura



el cirujano/ la cirujana

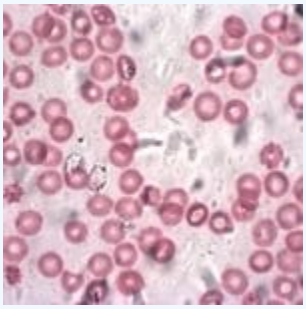


el especialista



el enfermero / la enfermera

Otras palabras



la sangre (*blood*)



el seguro de salud (*health insurance*)

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[hidden-answer a=”395645″]

Emfermedad y salud

Las enfermedades comunes y condiciones delicadas de salud del diario vivir

- la gripa o la gripe (flu)
- la tos (cough)
- la fiebre (fever)
- la infección (infection)
- el golpe (The hit)
- la hinchazón (swelling)
- la raspadura (scrape)
- la herida (wound)
- la alergia (allergy)
- el dolor de estómago (stomach pain)
- la cicatriz (scar)
- Algunos verbos usados en el tema de la salud.
- romperse un hueso (break a bone)
- torcerse un músculo/un tendón (strain a muscle/tendon)
- lastimarse (to injure oneself)
- desmayarse (to faint)
- toser (to cough)
- recuperarse (to recuperate)
- doler (o < ue) (to hurt; similar usage as “gustar”, e.g. A José le duelen los pies = José’s feet hurt.)

Condiciones físicas y psicológicas de cuidado

- estar embarazada (be pregnant)
- tener síntomas de… (have symptoms of…)
- tener un dolor de muela (to have a toothache)
- estar mareado/a (to be dizzy)

En el consultorio médico y las emergencias en el hospital

- el ataque al corazón (heart attack)
- la silla de ruedas (wheelchair)
- la receta médica (prescription)
- la vacuna (vaccine)
- el antibiótico (antibiotic)
- la pastilla (pills)
- el grado de temperatura (degree of temperature)
- el cirujano/ la cirujana (surgeon)

- el especialista (specialist)
- el enfermero / la enfermera (nurse)

Otras palabras

- la sangre (blood)
- el seguro de salud (health insurance)

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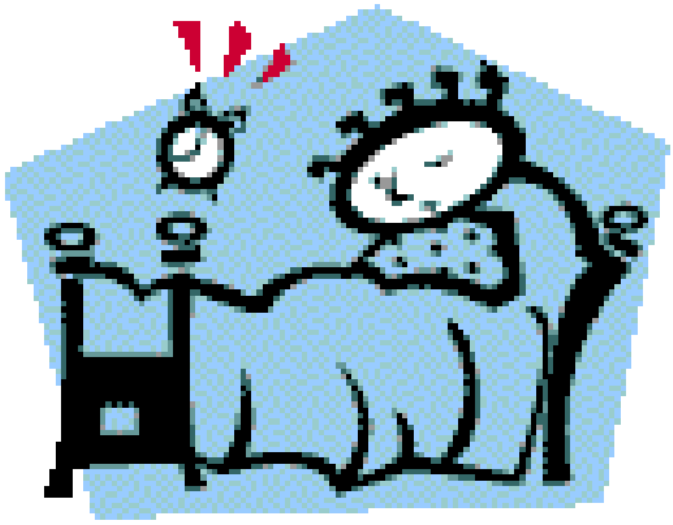
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5.13: Los verbos reflexivos

Reflexive verbs

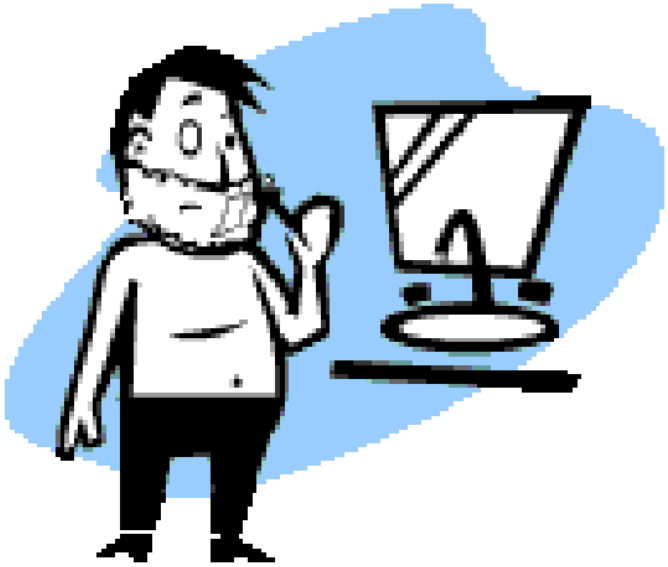
In the examples below, pay special attention to the reflexive pronouns and the conjugation endings noted in blue.



Pedro **se** **despierta** a las ocho de la mañana.



Después **se** **ducha**.



Finalmente **se** **afeit**a.

In Spanish, to talk about some of the actions that describe daily routine or personal care (getting up, taking a shower, getting dressed, etc.), we use reflexive verbs. The pronoun "se" (in blue) attached to an infinitive verb (levantar**se**, peinar**se**, despertar**se**...), indicates that a verb is reflexive.

Conjugation

Reflexive verbs require reflexive pronouns to indicate that the subject of the sentence receives the action of the verb (oneself): me, te, se, nos, os, se. The reflexive pronoun and the conjugation ending must agree. Analyze the conjugations below paying special attention to the reflexive pronouns and conjugation endings in blue.

despertarse (e:ie)		**vestir**se (e:i)	
me despierto	nos despertamos	me visto	nos vestimos
te despiertas	os despertáis	te vistes	os vestís
se despierta	se despiertan	se viste	se visten

Both the verb ending and the reflexive pronoun agree with the subject.

Yo me pongo **los** zapatos. Vosotros os despertáis temprano.

I put on my shoes (myself). *You (all) wake up early (yourselves).*

¡Ojo!: Unlike English, parts of the body or clothing are not used with the possessive pronouns, instead, use definite or indefinite articles instead.

Common reflexive verbs

In the chart below, the "se" ending in blue indicates that the verb is reflexive.

Verbo	Inglés	Verbo
acordarse (de) (o:ue)	*to remember*	llamarse
acostarse (o:ue)	*to go to bed*	maquillarse
afeitarse	*to shave*	peinarse
bañarse	*to bathe; to take a bath*	ponerse (+noun)
cepillarse (los dientes, el pelo)	*to brush (one's teeth, hair)*	ponerse (+adj.)
despertarse (e:ie)	*to wake up*	probarse (o:ue)
dormirse (o:ue)	*to fall asleep*	quedarse
ducharse	*to take a shower*	quitarse
enojarse	*to get angry*	secarse (las manos, el pelo)
irse	*to go away; to leave*	sentarse (e:ie)
lavarse (las manos, el pelo)	*to wash (one's hands, hair)*	sentirse (e:ie)
levantarse	*to get up*	vestirse (e:i)

¡Ojo!: Many of the reflexive verbs can be also used as a non-reflexive verb. The meaning will change. Study the following pairs of sentences and the change in meaning created by the addition of the reflexive pronouns. In the example below, non-reflexive verbs are indicated in bold, and the reflexive verbs are in bold with the reflexive pronouns and conjugation endings in blue.



Carlos **lava** su coche.

Carlos washes his car.



Carlos **se** **lava** **las** manos.

Carlos washes his hands.



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Yo le **seco** el pelo a Helga.

I dry Helga's hair.



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Yo **me** **seco** **el** pelo.

I dry my hair.

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5.14: Gramática- Los verbos reflexivos

Objetivos

- Recognize reflexive verbs that refer a daily routine or habitual actions
- Use the correct reflexive pronouns



Reflexive verbs are special in Spanish because they signal actions that are done by the subject to him/her/themself. In other words the subject and the object of the sentence is doing and receiving the action at the same time. You can recognize reflexive verbs by the “se” attached to the infinitive.

Verbos reflexivos



despertarse (wake up)



levantarse (get up)

arreglarse (to get ready/ready oneself)



bañarse



ducharse



lavarse



limpiarse



cepillarse los dientes



cepillarse el pelo



peinarse



afeitarse



vestirse (to get dressed), ponerse (to put on), probarse (to try on)



maquillarse

Otros verbos reflexivos



acostarse (lie down), relajarse (to relax)



caerse (to fall down)



cansarse (to get tired)



irse (to go away, to leave)



lastimarse (to hurt oneself)



olvidarse (to forget)



quitarse (to remove, take away)



sentarse

The following are some more common reflexive verbs and their non-reflexive equivalents:

Forma reflexiva	**Forma no reflexiva**
afeitarse (*to shave oneself*)	afeitar (*to shave someone or something*)

Forma reflexiva	Forma no reflexiva
arreglarse (*to get ready/ready oneself*)	arreglar (*to arrange someone or something*)
caerse (*to fall down*)	caer (*to fall, go down*)
cansarse (*to get tired)*	cansar (*to tire out)*
cepillarse (*to brush oneself*)	cepillar (*to brush someone or something*)
ducharse (*to shower oneself/take a shower*)	duchar (*to shower/give someone a shower*)
irse (to *go away, to leave*)	ir (*to go*)
lastimarse (*to hurt oneself*)	lastimar (*to hurt someone or something*)
lavarse (*to wash oneself*)	lavar (*to wash someone or something*)

Forma reflexiva	Forma no reflexiva
levantarse (*to get up*)	levantar (*to lift someone or something*)
llamarse (*to be called, named*)	llamar (*to call someone or something*)
maquillarse (*to put make-up on oneself*)	maquillar (*to put make-up on someone else*)
ponerse (*to put on*)	poner (*to put*)
probarse (*to try on*)	probar (*to try, to taste*)
quemarse (*to burn oneself*)	quemar (*to burn someone or something*)
quitarse (*to take off, e.g. clothing*)	quitar (*to take away from someone or something*)

Forma reflexiva	Forma no reflexiva
relajarse (*to relax oneself*)	relajar (*to relax someone or something*)

Note that the meaning changes when the verb is reflexive or not.

¿Cómo se conjugan los verbos reflexivos?

To conjugate reflexive verbs, reflexive pronouns are used that match the verb ending; as usual in Spanish, you may specify the subject pronoun, especially for clarification, but subject pronouns may be left out of these sentences because the reflexive pronoun and verb ending should be clarification enough.

You probably noticed in the vocabulary list above that all reflexive infinitives end with the pronoun “se”. This ending is a reflexive pronoun, and is placed *before* a conjugated verb. This indicates that the subject of the sentence is doing the action to him/herself. The ending of the verb matches the subject (and the reflexive pronoun) according to the tense, and in this case we are still in the present tense. See the table that follows:

Subject Pronoun	Reflexive Pronoun	bañar**se**	vestir**se**	cepillar**se**	dormir**se**
yo	**me**	me baño	me visto	me cepillo	me duermo
tú	**te**	te bañas	te vistes	te cepillas	te duermes
él, ella, usted	**se**	se baña	se viste	se cepilla	se duerme

nosotros, nosotras	**nos**	nos bañamos	nos vestimos	nos cepillamos	nos dormimos
vosotros, vosotras	**os**	os bañáis	os vestís	os cepilláis	os dormís
ellos, ellas, ustedes	**se**	se bañan	se visten	se cepillan	se duermen

¡OJO! The reflexive pronoun “nos” and the subject pronoun “nosotros” are two different words, with different functions. Never think that “nos” is an abbreviation of “nosotros”!

To recap, in reflexive verbs the subject is acting on itself: this is the most common use of the reflexive, though there are others. Essentially reflexives are verbs where the subject and object are the same. Here’s a summary table with the reflexive pronouns:

	Singular	Plural
1a persona	**me** (*myself*)	**nos** (*ourselves*)
2a persona	**te** (*yourself – informal*)	**os** (*yourself – formal*)
3a persona	**se** (*himself, herself, itself*)	**se** (*themselves*)

Why is this so complicated for English speakers? Because there is no exact translation of the reflexive verbs into English. The reflexive usage is often translated in a non-reflexive way, as you have seen since the start of this course: “Ella se llama Carmen” literally translates to “She calls herself Carmen”, but it is translated into English as “Her name is Carmen.”

Pronoun placement

To make the reflexive form complete you must add the appropriate reflexive pronoun and put it in the appropriate place. When the reflexive verb is conjugated, the reflexive pronoun must agree with the subject and it must **precede** the conjugated verb.

sujeto + **pronombre** + verbo conjugado

- Ella **se** levanta temprano. (*She gets up early.*)

As pointed out above, the reflexive pronoun must precede a conjugated verb. However, when the infinitive follows a conjugated

verb or is part of a construct the reflexive pronoun may go either in front of the conjugated verb or attached to the infinitive at the end of the construct.

sujeto + **pronombre** + verbo conjugado + verbo infinitivo

-  Ella **se** tiene que levantar temprano. (*She has to get up early.*)

sujeto + verbo conjugado + verbo infinitivo+**pronombre**

-  Ella tiene que **levantarse** temprano. (*She has to get up early.*)

Similarly, in the present progressive the reflexive pronoun may go either in front of the conjugated verb “estar”, or attached to the gerund. When attaching to the end of the gerund care must be taken to ensure that any required written accents are added.

sujeto + **pronombre** + verbo conjugado + verbo gerundio

-  Ella **se** está levantando temprano. (*She is getting up early.*)

sujeto + verbo conjugado + verbo gerundio+**pronombre**

-  Ella está **levantándose** temprano. (*She is getting up early.*)

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5.15: Putting It Together- ¿Quiénes son los miembros de una familia?

Click on each link below for a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

La familia

La familia

- El abuelo / La abuela (*grandfather / grandmother*)
- El esposo / La esposa (*husband / wife*)
- El hermano / La hermana (*brother / sister*)
- El hijo / La hija (*son / daughter*)
- La madre, mamá (*mother, mom*)
- El nieto / La nieta (*grandson / granddaughter*)
- El novio / La novia (*boyfriend / girlfriend*)
- El padre, papá (*father, dad*)
- La pareja (*couple*)
- El pariente (*relative*)
- El primo / La prima (*cousin*)
- El sobrino / La sobrina (*nephew / niece*)
- El tío / La tía (*uncle / aunt*)
- La cuñada / el cuñado (*sister-in-law / brother-in-law*)
- Los medio hermanos / el medio hermano/ la media hermana (*half-siblings / half-brother / half-sister*)
- Los hermanastros / el hermanastro / la hermanastra (*stepsiblings / stepbrother / stepsister*)
- El hijastro / La hijastra (*stepson / stepdaughter*)
- La madrastra / El padrastro (*stepmother / stepfather*)
- la suegra / el suegro (*mother-in-law / father-in-law*)

Tipos de familias:

- Familia nuclear o pequeña
- Familia extendida o grande
- Primera, segunda, tercera generación
- La familia política
- La familia moderna
- La familia tradicional

Mascotas

- el conejo (*rabbit, bunny*)
- el cuy (*guinea pig*)
- el gato / la gata (*cat*)
- el pájaro (*bird*)
- el perro / la perra (*dog*)
- el pez (*fish*)
- la tortuga (*turtle*)

Los posesivos

Posesión con ser + de

There are two ways to indicate possession in Spanish. As you may recall, one way is to use the verb *ser* in the following pattern: object(s) + *ser de* + person who has the object(s)

Los adjetivos posesivos

A more common way to express possession, especially when it is clear to whom something belongs, is to use possessive adjectives:

singular possessor	**plural possessor**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online mi *(my)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nuestro *(our)*
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tu *(your)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vuestro *(your)*
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online su *(his, her, your)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online su *(their, your)*

¿Cuánto(s) y quién(es)?

¿Cuánto/cuántos? means “how many” if the noun is countable (meaning you can count up by adding more of the items), and

means “how much” if the noun is uncountable (meaning an indivisible, collective thing).

Quién is the singular version of “who,” and is meant to represent one person. Therefore, the verb is conjugated in the él/ella form as if one person were the subject of the sentence. *Quiénes* is the plural version of “who,” and is meant to represent multiple people. Here you would use the ellos/ellas form of the verb.

Verbos regulares de -er/-ir

-ER VERBS

- aprender (to learn)
- beber (to drink)
- comer (to eat)
- comprender (to understand)
- correr (to run)
- creer (to believe)
- deber (must, should)
- leer (to read)
- vender (to sell)

-IR VERBS

- abrir (to open)
- compartir (to share)
- cumplir (to complete)
- decidir (to decide)
- describir (to describe)
- escribir (to write)
- recibir (to receive)
- vivir (to live)

Adjetivos descriptivos

El aspecto físico (*physical aspect*)

- alto/a (*tall*)
- bajo/a (*short*)
- bonito/a (*pretty*)
- delgado/a (*thin, skinny*)
- feo/a (*ugly*)
- gordo/a (*fat*)
- grande (*large, big*)
- guapo/a (*handsome*)
- joven (*young*)
- moreno/a (*dark-haired or dark-skinned*)
- pelirrojo (*red-haired*)
- pequeño/a (*small*)
- rubio (*blond-haired*)
- viejo/a (*old*)

La personalidad (*personality*)

- aburrido/a (*boring* [w. ser])
- amable/a (*nice, amiable*)

- antipático/a (*unfriendly*)
- atlético/a (*athletic*)
- bueno/a (*good*)
- cariñoso/a (*caring*)
- cómico/a (*funny*)
- egoísta (*selfish*)
- famoso/a (*famous*)
- generoso/a (*generous*)
- honesto/a (*honest*)
- impaciente (*impatient*)
- inteligente (*intelligent*)
- interesante (*interesting*)
- malo/a (*bad*)
- paciente (*patient*)
- perezoso/a (*lazy*)
- pobre (*poor*)
- rico/a (*rich*)
- serio/a (*serious*)
- simpático/a (*nice*)
- sociable (*sociable*)
- tímido/a (*timid*)
- tonto/a (*foolish, silly*)
- trabajador/a (*hard-working*)

Los países y las nacionalidades

- Argentina, argentina/o
- Bolivia, boliviana/o
- Canadá, canadiense
- Chile, chilena/o
- Colombia, colombiana/o
- Costa Rica, costarricense
- Cuba, cubana/o
- Ecuador, ecuatoriana/o
- El Salvador, salvadoreña/o
- Estados Unidos, estadounidense
- Guatemala, guatemalteca/o
- Honduras, hondureña/o
- México, mexicana/o
- Nicaragua, nicaragüense
- Panamá, panameña/o
- Paraguay, paraguaya/o
- Perú, peruana/o
- República Dominicana, dominicana/o
- Uruguay, uruguaya/o
- Venezuela, venezolana/o
- España, español/ española

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5.16: Putting It Together- ¿Qué haces todos los días?

Click on each link below for a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

[reveal-answer q="255132"]Vocabulario: Partes del cuerpo[/reveal-answer]
[hidden-answer a="255132"]

La cara y la cabeza

- la frente (forehead)
- la piel (skin)
- los ojos (eyes)
- la nariz (nose)
- la boca (mouth)
- los dientes (teeth)
- los labios (lips)
- la lengua (tongue)
- el oído (ear [inside])
- la oreja (ear [outside])
- el cerebro (brain)
- el cuello (neck)

El torso y las extremidades

- la espalda (back)
- el pecho (chest)
- el estómago (stomach)
- las piernas (legs)
- los pies (feet)
- las manos (hands)
- los dedos (de las manos) (fingers)
- los dedos de los pies (toes)
- los brazos (arms)
- los huesos (bones)
- los músculos (muscles)

[/hidden-answer]

[reveal-answer q="158584"]Los verbos reflexivos[/reveal-answer]
[hidden-answer a="158584"]



despertarse (wake up)



levantarse (get up)

arreglarse (to get ready/ready oneself)



bañarse



ducharse



lavarse



limpiarse



cepillarse los dientes



cepillarse el pelo



peinarse



afeitarse



vestirse (to get dressed), ponerse (to put on), probarse (to try on)



maquillarse

Otros verbos reflexivos



acostarse (lie down),

relajarse (to relax)



caerse (to fall down)



cansarse (to get tired)



irse (to go away, to leave)



lastimarse (to hurt oneself)



olvidarse (to forget)



quitarse (to remove, take away)



sentarse

The following are some more common reflexive verbs and their non-reflexive equivalents:

Forma reflexiva	**Forma no reflexiva**
afeitarse (*to shave oneself*)	afeitar (*to shave someone or something*)
arreglarse (*to get ready/ready oneself*)	arreglar (*to arrange someone or something*)
bañarse (*to bathe oneself*)	bañar (*to bathe someone or something*)
caerse (*to fall down*)	caer (*to fall, go down*)
cepillarse (*to brush oneself*)	cepillar (*to brush someone or something*)
ducharse (*to shower oneself/take a shower*)	duchar (*to shower/give someone a shower*)
irse (to *go away, to leave*)	ir (*to go*)
lastimarse (*to hurt oneself*)	lastimar (*to hurt someone or something*)
lavarse (*to wash oneself*)	lavar (*to wash someone or something*)
levantarse (*to get up*)	levantar (*to lift someone or something*)
llamarse (*to be called, named*)	llamar (*to call someone or something*)
maquillarse (*to put make-up on oneself*)	maquillar (*to put make-up on someone else*)
ponerse (*to put on*)	poner (*to put*)
probarse (*to try on*)	probar (*to try, to taste*)
quemarse (*to burn oneself*)	quemar (*to burn someone or something*)
quitarse (*to take off, e.g. clothing*)	quitar (*to take away from someone or something*)
relajarse (*to relax oneself*)	relajar (*to relax someone or something*)

[/hidden-answer]

[reveal-answer q="700514"]Adverbios de frecuencia[/reveal-answer]
[hidden-answer a="700514"]

Con frecuencia	**Sin frecuencia**
usualmente, constantemente	nunca, jamás
generalmente, por lo general	rara vez, pocas veces, poco
a menudo, regularmente	a veces, casi nunca, de vez en cuando
cada semana, semanalmente	apenas (*hardly ever*)
todos los días, diariamente	por lo menos
muchas veces, bastante, mucho	
siempre	

[/hidden-answer]

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5.17: Putting It Together- Mente sana en cuerpo sano

Click on each link below for a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

[reveal-answer q="644481"]Vocabulario: Enfermedad y salud[/reveal-answer]
[hidden-answer a="644481"]

Emfermedad y salud

Las enfermedades comunes y condiciones delicadas de salud del diario vivir

- la gripa o la gripe (flu)
- la tos (cough)
- la fiebre (fever)
- la infección (infection)
- el golpe (The hit)
- la hinchazón (swelling)
- la raspadura (scrape)
- la herida (wound)
- la alergia (allergy)
- el dolor de estómago (stomach pain)
- la cicatriz (scar)
- Algunos verbos usados en el tema de la salud.
- romperse un hueso (break a bone)
- torcerse un músculo/un tendón (strain a muscle/tendon)
- lastimarse (to injure oneself)
- desmayarse (to faint)
- toser (to cough)
- recuperarse (to recuperate)
- doler (o < ue) (to hurt; similar usage as “gustar”, e.g. A José le duelen los pies = José’s feet hurt.)

Condiciones físicas y psicológicas de cuidado

- estar embarazada (be pregnant)
- tener síntomas de… (have symptoms of…)
- tener un dolor de muela (to have a toothache)
- estar mareado/a (to be dizzy)

En el consultorio médico y las emergencias en el hospital

- el ataque al corazón (heart attack)
- la silla de ruedas (wheelchair)
- la receta médica (prescription)
- la vacuna (vaccine)
- el antibiótico (antibiotic)
- la pastilla (pills)
- el grado de temperatura (degree of temperature)
- el cirujano/ la cirujana (surgeon)
- el especialista (specialist)
- el enfermero / la enfermera (nurse)

Otras palabras

- la sangre (blood)
- el seguro de salud (health insurance)

[/hidden-answer]

[reveal-answer q="366019"]Verbos reflexivos con emociones[/reveal-answer]
[hidden-answer a="366019"]

Forma reflexiva	**Forma no reflexiva**
aburrirse (*to get bored*)	aburrir (*to bore someone*)
alegrarse (*to become happy*)	alegrar (*to make someone happy*)
asustarse (*to get scared*)	asustar (*to frighten someone*)
calmarse (*to calm oneself down*)	calmar (*to calm someone down*)
cansarse (*to get tired*)	cansar (*to tire someone out*)
casarse con (*to get married*)	casar (*to perform a marriage for someone*)
divertirse (*to have a good time*)	divertir (*to entertain someone*)
enojarse (*to get angry*)	enojar (*to make someone angry*)
frustrarse (*to get frustrated*)	frustrar (*to frustrate someone*)
sorprenderse (*to get surprised*)	sorprender (*to surprise someone*)
sentirse (e>ie) (*to feel, have a feeling*)	sentir (*to feel something*)

List of Common Reciprocal Verbs

1. Abrazarse (*to hug each other*)
2. Ayudarse (*to help each other*)
3. Besarse (*to kiss each other*)
4. Casarse (*to marry each other*)
5. Conocerse (*to know each other*)
6. Despedirse (*to say goodbye to each other*)
7. Divorciarse (*to divorce each other*)
8. Mirarse (*to look at each other*)
9. Pelearse (*to fight with each other*)
10. Reunirse (*to get together*)
11. Turnarse (*to take turns*)

[/hidden-answer]

[reveal-answer q="266986"]Por y para / Pronombres preposicionales[/reveal-answer]
[hidden-answer a="266986"]

Por

1. Duration of time (*for*)
   - e.g. Llamamos una ambulancia y solo esperamos por cinco minutos cuando llega. (*We call an ambulance and only wait for five minutes before it comes.*)
2. Exchange (*for, in place of, in exchange for*)
   - e.g. Ella tiene alergia a la penicilina, entonces la cambiamos por vancomycin. (*She's allergic to penicillin, so we exchanged it for vancomycin.*)
   - e.g. Por $50 más, puedes ver Netflix en tu habitación del hospital. (*For $50 more, you can watch Netflix in your hospital room.*)
3. Motivation (*for, for the sake of*)
   - e.g. Camino en vez de manejar un coche, por mi salud y por el medioambiente. (*I walk instead of driving a car, for the sake of my health and the environment.*)
4. Mode of travel or communication (*by, through*)
   - e.g. La mujer embarazada llega al hospital por taxi, no por ambulancia. (*The pregnant woman comes to the hospital by taxi, not ambulance.*)

- e.g. La mujer entra por la puerta de urgencias y va por ese pasillo directamente a la sala de partos. (*The woman enters through the emergency room door, and goes along that hallway directly to the maternity ward.*)

Para

1. Deadlines (*by, for*)
   - e.g. Voy a llamar la farmacia y van a tener tus pastillas para las tres de la tarde. (*I'll call the pharmacy, and they will have your pills by three p.m.*)
2. Recipient, beneficiary (*for*)
   - e.g. La receta es para mi madre, que tiene hipertensión. (*The prescription is for my mom, who has high blood pressure.*)
3. Purpose, goal (*in order to, to*)
   - e.g. Para tener buena salud, necesitas comer bien y hacer ejercicio regularmente. (*To have good health, you need to eat well and exercise regularly.*)
4. Destination of travel (*for, to*)
   - e.g. La ambulancia sale para la escena del accidente un minuto después de la llamada a 911. (*The ambulance leaves for the scene of the accident one minute after the call to 911.*)

[/hidden-answer]

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6: CAPÍTULO 6

Learning Objectives

- Use vocabulary related to countries and nationalities
- Use vocabulary related to food
- Use direct object pronouns
- Use the verb "estar" with adjectives of emotion and condition
- Use the verbs "estar" and "ser"
- Use the present progressive tense
- Use the verbs "saber" and "conocer"
- Read about Camino de Santiago

6.1: Gramática- Los países y las nacionalidades

6.2: Vocabulario- Comida

6.3: Los objetos directos y los pronombres de los objetos directos

6.4: Vocabulario- Adjetivos de emoción y condición

6.5: Gramática- Estar + emociones

6.6: Gramática- El presente progresivo

6.7: Gramática- Saber y conocer

6.8: Gramática- Ser y estar

6.9: Cultura- Camino de Santiago

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6.1: Gramática- Los países y las nacionalidades

Objetivos

- Recognize adjectives of nationality used to describe people

Los países, las nacionalidades y más

To answer the question "¿De dónde eres?" *(Where are you from)*, one can either answer with a country or with a nationality:

- Soy de Puerto Rico. (*I am from Puerto Rico.*)
- Soy puertorriqueña. (*I am Puerto Rican.*)
- Mis primos son de Colombia. (*My cousins are from Colombia.*)
- Son colombianos. (*They are Colombian.*)

A description of nationality is an adjective, so its ending has to correspond to the gender and number of the subject. Note also that while place-names are capitalized in Spanish as they are in English, adjectives of nationality are not capitalized in Spanish.

The following is a list of countries and corresponding nationalities. **You don't need to memorize all of these—just the ones in bold print*.** You'll have a chance to practice below.

América

Argentina, argentina/o
Belice, beliceña/o
Bolivia, boliviana/o
Brasil, brasileña/o
Canadá, canadiense
Chile, chilena/o
Colombia, colombiana/o
Costa Rica, costarricense
Cuba, cubana/o
Ecuador, ecuatoriana/o
El Salvador, salvadoreña/o
Estados Unidos, estadounidense
Guatemala, guatemalteca/o
Haití, haitiana/o
Honduras, hondureña/o
Jamaica, jamaicana/o
México, mexicana/o
Nicaragua, nicaragüense
Panamá, panameña/o
Paraguay, paraguaya/o
Perú, peruana/o
República Dominicana, dominicana/o
Surinam, surinamés
Uruguay, uruguaya/o
Venezuela, venezolana/o

Europa

Albania, albana/o
Alemania, alemán/ alemana

Austria, austríaca/o
Bélgica, belga
Bielorrusia, bielorusa/o
Bulgaria, búlgara/o
Croacia, croata
Dinamarca, Danés
Eslovenia, eslovena/o
España, español/ española
Estonia, estonia/o
Finlandia, finés
Francia, francés
Grecia, griega/o
Hungría, húngara/o
Irlanda, irlandés
Islandia, islandés
Italia, italiana/o
Lituania, lituana/o
Moldavia, moldava/o
Mónca, monaqués
Noruega, noruega/o
Países Bajos, neerlandés
Polonia, polaca/o
Portugal, portugués
Reino Unido, británica/o
República Checa, checa/o
Rusia, rusa/o
Serbia, serbia/o
Suecia, sueca/o
Suiza, suiza/o
Turquía, turca/o

África

Angola, angolana/o
Argelia, argelina/o
Benin, beninés
Botswana, botsuana/o
Cabo Verde, caboverdiana/o
Camerún, camerunés
Congo, congoleña/o
Costa de Marfil, marfileña/o
Egipto, egipcia/o
Eritrea, eritrea/o
Etiopía, etíope
Ghana, ghanés
Kenia, keniata
Lesoto, lesotense
Líbano, libanés
Marruecos, marroquí
Nigeria, nigeriana/o
República Centroafricana, centroafricana/o
Senegal, senegalés
Sierra Leona, sierraleonés
Somalia, somalí
Sudáfrica, sudafricana/o
Túnez, tunecina/o
Zimbabue, zimbabuense

Asia

Afganistán, afgana/o
Armenia, armenia/o
Baréin, bareiní
Camboya, camboyana/o
Catar, catarí
China, chino/a
Corea del Norte, norcoreana/o
Filipinas, filipina/o
India, india/o
Indonesia – indonesia/o
Irak / Iraq, irakí / iraquí
Japón, japonés
Malasia, malaya/o
Omán, omaní
Paquistán / Pakistán, paquistaní / pakistaní
Singapur, singapurense
Sri Lanka, srilanqués / ceilanés
Tailandia, tailandés
Uzbekistán, uzbeka/o
Vietnam, vietnamita
Yemen, yemení

Oceanía

Australia, australiana/o
Nueva Zelanda, neozelandés

* As an organizing principle, all of the Spanish-speaking countries are in bold, along with the U.S. and Canada.

YouTube Video

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A Practicar

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6.2: Vocabulario- Comida

Objetivos

- Recognize the vocabulary of foods, cooking, and eating

Vocabulario: Comida

Frutas

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el durazno



la fresa



la manzana



el melón



la naranja

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la piña

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la banana



el plátano



la sandía

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las uvas

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Verduras

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el brócoli

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el cebolla

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el pepino

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el tomate

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la zanahoria

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Carbohidratos

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el arroz

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el azúcar

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el cereal

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los frijoles

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el pan

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las papas, las patatas

Proteínas, grasas y productos lácteos

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el camarón

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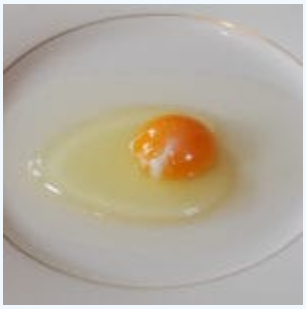
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la carne



la crema



el huevo



la mantequilla



el pavo



el pescado



el pollo



el queso



el yogur

Condimentos

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la salsa de tomate



la mayonesa

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access it online.

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la mostaza

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el pepinillo

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la pimienta

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la sal

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la salsa picante

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Bebidas

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la cerveza

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el jugo, el zumo

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la leche

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el refresco

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el vino tinto

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el vino blanco

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Postres

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el flan

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el helado

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las galletas

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el pastel

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Platos



las arepas

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el jamón ibérico

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la parrillada

Utensilios

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la copa

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la cuchara

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el cuchillo

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la olla

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el plato

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la servilleta

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la taza

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el tenedor

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el vaso

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Comidas

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el desayuno

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el almuerzo

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la merienda

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la cena

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Answer available at the end of this section.

Text only list

Frutas

- el durazno (peach)
- la fresa (strawberry)
- la manzana (apple)
- el melón (cantaloupe, melon)
- la naranja (orange)
- la piña (pineapple)
- la banana (banana)
- la sandía (watermelon)
- las uvas (grapes)

Verduras (vegetables)

- el brócoli (broccoli)
- la cebolla (onion)

- la ensalada (salad)
- la lechuga (lettuce)
- el maíz (corn, maize)
- el pepino (cucumber)
- el tomate (tomato)
- la zanahoria (carrot)

Carbohidratos

- el arroz (rice)
- el azúcar (sugar)
- el cereal (cereal)
- los frijoles (beans)
- el pan (bread)
- las papas, las patatas (potatoes)

Proteínas, grasas y productos lácteos

- el camarón (shrimp)
- la carne (meat)
- la crema (cream)
- el huevo (egg)
- la mantequilla (butter)
- el pavo (turkey)
- el pescado (fish)
- el pollo (chicken)
- el queso (cheese)
- el yogur (yogurt)

Condimentos

- la salsa de tomate (ketchup)
- la mayonesa (mayonnaise)
- la mostaza (mustard)
- el pepinillo (pickle)
- la pimienta (pepper [black pepper])
- la sal (salt)
- la salsa picante (hot/spicy sauce)

Bebidas (drinks)

- la cerveza (beer)
- el jugo, el zumo (juice)
- la leche (milk)
- el refresco (soda, pop)
- el vino tinto ([red] wine)
- el vino blanco ([white] wine)

Postres (desserts)

- el flan (flan, custard)
- el helado (ice cream)
- las galletas (cookies)
- el pastel (cake, pie)

Platos (dishes)

- las arepas (corn flour fritters)

- el jamón ibérico (Iberian ham)
- la parrillada (barbecued meat)

Utensilios

- la copa (wine glass)
- la cuchara (spoon)
- el cuchillo (knife)
- la olla (pot)
- el plato (plate)
- la servilleta (napkin)
- la taza (coffee or tea cup)
- el tenedor (fork)
- el vaso (water glass)

Comidas (meals)

- el desayuno (breakfast)
- el almuerzo (lunch)
- la merienda (snack)
- la cena (dinner, supper)

A Practicar

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Answers

Vocabulario: Comida

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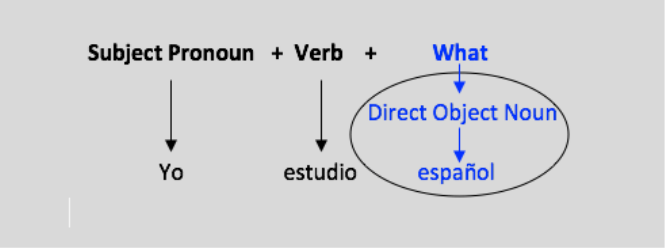
6.3: Los objetos directos y los pronombres de los objetos directos

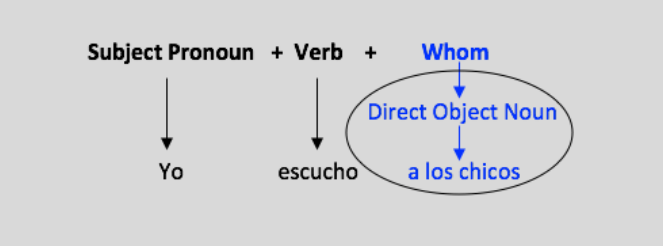
Direct object nouns and direct object pronouns

Direct object nouns

In a sentence, the "direct object noun" is what/whom the verb affects "directly". A direct object can be "people, animals, things, ideas, or events".

The photos below show that: A sentence in Spanish usually begins with a subject pronoun, followed by a verb. If there is a direct object in the sentence, it usually follows the verb. To identify a direct object in a sentence, answer the question "verb (affecting) what?" (left photo) or "verb (affecting) whom?" (right photo). In Spanish, if the direct object noun is a person or a pet, it is preceded by the word "a" which is called the "personal **a**"; there is no English equivalent for this construction.





Direct object pronouns

"Direct Object Pronouns" are words that replace "direct object nouns" to avoid repeating a noun already mentioned. The direct object pronouns for replacing the direct object nouns are:

Singular	Plural
me = me	nos = us
te = you	os = you
lo = you (m.); him; it (m.)	los = you (m.); them (m.)
la = you (f.); her; it (f.)	las = you (f.); them (f.)

Placement of the direct object pronouns (DOP)

What can be confusing is the place where the direct object pronoun is placed in the sentence in Spanish. Observe the differences between English and Spanish below:

English:	Spanish:
Subject Pronoun + **Conjugated verb** + DOP	Subject Pronoun + DOP + **Conjugated verb**
I **study** it. [Spanish]	Yo lo **estudio**. [lo = español]
I **hear** them. [the boys]	Yo los **escucho**. [los = los chicos]

As shown in the chart, the direct object pronoun (DOP) marked in blue, is placed before the **conjugated verb** in **bold** (but after the subject pronoun). If the sentence is negative, the negative word "no" precedes the DOP:

Subject Pronoun + DOP + **Conjugated verb**

Yo (no) lo **estudio**. [lo = español]

Yo (no) los **escucho**. [los = los chicos]

When the infinitive or present participle is used, there are two options for direct object pronoun placement: before the conjugated verb, or attached to the infinitive or present participle. When a pronoun is attached to a present participle, an accent mark is added. Note that the direct object pronoun and the explanation of the direct object being replaced is marked in blue in the chart.

Subject Pronoun + DOP + Conjugated verb	OR	Subject Pronoun + Verb in the infinitive+DOP
Yo lo **voy** a estudiar. [lo = español]	OR	Yo voy a **estudiar**lo. [lo = español]
Yo los **voy** a escuchar. [los = los chicos]	OR	Yo voy a **escuchar**los. [los = los chicos]

Subject Pronoun + DOP + Conjugated verb	OR	Subject Pronoun + Verb in the present participle+DOP
Yo lo **estoy** estudiando. [lo = español]	OR	Yo estoy **estudiándo**lo. [lo = español]
Yo los **estoy** escuchando. [los = los chicos]	OR	Yo estoy **escuchándo**los. [los = los chicos]

A Practicar

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6.4: Vocabulario- Adjetivos de emoción y condición

Adjetivos de emoción y condición

In this section we'll learn words to talk about emotions, states, and conditions. Whether that makes you happy or anxious, at least you'll be able to describe these feelings.

Objetivos

- Recognize adjectives of condition and emotion
- Give an appropriate response to someone's condition or emotion

Vocabulario: Adjetivos de emoción y condición



interesado/a (interested)



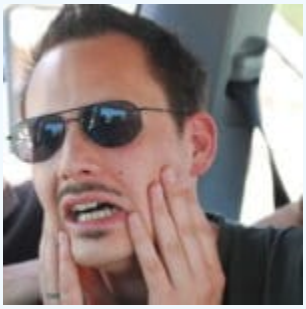
aburrido/a (bored)



sorprendido/a



emocionado/a



asustado/a (frightened)



despierto/a (awake)



dormido/a



cansado/a



borracho/a



confundido/a



alegre



contento/a



feliz



triste (sad)



deprimido/a (depressed)



enamorado/a



enojado/a



en forma



sano/a



enfermo/a



tranquilo/a



preocupado/a



estresado/a



nervioso/a



frustrado/a



ocupado/a (busy)



limpio/a



sucio/a



vivo/a (alive)



muerto/a



abierto/a



cerrado/a



orgulloso/a (proud)



avergonzado/a
(embarrassed)

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¡Felicitaciones! (*Congratulations!*)

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¿Cómo se usan en conversación? (*How are they used in conversation?*)

- Lo siento. (*I'm sorry.*)

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  Oh, qué horror! (*Oh, that's terrible!*)

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Oye, ¿estás bien?
—

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No, estoy enfermo.
—

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Lo siento. ¿Puedes ir a casa a descansar?
- —

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Hola, pareces feliz hoy. (*You seem happy today.*)
—

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Sí, estoy muy contento con mi nota en el examen.
—

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¡Qué bien! ¡Felicitaciones!

- —

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Hola, ¿cómo estás?

—

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Estoy muy ocupada hoy.

—

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Ah, ¿sí? ¿Qué tienes que hacer?

Answer available at the end of this section.

A Practicar

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Answers

Vocabulario: Adjetivos de emoción y condición

interesado/a (interested)
aburrido/a (bored)
sorprendido/a (surprised)
emocionado/a (excited)
asustado/a (frightened)
despierto/a (awake)
dormido/a (asleep)
cansado/a (tired)
borracho/a (drunk)
confundido/a (confused)
alegre (happy)
contento/a (content/happy)
feliz (happy)
triste (sad)
deprimido/a (depressed)
enamorado/a (in love)
enojado/a (angry)
en forma (fit, in good shape)
sano/a (healthy)
enfermo/a (sick)
tranquilo/a (tranquil and calm)
preocupado/a (worried)
estresado/a (stressed)
nervioso/a (nervous)
frustrado/a (frustrated)
ocupado/a (busy)
limpio/a (clean)
sucio/a (dirty)
vivo/a (alive)
muerto/a (dead)
abierto (open)
cerrado/a (closed)
orgulloso/a (proud)
avergonzado/a (embarrassed)

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6.5: Gramática- Estar + emociones

Objetivos

- Identify how estar is used with adjectives to describe conditions and emotions



Luz y Jesús toman la misma clase de estudios latinoamericanos y tienen que preparar una presentación oral. Lee su conversación y contesta las preguntas de análisis después.

Jesús:	Hola, Luz, ¿cómo estás?
Luz:	Regular. Estoy cansada porque mis compañeras son ruidosas y no puedo dormir bien. Y tú, ¿cómo estás?
Jesús:	Estoy bien, pero estoy un poco preocupado por nuestra presentación en la clase de Estudios Latinoamericanos.
Luz:	¿No estamos listos? Es una presentación bastante breve.
Jesús:	La parte visual está terminada, pero la parte oral es más importante y necesitamos organizar eso.
Luz:	¿Cómo quieres organizar la parte oral? ¿Comienzo yo o comienzas tú?
Jesús:	Yo voy a estar nervioso y tú eres muy buena en las presentaciones. Tú puedes comenzar con la introducción y yo puedo continuar con los datos de nuestra investigación.
Luz:	Sí, los números son más fáciles para ti y siempre estoy confundida por las estadísticas. ¿Cuándo quieres practicar la presentación?
Jesús:	¿Podemos reunirnos mañana después de clase?
Luz:	Sí, es una hora conveniente. Muy bien, hasta luego.
Jesús:	Gracias, hasta entonces.

Preguntas de análisis:

Actividad 6.5.A

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Preguntas de análisis:

1. Busca las instancias en la conversación donde una forma de "estar" tiene un adjetivo después. ¿Qué tipo de descripción comunican esos adjetivos? (*condiciones y emociones* as opposed to *características esenciales*)
2. Mira los adjetivos usados con "estar" para decidir: ¿es Luz un hombre o una mujer? ¿Es Jesús un hombre o una mujer?

Objetivos

- Identify how estar is used with adjectives to describe conditions and emotions

Gramática: "Estar" con emociones

In this lesson you will learn to describe emotions and states using adjectives after *estar*.

Before we go forward, let's take a quick refresher on the present indicative conjugation of this irregular verb.

Estar (*to be*)		
1a	**estoy**	**estamos**
2a	**estás**	**estáis**
3a	**está**	**están**

Like the adjectives used with *ser*, these adjectives must agree with the noun that they modify and will require appropriate changes for gender and number.

¿Cómo estás hoy?

Estar is used with descriptive adjectives to talk about **emotional conditions** and **states of being**.



El gato está tranquilo.



Los gatos están enérgicos.

- Ana está muy content**a** y tranquil**a**. (*Ana is very happy and calm.*)

Note the changes based on gender and number in the following:

- Tomás está content**o** y tranquil**o.** (*Tomás is happy and calm.*)
- Nosotros estamos content**os** y tranquil**os**. (*We are happy and calm* [if we keep saying it, it'll come true...])
- Tomás y su hermano están sorprendid**os**. (*Tomás and his brother are surprised.*)
- ¿Por qué estáis vosotras preocupad**as**? (*Why are you worried?* – asking a group of all females, informally, in Spain)

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6.6: Gramática- El presente progresivo

Objetivos

- Recognize correct forms of the present progressive

The present progressive (or continuous) is a compound construction of two verbal forms that cannot be separated by any other word: the auxiliary verb + the gerund. The progressive may be used in different tenses by changing the conjugation of the verb *estar* (past, present or future) and leaving the gerund in its intact form. For now let's focus on the present progressive:

Subject Pronoun + *estar* (conjugated) + gerund



bajar = to go down

What's a gerund? In English, gerunds all end in *-ing*: *reading*, *dancing*, *singing*, etc. (For more on gerunds in English, see the entry on gerunds in the Guide to Writing.)

In Spanish, the ending of the gerund depends on the kind of verb:

- for -ar verbs: drop the "-ar" and add → -ando
- for -er and -ir verbs: drop the "-er" or "-ir" and add → -iendo
- Stem-changing -ir verbs (not -ar or -er verbs!) change their stem vowels as follows: o-u, e-i. Note: verbs that change from e-ie and e-i in the present tense both change e-i in the gerund form.
- The gerund of the verb *ir* is irregular: *yendo*.



sigan = *keep, continue* (plural imperative of “seguir”); subir = *to go up*

Ejemplos:

- -ar verb:
  - Tom**ar** → tom**ando** (*taking*)
  - Cant**ar** → cant**ando** (*singing*)
  - Comenz**ar** → comenz**ando** (*starting*) **¡OJO!** Though this has a stem-change in the present it’s an -ar verb so its gerund is regular.
- -er verbs:
  - Beb**er** → beb**iendo** (*drinking*)
  - Volv**er** → volv**iendo** (*returning*)
  - **¡OJO!** Though “volver” has a stem-change in the present, it’s an -er verb so its gerund is regular.
- -ir verb:
  - Escrib**ir** → escrib**iendo** (*writing*)
- stem-changing -ir verbs:
  - Dorm**ir** → d**u**rm**iendo** (*sleeping*)
  - Prefer**ir** → pref**i**r**iendo** (*preferring*)
  - Serv**ir** → s**i**rv**iendo** (*serving*)

	singular	**plural**
1ª	estoy escribiendo	estamos escribiendo
2ª	estás escribiendo	estáis escribiendo
3ª	está escribiendo	están escribiendo

Note: To form a negative sentence in the present progressive, place the *no* in front of the form of *estar*:

- No estoy escribiendo *(I am not writing*).

Remember that the present progressive is used to express an action in progress at the moment of expression. Note the differences in meaning:

- Estudio español. *(I study Spanish/I am studying Spanish.* a general description of the situation over a period of time: you are taking Spanish as part of your studies this semester.)
- Estoy estudiando español. (*I am studying Spanish.* an action in progress right now: you have your book out or a site open and

you are actively studying a lesson or preparing right now.)

Note also: Although in English, the present progressive tense can refer to events in the future ("We are going to the movies tonight"), in Spanish the present progressive always refers to ongoing action. For future actions, Spanish uses the present tense or the future tenses.

- Vamos al cine este fin de semana. (*We're going to the movies this weekend.*)

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6.7: Gramática- Saber y conocer

Objetivos

- Recognize the appropriate uses of the verbs saber and conocer

There are two verbs in Spanish that translate “to know” in English, similar to what you have observed with the English verb “to be”. The two ways of knowing in Spanish are *saber* and *conocer*.

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Saber Irregular in the first person singular, regular in all other forms in the present tense..	**Conocer** Irregular in the first person singular, regular in all other forms in the present tense.
sé	conozco
sabes	conoces
sabe	conoce
sabemos	conocemos
sabéis	conocéis
saben	conocen

The distinction is not so difficult to remember:

Saber → to know a skill / how to do something, to be aware of some information, to have knowledge about some topic.

Conocer → to know a person, to be familiar with who they are because of a previous physical encounter. Also to know a place because you have been there.

Ejemplos:

Saber
Yo sé las tablas de multiplicación. (*I know the times tables.*)

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Tú sabes hablar un poco de español. (*You know how to speak a bit of Spanish.*)

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Nosotros sabemos a qué hora es el partido de fútbol. (*We know what time the soccer game is.*)

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Ellos saben jugar dominó. (*They know how to play dominoes.*)

Conocer

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Yo conozco a la presidenta de la universidad personalmente. (*I know the president of the university.*—personally, we've met)

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¿Tú conoces la ciudad de Nueva York? (*Do you know / are you familiar with the city of New York?*)

Saber y Conocer

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Ellos conocen un lugar donde las personas que saben jugar dominó van los domingos. (*They know / are familiar with a place where the people who know how to play dominoes go on Sundays.*)

A Practicar

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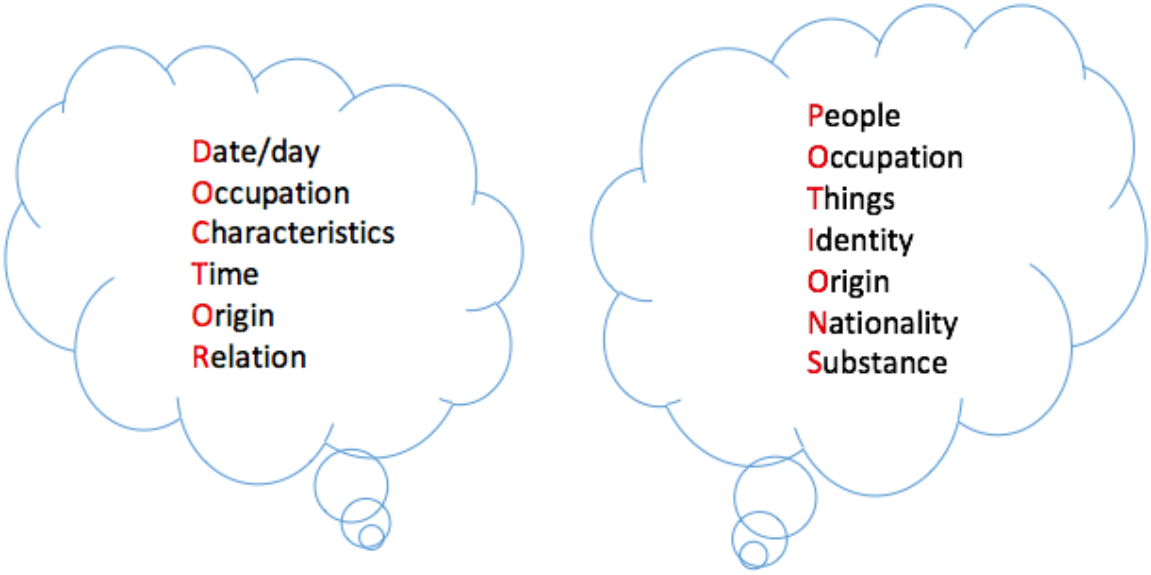
6.8: Gramática- Ser y estar

Verbs "ser" and "estar"

Review

As you have learned in 1.4.0 and 2.5.0, Spanish has two verbs that translate as "to be" and they are not interchangeable. You also learned several acronyms for the use of each verb to help you remember their usage. Go over the acronyms again:

Ser



Estar



Acronyms for "ser"

DOCTOR: Date and Day, Occupation, Characteristics, Time, Origin, Relation

POTIONS: People, Occupation, Things, Identity, Origin, Nationality, Substance

Acronym for "estar

PLACE: Position, Location, Action, Condition, Emotion

Here is a summary of when to use "ser" and when to use "estar":

Uses of "ser"

- Identity: María y Gisela son hermanas.
- Origin and nationality: Soy de Bolivia. Soy boliviano.
- Occupation/Profession: Helga y Fabiana son estudiantes.
- Characteristics of people and places (if describing fundamental qualities/personality): Los chicos son bajos y son un poco gordos. Son simpáticos.
- Possession: Fido es su perro. Es mi diccionario.
- Time of day and dates: Son las cuatro de la tarde. Hoy es lunes.
- Intentions: Este consejo es para ustedes.
- Impersonal statements (general): Es importante comer fruta.
- Substance (what something is made of): La mesa es de madera.
- Mathematical equations: tres más tres son seis.
- Location of events: Las consultas son en el hospital.

Uses of "estar"

- Position of people, places, things: El libro está en mi mochila. Diego está entre Susana y Ariel.
- Location of people, places, things* (*not events): Estamos en la casa de Juan. La universidad está en el centro.
- Condition: Physical (think "state of being"): Estáis muy guapos hoy. Paco está enfermo.
- Emotions (think "transitory" condition): Estamos tristes ahora.
- Actions in progress (present progressive): Pedro está hablando con Ana por teléfono.
- Weather expressions: Está nublado hoy.

"Ser" and "estar" with adjectives

While certain adjectives can be used with both verbs, they communicate different ideas (the choice in verbs radically changes the meaning of the sentence). Let's look at the following examples. Note that all adjectives are in bold.

Ser	Estar
Carlos es **guapo.** Carlos is handsome (characteristic).	Carlos está muy **guapo** hoy. Carlos looks very handsome today (physical condition).
Sara es **aburrida.** Sara is boring (personality).	Sara está **aburrida**. Sara is bored (emotion).

Ser	Estar
La fruta es **verde.** The fruit is green (characteristic).	La fruta está **verde**. The fruit is not ripe (condition). *While the word "maduro" in Sp is not used for "not ripe".
Olga es **lista.** Olga is smart (characteristic).	Olga está **lista**. Olga is ready (physical condition).
El ratón es **vivo.** The mouse is clever (characteristic).	El ratón está **vivo**. The mouse is alive (physical condition: "state of being").
Paula es una mujer **segura.** Paula is a confident woman (personality).	Paula está **segura**. Paula is sure (emotion).

¡Ojo! When the adjectives "seguro, segura" are used with objects and the verb "ser", the meaning changes "to be safe": El elevador es seguro.

A Practicar

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6.9: Cultura- Camino de Santiago

Objetivos

- Learn about the Catholic pilgrimage tradition through northern Spain to Santiago de Compostela
- Practice what you have learned so far.



Un mapa del Camino de Santiago. Busca (*look for*) un mapa físico o político de España para comparar.

The following *Cultura* reading is about the *Camino de Santiago*, an ancient pilgrimage route in Northern Spain. If you want to kn more about the *Camino,* there are many websites devoted to the route, and any number of videos detailing the many sights alc the way. Here, for example, is a video about the *Camino* by travel writer Rick Steves.

YouTube Video

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¿Qué es el Camino de Santiago? Es una ruta de peregrinaje que los católicos toman para visitar la tumba del Apóstol Santiago el Mayor en la ciudad de Santiago de Compostela, en la región de Galicia, España. Un peregrinaje es un viaje religioso, y el Santiago de Compostela es la tercera destinación de peregrinaje más importante a los católicos, después de Jerusalén y Roma.

Hoy en día hay aviones y autobuses, pero a muchas personas les gusta caminar la ruta a Santiago de Compostela por razones espirituales o en honor de la tradición, que data de la época medieval. El norte de España está a 43° de latitud; la ruta principal pasa al lado de las montañas Cantábricas y cruza las sierras gallegas a una altitud máxima de 1250 metros. En invierno, hace bastante frío y hay tormentas; llueve mucho e incluso nieva en las montañas. Por eso, la mayoría de las personas decide caminar el Camino de Santiago en la primavera o verano.



¿Qué ropa debemos llevar para caminar a Santiago de Compostela en la primavera?

Desde Pamplona a Santiago de Compostela son 665 kilómetros, y es normal tomar 28 días para completar el peregrinaje a pie. En los pueblos pequeños por la ruta, muchos peregrinos pasan la noche en albergues especiales, donde comen, beben y comparten información sobre la ruta y sobre sus países de origen.



El albergue de peregrinos en San Juan de Villapañada. ¿Qué deseas preguntar a los otros peregrinos que vienen al albergue?



La Catedral de Santiago de Compostela. ¿Qué emociones tiene el peregrino al finalmente llegar a su destino?

El Camino de Santiago pasa por varias ciudades muy viejas en el norte de España y cada ciudad tiene su catedral. Pero al final los peregrinos llegan a la Catedral de Santiago de Compostela, que data de 1100-1211 y representa diferentes estilos de arquitectura.

Cada año celebran un festival en honor a Santiago el Mayor, las Fiestas del Apóstol, en las dos últimas semanas de julio, y hay fuegos artificiales, conciertos, desfiles, y misas especiales para el santo patrón de la ciudad.

A. Preguntas

Contesta las preguntas con oraciones completas en español (*answer the questions in complete sentences in Spanish*).

1. ¿Qué es un peregrinaje? ¿Qué es un peregrino?
2. ¿Cuál es la destino final del Camino de Santiago?
3. ¿Qué tiempo hace en el Camino de Santiago en invierno? ¿Y en verano?
4. ¿Qué hay de interesante en la ruta del Camino?

B. La concha de vieira

La concha de vieira (*scallop seashell*) es el símbolo tradicional del Camino de Santiago, y usan una concha dibujada con rayas (*a shell drawn with rays or lines*) para marcar la ruta. Describe y compara las diferencias entre estas dos fotos (*describe and compare the differences between these two photos*).





C. Una tarjeta postal

Imagina que eres peregrino/a en el Camino de Santiago; escoge una de las fotos arriba y escribe una tarjeta postal a un amigo/a sobre cómo es (*imagine that you are a pilgrim on the Camino de Santiago; choose one of the above photos and write a postcard to a friend about what it's like*). Necesitas estas frases para abrir y para terminar tu tarjeta: Querido/a — (*Dear —*), y Un abrazo, de — (*A hug, from —*). Cuánto caminas? ¿Te gusta caminar? ¿Cuántas horas caminas al día? ¿Con quién caminas? ¿Es bonito? ¿Cuáles pueblos o ciudades visitas? ¿A dónde vas a llegar? ¿En cuántos días vas a llegar?

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7: CAPÍTULO 7

Learning Objectives

- Use vocabulary related to chores and errands
- Use regular verbs in the preterit tense to describe past events
- Recognize direct objects and use direct object pronouns

7.1: ¿Necesito un suéter?

7.2: Vocabulario- La ropa

7.3: Vocabulario- El clima

7.4: El pretérito

7.5: En contexto- 'a' personal / Pronombres del objeto directo en la tercera persona

7.6: 'A' personal / Pronombres del objeto directo en la tercera persona

7.7: Ejercicios- 'a' personal / Pronombres del objeto directo en la tercera persona

7.8: Los pretéritos irregulares, parte 1

7.9: Los verbos irregulares en el pretérito

7.10: Los pretéritos irregulares, parte 2

7.11: Pretérito de dar, ser, ver, ir

7.12: Verbos que cambian de significado en el pretérito

7.13: "To become" + "to realize"

7.14: Putting It Together- ¿Adónde fuiste de vacaciones?

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7.1: ¿Necesito un suéter?

Here are a few songs to try on before you step out into the module—can you see what these titles have in common?

Rosalía — **Aute cuture**
Rosalía Vila Tobella, known mononymously as Rosalía, is a Spanish singer, songwriter and record producer. Initially known for her modern interpretations of flamenco music, Rosalía crossed language boundaries after receiving praise from international influencers and after several collaborations with artists such as J Balvin, Pharrell Williams, and James Blake. “Aute Cuture” was released as a single on 30 May 2019. (English translation of Aute cuture)

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Juanes — **La camisa negra**
Juan Esteban Aristizábal Vásquez (born August 9, 1972), known professionally as Juanes, is a Colombian musician. (https://en.Wikipedia.org/wiki/La_Camisa_Negra)

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Monsieur Periné — **La tienda de sombreros**
Monsieur Periné is a Bogotá-based musical ensemble from Colombia with an Afro-Colombian sound that mixes Latin and European flavors. Their style mixes elements of cumbia, tango, danzón, bolero and pop music, according to the San Diego Union Tribune. At the Latin Grammy Awards, the ensemble was named best new artist of 2015. (English translation of La Tienda de Sombreros)

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Kevin Johansen — **S. O. S. tan fashion**
Kevin Johansen (born 21 June 1964 in Fairbanks, Alaska) is a songwriter who mixes several rhythms and languages in his musical work. He naturally switches from English to Spanish or from Cumbia to Rock. He is seen as an artist who is not afraid to experiment, since he has not settled with one specific genre he usually calls his work “de genre-ate”.

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Jose Conde – **El Vestido**
Jose Conde is a Cuban American singer, songwriter, arranger, multi instrumentalist, and producer based in Brooklyn, NY who leads the genre bending Latin band OLA FRESCA and his own solo project.

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In this module, we'll also learn how to talk about the weather. The following song titles contain meteorological references: can you spot them?

Juan Gabriel – **Have You Ever Seen The Rain? (Gracias al Sol)**
Alberto Aguilera Valadez, known professionally as Juan Gabriel, was a Mexican singer, songwriter and actor. (More about Juan Gabriel on Wikipedia)

YouTube Video

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Juan Luis Guerra – **Ojalá que llueva café**
Juan Luis Guerra Seijas (born June 7, 1957), is a Dominican musician, singer, composer, and record producer. His popular style of merengue and Afro-Latin fusion has garnered him considerable success throughout Latin America. (Wikipedia)

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Santiago Vazquez – **Nublado**
Santiago Vazquez is a musician from Argentina who works in a variety of genres, including tango, jazz, electronic, and Afro beat. Click here to read more about Santiago Vazquez.

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Jorge González & Los Bunkers – **LLueve sobre la ciudad**
Jorge Humberto González Ríos (born 6 December 1964) is a Chilean singer, who's best known for being the leader, vocalist, writer and bassist of the band "Los Prisioneros", considered by many to be the most popular rock band in the country. Los Bunkers was an alternative rock band from Concepción, Chile.

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7.2: Vocabulario- La ropa

La ropa

In this section we'll be talking about clothing. With your new clothing vocabulary, you'll be *como un niño con zapatos nuevos* (≈ like a kid in a candy store). Since we'll also be talking about the cost of clothing, we'll need numbers past 100—that's for the next section. But by now the numbers should be old hat. (In Spanish, *con la gorra* [with a hat] = easy)

If you feel like *no te llega la camisa al cuello* (you can't get the shirt over your neck; you're struggling), hang in there! We've been in your shoes (*Hemos estado en tus zapatos*). And if you feel like Spanish *queda como un guante* (fits like a glove), ¡*Nos quitamos el sombrero!* (We tip our hat to you).

Objetivos

Recognize and describe articles of clothing

Vocabulario: La ropa

Las prendas de ropa (*articles of clothing*)

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el abrigo



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el bolso



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las botas



la bufanda



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access it online.

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los calcetines



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la camisa



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la camiseta



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la chaqueta



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la falda



la gorra



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el gorro



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los guantes



el impermeable



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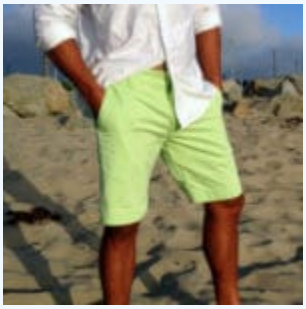
los lentes



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los pantalones



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los pantalones cortos



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el paraguas



el pijama



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el sombrero



el suéter



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los tenis



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el traje



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el traje de baño



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el vestido



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los zapatos

Un verbo útil (*a useful verb*):

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Llevar (*to wear; also means to carry and to bring*)

Text only list

Las prendas de ropa (articles of clothing)

- el abrigo (coat)
- el bolso (bag / purse)
- las botas (boots)
- la bufanda (scarf)
- los calcetines (socks)
- la camisa (shirt)
- la camiseta (t-shirt)
- la chaqueta (jacket)
- la falda (skirt)
- la gorra (baseball cap)
- el gorro (hat)
- los guantes (gloves)
- el impermeable (raincoat)
- los lentes (eyeglasses)
- los pantalones (pants / trousers)
- los pantalones cortos (shorts)
- el paraguas (umbrella)
- el pijama (pyjamas)
- el sombrero (hat)
- el suéter (sweater)
- los tenis (sneakers)
- el traje (suit)
- el traje de baño (swimsuit)
- el vestido (dress)
- los zapatos (shoes)

Un verbo útil (a useful verb):

- Llevar (to wear; also means to carry and to bring)

Objetivos

- Recognize the vocabulary of clothing
- Identify articles of clothing based on spoken descriptions

A.  ¿Qué llevan las mascotas? (*What are the pets wearing?*)

Actividad 7.2.A

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B.  La ropa

Actividad 7.2.B

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Text only

A. ¿Qué llevan las mascotas? (What are the pets wearing?)

1. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the

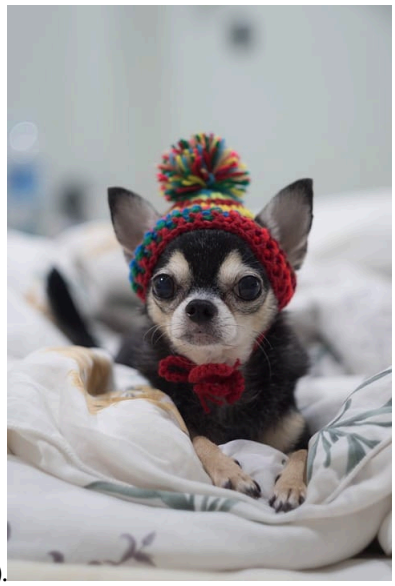
image). 
    - traje de baño
    - gorro
    - lentes
    - zapatos
2. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the image). 
    - gorro
    - pantalones
    - camisa
    - calcetines
3. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the

image). 
    - gorros
    - trajes de baño
    - vestidos
    - bolsos
4. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the image). 
    - tenis
    - gorro
    - botas
    - bolso
5. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the

image). 
    - sombrero
    - paraguas
    - camisa
    - lentes
6. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the image). 
    - gorro
    - zapatos
    - camiseta
    - pantalones
7. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the



image).

- lentes
- vestido
- bufanda
- gorro

B. La ropa

1. Which picture corresponds to the speaker's description?

Audio

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2. Which picture corresponds to the speaker's description?

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3. Which picture corresponds to the speaker's description?

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4. Which picture corresponds to the speaker's description?

Audio

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○ 

○ 

○ 
VIESMANN
#Wintertans
8

○ 

5. Which picture corresponds to the speaker's description?

Audio

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6. Which picture corresponds to the speaker's description?

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7. Which picture corresponds to the speaker's description?

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7.3: Vocabulario- El clima

Objetivos

- Recognize the vocabulary of weather

Vocabulario: El clima y las estaciones

Weather expressions in Spanish are different from those in English, particularly in the way they are constructed.

A:

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¿Qué tiempo hace hoy? (*What is the weather like today?*)
B: Hoy hace frío y hace viento. (*Today it is cold and windy.*)

Most weather expressions in Spanish are built with ***hace***, such as:



Hace mucho calor.

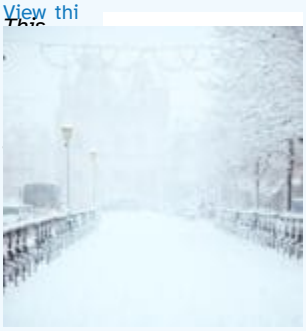
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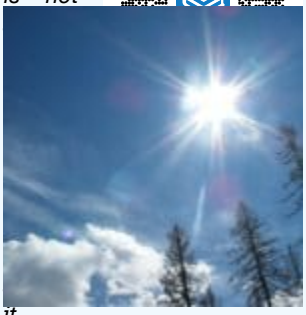
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Hace fresco.

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Hace frío.



Hace sol.

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Hace buen tiempo.

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Hace mal tiempo.

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Hace viento.

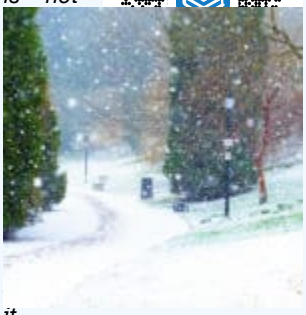
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There are several weather expressions that are different and are not built with ***hace***, such as:



Hay niebla.

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Nieva / está nevando.

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Está despejado.

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Está nublado.

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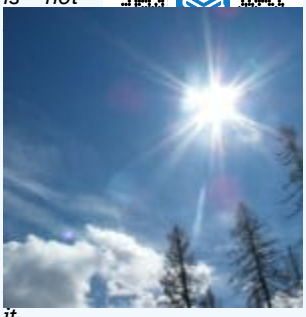
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Está húmedo.

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Está soleado

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Hay relámpagos. (There's lightning)

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Truena. (It's thundering)

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Llovizna.

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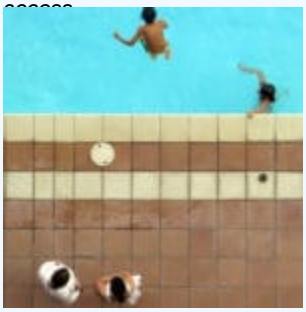
llueve mucho / está lloviendo.

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Las estaciones del año (*The seasons of the year*)

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El verano

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El otoño

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El invierno

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La primavera

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Text only

Most weather expressions in Spanish are built with *hace:*

- Hace mucho calor. (It's hot)
- Hace fresco. (It's cool)
- Hace frío. (It's cold)
- Hace sol. (It's sunny)
- Hace buen tiempo. (The weather is good)
- Hace mal tiempo. (The weather is bad)
- Hace viento. (It's windy)

There are some weather expressions that are different and are not built with hace, such as:

- Hay niebla. (It's foggy)
- Nieva / está nevando. (It's snowing)
- Está despejado. (It's clear)
- Está nublado. (It's cloudy)

- Está húmedo. (It's humid)
- Está soleado. (It's sunny)
- Hay relámpagos. (There is lightning)
- Truena. (There is thunder)
- Llovizna. (It's raining)
- Llueve mucho (It's raining a lot)
- Está lloviendo. (It's raining)

Las estaciones del año (The seasons of the year)

- El verano (summer)
- El otoño (fall)
- El invierno (winter)
- La primavera (spring)

A Practicar

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7.4: El pretérito

Objetivos

Conjugate verbs in the preterit tense

The preterit tense is one of the two simple past tenses in Spanish, and is used to talk about concrete, completed actions in the past. In this conjugation, -AR verbs have one set of endings and -ER and -IR verbs share a second set of endings.

Conjugation of regular -AR, -ER and -IR verbs in the preterit tense:

	-AR		-ER/-IR	
	singular	plural	singular	plural
1a persona	**-é**	**-amos**	**-í**	**-imos**
2a persona	**-aste**	**-asteis**	**-iste**	**-isteis**
3a persona	**-ó**	**-aron**	**-ió**	**-ieron**

- 

 Después de comer, yo lavé los platos y barrí el piso. (*After eating, I washed the dishes and swept the floor.*)
-  Ella no lavó los platos ni barrió el piso. (*She neither washed the dishes nor swept the floor.*)

Note the accent marks on the first and third-person singular ("yo" and "él/ella/usted") endings! These are important to distinguish the present and preterit tenses (Hablo = *I speak*; Habló = *He/She/You spoke*). Also note that the first-person plural "nosotros" endings are the same as the present tense for -AR and -IR verbs, and you'll have to use the context to know which one is meant. There should be no confusion for -ER verbs since those endings are different:

-  Nosotros siempre llamamos a mamá los domingos. (*We always call Mom on Sundays. – present*)
-  Nosotros llamamos a mamá el domingo pasado. (*We called Mom last Sunday. – preterit*)
-  Nosotros no sacudimos el polvo nunca. (*We never dust. – present*)
-  Nosotros no sacudimos el polvo ayer. (*We didn't dust yesterday. – preterit*)
-  Nosotros barremos el patio. (*We sweep the patio. – present*)
-  Nosotros barrimos el patio. (*We swept the patio. – preterit*)

Spelling changes in the preterit tense:

Some verbs require a spelling change in order to maintain consistent pronunciation of their consonants. These spelling changes follow consistent patterns, and in fact you have seen some of them before when you learned pluralization and some of the present tense verbs. In the preterit, these spelling changes are limited to the yo forms.

1. "Z" changes to "c" before "i" and before "e". You should remember this from Spanish 1, when you learned pluralization (1 luz – 2 luces). In the preterit this happens in the yo forms of verbs whose infinitives end in -ZAR, for example:
    - **Cruzar** (*to cross*) –  Yo crucé la calle.  Tú cruzaste la calle.  ¿Por qué cruzó la gallina la calle?

- **Empezar** (*to begin*) –  Yo empecé,  tú empezaste,  él empezó,  ¡todos empezamos juntos!

2. Hard “g” to “gu”. This happens in the yo forms of verbs whose infinitives end in -GAR, for example:
   - **Pagar** (*to pay*) –  Yo pagué mis impuestos.  Tú pagaste tus impuestos.  La compañía internacional, ¿pagó sus impuestos?
3. Hard “c” to “qu”. This happens in the yo form of verbs whose infinitives end in -CAR, for example:
   - **Buscar** (*to look for*) –  Yo busqué un buzón de correos (*mailbox*).  Tú buscaste un buzón.  Buscamos un buzón para mandar una carta.
   - **Sacar** (*to take out*) –  Yo saqué la basura ayer.  Tú sacaste la basura anteayer.  El no sacó la basura,  es su turno hoy.
4. Intervocalic “i” to “í” and “y”. This happens in verbs that end in -EER and -UIR as well as “oír”, because the “i” in the endings either needs an accent mark so it doesn’t become a dipthong (first and second persons), or needs to change to a “y” to separate the strong vowels of the stem and ending (third persons). This change follows the rules of when words in Spanish need accent marks, but for now you could just memorize the forms.

- **Creer** (*to believe*) –  Yo lo creí (*I believed it*).  Tú lo creíste.  Ella lo creyó.  Nosotros lo creímos.  Vosotros lo creísteis.  Ustedes lo creyeron.
- **Oír** (*to hear*) –  Yo lo oí (*I heard it*).  Tú lo oíste.  Usted lo oyó.  Nosotras lo oímos.  Vosotros lo oísteis.  Ellas lo oyeron.

Spelling changes, from a different perspective:

Another way of looking at these spelling changes is to see them in the context of the Spanish alphabet: they're not special irregularities peculiar to any particular tense, they're just how Spanish spells particular sounds, regardless of when they turn up. If you look at them in terms of syllables, the pattern becomes clearer:

- (The soft "c"): ZA – CE – CI – ZO – ZU In Latin American pronunciation this is indistinguishable from the "s" (SA – SE – SI – SO – SU). But the letter "z" is never used before the letters "e" or "i", and switches to a "c" in those positions. So it's understandable to confuse "sa" and "za" occasionally, but there's no doubt about when to alternate "z" and "c": alcanzar (*to reach, achieve*), alcancé, alcanzaste, alcanzó, etc.
- (The hard "c"): CA – QUE – QUI – CO – CU Notice that the syllables "ce" and "ci" already are used for spelling the soft "c", so the hard "c" needs to switch to the "qu" before "e" and "i". Except for foreign words that use the letter "k", there's only one way to spell these syllable sounds in Spanish, no matter what the word is: jaqueca (*migraine*), coquí (*Puerto Rican tree frog*), sacar, saqué, sacaste, sacó, etc.
- (The soft "g"): JA – GE/JE – GI/JI – JO – JU This explains the spelling change that you remember from the present tense, with an -ER verb needing to preserve its soft "g" in front of the "o" of the yo ending: escoger, escojo, escoges, escoge, etc. But in the preterit, the endings for -GER verbs don't stray into "j" territory: escoger, escogí, escogiste, escogió, etc.

- (The hard "g"): GA – GUE – GUI – GO – GU Since the "ge" and "gi" are already taken for the soft "g", the hard "g" adds a "u". This is in a number of words that are probably familiar to you, for example guitarra and guerrilla. Why do -GAR verbs only change their spelling in the yo form of the preterit? Because the yo form is the only one with the vowel "e" (and no preterit endings of -AR verbs start with an "i"): entregar (*to hand in*), entregué, entregaste, entregó, entregamos, entregasteis, entregaron.

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7.5: En contexto- ‘a’ personal / Pronombres del objeto directo en la tercera persona

Es la hora de hacer las tareas domésticas, y una mamá **recoge a sus cinco niños** (Juanito, Sofía, Tomasito, y los dos gemelos Santiago y Federico) para hablar de su trabajo.



Mamá: Juanito, ¿**quién recogió los platos** y quién los lavó?
Juanito: Yo recogí los platos. Sofía, ¿tú los lavaste?
Sofía: ¡Mentira! ¡Tú no recogiste los platos, yo los recogí!
Tomasito: Sí, Sofía recogió los platos y yo los lavé.
Mamá: Bueno. ¿Quién **barrió el piso**?
Juanito: Yo lo barrí.
Tomasito: ¡No, yo lo barrí!
Mamá: Bien, tranquilos. ¿Quién **recogió la rop**a y quién la lavó?
Juanito: Los gemelos recogieron la ropa y yo la lavé.
Los gemelos: ¡Mentira! **Nosotros recogimos las camisas** y nosotros las lavamos también!
Mamá: Bueno, ustedes recogieron y lavaron la ropa. ¿Y Juanito?
Los gemelos: Juanito no recogió ni lavó nada.
Mamá: Niños, no vamos a **criticar a Juanito**. Juanito solamente tiene cinco años, no va a hacer tareas domésticas todavía.

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Preguntas de análisis:

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Para pensar:

1. ¿Dónde colocamos los pronombres en las oraciones?
2. ¿Cuáles de las frases en negrilla usan la preposición “a”?

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1. Los pronombres reemplazan un sustantivo. Las palabras subrayadas son pronombres de objeto directo. Escribe abajo qué

significan los pronombres en el diálogo.

lo =	los =
la =	las =

2. ¿Dónde colocamos los pronombres en las oraciones?
3. ¿Cuáles de las frases en negrilla usan la preposición “a”?

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7.6: ‘A’ personal / Pronombres del objeto directo en la tercera persona

Objetivos

- Identify direct objects
- Determine whether direct objects need the personal a
- Recognize the appropriate third person singular and plural direct object pronouns

Remember a direct object is the person or thing that directly suffers the action of the verb.

La “a” personal (the personal “a”)

When the direct object of a verb in Spanish is a person, we need to add the preposition “a” in front of that direct object. This personal “a” does not get translated into English, but it needs to be there in Spanish. Pets are an interesting gray area: if the pet is considered to be part of the family, you would use the personal “a” if you did something to the pet (very common with cats and dogs that live in one’s house, whom one might carry or pet, etc.); but otherwise animals don’t get the personal “a”.

-  Mamá **dejó a los niños** en la escuela. (“A” personal because the children are the direct objects of the verb, they are who Mom dropped off.)
-  Mamá **dejó la masa** del pan en el mostrador para subir. (No “a” personal because even though the bread dough is the direct object of the verb–it is what Mom left on the counter to rise–it’s a thing not a person.)
-  Tía Sara **lleva a su gato** Fifi al veterinario. (“A” personal because the cat is the direct object of the verb, Fifi is who is being taken to the vet, and is being considered a part of the family.)
-  Juanito **mira los peces** por horas. (No “a” personal because even though the fish are the direct objects of the verb–they are what Juanito is watching for hours–they are not considered members of the family.)

Third-person direct object pronouns in Spanish

As we saw in Spanish 101 when we learned the subject pronouns, sometimes it becomes tiresome to repeat the name or noun

constantly and we use a pronoun like “she” or “they” instead. The same is true of object pronouns. For example the following is repetitious and sounds strange in both Spanish and English:



¿Lavaste los platos? Sí, lavé los platos, sequé los platos y devolví los platos al estante. (*Did you wash the dishes? Yes, I washed the dishes, I dried the dishes, and I returned the dishes to the shelf.*)

A much more natural way to say this would be:



¿Lavaste los platos? Sí, los lavé, los sequé y los devolví al estante. (*Did you wash the dishes? Yes, I washed them, dried them, and returned them to the shelf.*)

Note in the example that we have to use the noun once to establish what we are talking about, and after that first time we can switch to the appropriate pronoun, in this case “them”. Just as in English it would be incorrect to say “I washed they”, in Spanish the direct object pronouns are not the same as the subject pronouns.

- It / her = **la**
- It / him = **lo**
- Them (masc.) = **los**
- Them (fem.) = **las**

¡OJO! Preview of coming attractions: There is another set of object pronouns in Spanish, the indirect object pronouns, which don’t exist as distinct words in English. So there are two ways to translate “it / him / her” and “them”! Make sure that you use one of the above pronouns when the object is directly receiving (suffering) the action of the verb. Once we get the hang of the direct object pronouns, we’ll move on to the indirect ones in Unit 9.

Position of object pronouns in Spanish

Learning the pronouns themselves is only part of using them in Spanish: you need to learn where to put them in the sentence. Look back at the example above about the dishes. Did you notice that the Spanish object pronouns have a different position in the sentence, relative to the verb, as compared to the English object pronouns?

The basic rule in Spanish is that object pronouns are placed BEFORE the verb, whereas in English the pronouns come after the verb. This is the same placement rule that you learned in Unit 7 for the reflexive pronouns. Let’s review the object pronoun placement rule in the context of this new kind of pronouns:

- 

  ¿Los platos? **Los** lavé. (*The dishes? I washed **them**.*)

-  ¿El piso? No **lo** barrí. (*The floor? I didn't sweep **it**.*)
-  ¿La basura? Tú **la** sacaste. (*The garbage? You took **it** out.*)
-  ¿Los estantes? Nosotros no **los** sacudimos. (*The shelves? We did not dust **them**.*)

Note that *nothing* comes between the object pronoun and its verb. If there's a subject noun or pronoun, that will come first. If there's a "no", that will come next. Then comes the object pronoun, and then the verb completes the thought.

Remember that when the verb has an infinitive or a gerund, you have the option of tacking the object pronoun onto the end of those forms, or you could still put the object pronoun before the conjugated verb.

-  ¿Los platos? Necesito lavarlos. -o-  Los necesito lavar. (*I need to wash them.*)
-  ¿El piso? No debes barrerlo. -o-  No lo debes barrer. (*You should not sweep it.*)
-  ¿La basura? Tú estás sacándola. -o-  Tú la estás sacando. (*You are taking it out.*)
-  ¿Los estantes? Nosotros no estamos sacudiéndolos. -o-  Nosotros no los estamos sacudiendo. (*We are not dusting them.*)

Be careful to add an accent mark to the gerund to preserve the stress placement when you tack a pronoun onto the end of it. An extra accent mark is not necessary when tacking just one pronoun to the end of an infinitive.

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7.7: Ejercicios- ‘a’ personal / Pronombres del objeto directo en la tercera persona

Objetivos

- Identify direct objects
- Determine whether direct objects need the personal a
- Recognize the appropriate third person singular and plural direct object pronouns
- Recognize the referent of a direct object pronoun when you hear it in a sentence

A. El objeto directo

https://assess.lumenlearning.com/pra...4-cbe8f33d4131

B. ‘A’ personal

https://assess.lumenlearning.com/pra...6-eabb685c3735

C. Pronombres del objeto directo

https://assess.lumenlearning.com/pra...c-ee4a21abebde

D. Pronombres del objeto directo

https://assess.lumenlearning.com/pra...c-a8a6ec92df8b

[reveal-answer q=”747750″]Text only[/reveal-answer]
[hidden-answer a=”747750″]

A. ¿A quién?

Escribe la “a” personal solamente en los espacios donde es necesaria.

Yo visité _____ la casa de mi tía, que tiene cuatro hijos, tres gatos y dos perros. ¡Es una casa muy llena! Después de comer, yo lavé _____ los platos, y mi tía bañó _____ su hijo menor, el bebé. El hijo mayor miró _____ sus hermanas mientras ellas acariciaban (*were petting*) _____ los perros. De pronto, los tres gatos miraron fijamente _____ un punto en el techo (*a spot on the ceiling*) y los niños chillaron (*screamed*). Yo llamé _____ mi tía y ella mató _____ una araña muy grande. Al final todos bebimos _____ un vaso de leche caliente para calmarnos antes de acostarnos.

B. Lista de verificación (*checklist*)

Llena los espacios en blanco con el pronombre del objeto directo apropiado, “lo”, “la”, “los”, o “las”.

Esta tarde los padres de mi novio vienen a visitar mi apartamento por primera vez.

1. ¿Recogí los papeles y libros? Sí, ____ recogí.
2. ¿Sacudí el polvo? Sí, ____ sacudí.
3. ¿Quité las telarañas (*spiderwebs*)? Sí, ____ quité.
4. ¿Pasé la aspiradora? Sí, ____ pasé.
5. ¿Lavé los platos? Sí, ____ lavé.
6. ¿Limpié la estufa? Sí, ____ limpié.
7. ¿Preparé el café? Sí, ____ preparé.
8. ¿Saqué las galletas? Sí, ____ saqué.
9. ¿Cambié mi ropa? No, no ____ cambié. ¡Qué horror! No hay tiempo, ellos están a la puerta ¡y todavía estoy en mis pijamas!

C. Es un lugar extraño para eso

Llena los espacios en blanco con el pronombre del objeto directo apropiado, “lo”, “la”, “los”, o “las”.

1. “Oye (*Hey*), Mac, ¿por qué tienes la plancha en el mostrador de la cocina?” “Porque ____ usé para hacer paninis.”
2. “Oye, Mac, ¿por qué tienes un jarro de centavos con el equipo de hornear (*baking equipment*)?” “Porque ____ uso para pesos de tarta (*pie weights*).”
3. “Oye, Mac, ¿por qué tienes tu bola de boliche al lado de la puerta?” “Porque ____ uso para mantener abierta la puerta (*to hold the door open*).”
4. “Oye, Mac, ¿por qué tienes grapas (*staples*) en tu equipo de coser (*sewing kit*)? “Porque ____ uso en emergencias para reparar el dobladillo (*hem*) de los pantalones. Es muy rápido y eficaz (*effective*).”
5. “Oye, Mac, ¿por qué tienes un rollo de cinta para conductos (*duct tape*) en el bolsillo de tu impermeable?” “Porque ____ uso para reparar el impermeable si el agua comienza a entrar.”

[/hidden-answer]

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7.8: Los pretéritos irregulares, parte 1

Irregular preterites, part 1

The preterite tense is the most difficult tense to learn in terms of conjugation. First review what you learned in 5.6.0.

Now we will continue with the conjugations of some irregular verbs in preterite tense.

Stem-changing verbs ending in -ir

- In 4.3.0 you learned the 3 types of stem-changing verbs in the present tense: "e → i, o → ue, and e → i".
- In 5.6.0 you learned that stem-changing verbs ending in "-ar" and "-er" are conjugated as regular verbs in the preterite.
- You will now learn that stem-changing verbs ending in "-ir" have a stem-change only in the conjugations of "usted, él, ella" and "ustedes, ellos, ellas" (3rd person singular and plural). This stem-change is also different from the present tense. In preterite, you need to change "e → i, o → u". In the examples below, the preterite endings are in blue and the stem-change in the preterite conjugation is indicated in **bold**.

Present		Preterite		Present		Preterite	
e → ie		e → i		o → ue		o → u	
preferir		**preferir**		**dormir**		**dormir**	
pref**ie**ro	preferimos	preferí	preferimos	d**ue**rm**o**	dormimos	dormí	dormimos
pref**ie**res	preferís	preferiste	preferisteis	d**ue**rmes	dormís	dorrmiste	dormisteis
pref**ie**re	pref**ie**ren	pref**i**rió	pref**i**rieron	d**ue**rme	d**ue**rmen	d**u**rmió	d**u**rmieron



Figure 1: Ayer Blanca se divirtió mucho en la cocina.



Figure 2: El gato d**u**rmió muy bien anoche.



Figure 3: El sábado pasado los camareros s**i**rvieron comida deliciosa.

List of stem-changing verbs ending in "-ir"

Stem change "e" → "i"

The vowel highlighted in bold will have change "**e**" → "i" in the the conjugations of "usted, él, ella" and "ustedes, ellos, ellas" (3rd person singular and plural) in the preterite tense.

Spanish	English
adv**e**rtir	to warn
cons**e**guir	to get; to obtain
conv**e**rtir	to convert
conv**e**rtirse en	to become
desp**e**dir	to fire (job dismissal)

Spanish	English
desp**e**dirse	to say goodbye
div**e**rtirse	to have fun
m**e**dir	to measure
m**e**ntir	to lie
p**e**dir	to ask for (something)
pref**e**rir	to prefer
rep**e**tir	to repeat
s**e**guir	to follow; to continue
s**e**ntir	to feel (regret)
s**e**ntirse	to feel
s**e**rvir	to serve
v**e**stir	to dress someone
v**e**stirse	to get dressed

Stem change "o" → "u"

The vowel highlighted in bold will have change "**o**" → "u" in the the conjugations of "usted, él, ella" and "ustedes, ellos, ellas" (3rd person singular and plural) in the preterite tense.

Spanish	English
dormir	to sleep
dormirse	to fall asleep
morir	to die
morirse	to die off (of something, ie: of love)

Stems that end in a vowel for verbs ending in "-er" and "-ir"

- Observe that the stem of "-er" and "-ir" ending verbs of the verbs "leer", "caer", "oír" and "huir" end in a vowel.
- A written accent is needed on the "í" for the conjugations of "yo", "tú", "nosotros", and "vosotros".
- The vowel "i" of the ending in the conjugations of "usted, él, ella" and "ustedes, ellos, ellas" will change to "y". This is because the endings for "-er" and "-ir" are "ió" and "ieron" (whereas, verbs ending in "-ar" are just "-o" and "-aron").

Leer - to read	Caer - to fall	Oír - to hear	Huír - to flee
le**í** le**ímos**	ca**í** ca**ímos**	o**í** o**ímos**	hu**í** hu**ímos**
le**íste** le**ísteis**	ca**íste** ca**ísteis**	o**íste** o**ísteis**	hu**íste** hu**ísteis**
le**yó** le**yeron**	ca**yó** ca**yeron**	o**yó** o**yeron**	hu**yó** hu**yeron**

Note that in the conjugations above, the endings are in **bold** and the spelling change is indicated in blue.

A Practicar

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7.9: Los verbos irregulares en el pretérito

Objetivos

- Understand the irregular preterite verb conjugation

By now we have learned the preterit past tense, including the conjugation of regular verbs, verbs with a spelling change to preserve their pronunciation, and stem-changing verbs. All of those groups of verbs use the same sets of endings (for -AR verbs or for -ER/-IR verbs) in the preterit, but may change a stem vowel or consonant. Now we'll learn the irregular preterit verbs, which have irregular stems **and** irregular endings. You'll note that none of the irregular preterit verbs have accent marks on their endings.

There are a lot of irregular verbs in the preterit, and you'll need to pay close attention to small details that may change, for example sometimes the 3rd person plural ending is "-eron" instead of "-ieron". It may help to remember them in sub-groups that have similar (not always identical!) irregularities.

List of irregular preterit verbs:



Monumento a los Caídos por España: "Honor a todos los que dieron su vida por España."

- **Andar** (*to walk*) – anduve, anduviste, anduvo, anduvimos, anduvisteis, anduvieron
- **Estar** (*to be*) – estuve, estuviste, estuvo, estuvimos, estuvisteis, estuvieron
- **Tener** (*to have*) – tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron

-  **Conducir** (*to drive*) – conduje, condujiste, condujo, condujimos, condujisteis, condujeron
-  **Decir** (*to say, to tell*) – dije, dijiste, dijo, dijimos, dijisteis, dijeron
-  **Traer** (*to bring*) – traje, trajiste, trajo, trajimos, trajisteis, trajeron
-  **Poder** (*to be able*) – pude, pudiste, pudo, pudimos, pudisteis, pudieron
-  **Poner** (*to put*) – puse, pusiste, puso, pusimos, pusisteis, pusieron
-  **Saber** (*to know*) – supe, supiste, supo, supimos, supisteis, supieron
-  **Dar** (*to give*) – di, diste, dio, dimos, disteis, dieron
-  **Hacer** (*to make, to do*) – hice, hiciste, hizo, hicimos, hicisteis, hicieron

-  **Querer** (*to want*) – quise, quisiste, quiso, quisimos, quisisteis, quisieron
-  **Venir** (*to come*) – vine, viniste, vino, vinimos, vinisteis, vinieron
-  **Ver** (*to see*) – vi, viste, vio, vimos, visteis, vieron
-  **Ir** (*to go*) – fui, fuiste, fue, fuimos, fuisteis, fueron
-  **Ser** (*to be*) – fui, fuiste, fue, fuimos, fuisteis, fueron

Did you notice?

- Which verbs lose the “i” in the third person plural, i.e. which ones have the “-eron” ending instead of -ieron?
- Which of these irregular verbs is a good example of the spelling change rule, “z changes to c before i and before e”?
- What’s the difference between the preterit conjugations of “ser” and of “ir”?

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7.10: Los pretéritos irregulares, parte 2

Irregular preterites, part 2

In the preterit tense, there are a few verbs with irregular stem. These irregular verbs do not have written accent on the verb conjugation (as compared to the regular verbs in the preterit tense). The irregular stem can be categorized by:

- The -u- stem
- The -i- stem
- The -j- stem

Irregular stems in the preterit tense

In the charts below, the irregular stems are in **bold**.

-u- stem

Verb	Irregular stem
andar	and**u**v- p**u**d-
estar	est**u**v-
haber	h**u**b-
poder	p**u**d-
poner, suponer, proponer	p**u**s-, sup**u**s-, prop**u**s-
saber	s**u**p-
tener	t**u**v-

-i- stem

Verb	Irregular stem
hacer	h**i**c- , h**i**z- (Use "z", instead of "c", in the conjugations of "usted", "él", and "ella".)
querer	qu**i**s-
venir	v**i**n-

-j- stem

Verb	Irregular stem
conducir	conduj-
decir	dij-
producir	produj-
reducir	reduj-
traducir	traduj-
traer	traj-

Verb conjugations in the preterite tense

All verbs with irregular stems in the preterite, have the same set of endings when cojugated. Moreover, none of them need an accent mark. The verb conjugation for -u- stem and the -i- stem differs from the -j- stem in the 3rd person plural: "ustedes", "ellos", and "ellas" form, since verbs with -j- stem do not have an "i" in their ending. This spelling change is noted in **bold** in the chart below. Let's review the chart below:

Subject	The -u- and -i- stem	The -j- stem	Examples of verb conjugations
Yo	e	e	Yo: pude, hice, traje (poder, hacer, traer)
Tú	iste	iste	Tú: supiste, hiciste, condujiste (saber, hacer, conducir)
Él/Ella/Usted	o	o	Ud., Él, Ella: *hubo (pretérite for "hay"), (haber) hi**z**o (hacer), condujo (conducir)
Nosotros/as	imos	imos	Nosotros/as: tuvimos, vinimos, produjimos (tener, venir, producir)
Vosotros/as	isteis	isteis	Vosotros/as: estuvisteis, quisisteis, tradujisteis (estar, querer, traducir)
Ellos/Ellas/ Ustedes	**ie**ron	**e**ron	Ellos/Ellas/Uds.: pus**ie**ron, hic**ie**ron (poner, hacer) Ellos/Ellas/Uds.: traj**e**ron, conduj**e**ron, produj**e**ron, tradujeron, reduj**e**ron, dij**e**ron (traer, conducir, producir, traducir, reducer, decir)

Ejemplos

Hubo una fiesta de cumpleaños en la casa de Mariela.

Mi amiga Gabriela quiso ir pero no pudo. Ella tuvo que trabajar.

Anoche Mateo hizo ejercicios en el gimnasio.

Los amigos de Mariela le trajeron regalos para ella.

A Practicar

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7.11: Pretérito de dar, ser, ver, ir

Irregular preterites of verbs "dar", "ser", "ver", "ir"

There are four additional verbs that have irregular conjugations. They are: "dar" (to give), "ver" (to see/to watch), "ser" (to be) and "ir" (to go). One thing these verbs have in common is that they do not need an accent on the conjugation of "yo" or "él", even if some of the endings resemble those of regular verbs. The verbs "ir" and "ser" have the same conjugation; the context tells you the verb being used when conjugated.

Subject	Dar (endings like -er/-ir verb)	Ver (no accent marks)	Ser, Ir (same conjugation)
Yo	Di	Vi	Fui
Tú	Diste	Viste	Fuiste
Él/Ella/Usted	Dio	Vio	Fue
Nosotros/as	Dimos	Vimos	Fuimos
Vosotros/as	Disteis	Visteis	Fuisteis
Ellos/Ellas/Ustedes	Dieron	Vieron	Fueron

A Practicar



La semana pasada nosotros **fuimos** a la fiesta de cumpleaños de Mariela.

Keiko le **dio** un regalo a Mariela.

Yo **vi** a todos mis compañeros en la fiesta.

¡**Fue** una fiesta maravillosa!

(All irregular verbs from this lesson are in **bold**.)

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7.12: Verbos que cambian de significado en el pretérito

Verbs that change in meaning in the preterite

We are going to study the verbs that change its meaning from "present" to "preterite" tense in Spanish. These are the following verbs:

Saber

Subject pronoun	Present tense	Preterite tense
Yo	sé	supe
Tú	sabes	supiste
Usted, él, ella	sabe	supo
Nosotros, nosotras	sabemos	supimos
Vosotros, vosotras	sabéis	supisteis
Ustedes, ellos, ellas	saben	supieron

In the present tense, "saber" is used to express "to know something" (knowledge, fact) and "to know how to do something" (skill).

- Yo sé la capital de los Estados Unidos. Es Washington DC.
- Nosotros sabemos bailar tango.

In the preterite tense, "saber" is used to express "to find out about something" (found out, realized). The preterite tense of "saber" are highlighted in **bold**.

- El sábado pasado en la reunión familiar, **supe** que mi prima Elizabeth va a casarse en la primavera.
  Last Saturday in the family gathering, I **found out** that my cousin Elizabeth is going to get married in the Spring.

Conocer

Subject pronoun	Present tense	Preterite tense
Yo	conozco	conocí
Tú	conoces	conociste
Usted, él, ella	conoce	conoció
Nosotros, nosotras	conocemos	conocimos
Vosotros, vosotras	conocéis	conocisteis
Ustedes, ellos, ellas	conocen	conocieron

In the present tense, "conocer" is used to express "to know or to be acquainted or familiar with a person, a place, or a thing".

- Yo conozco bien la capital de los Estados Unidos. Viví en esta ciudad por varios años.
- Leticia conoce a todos los padres de sus estudiantes.

In the preterite tense, "conocer" is used to express "to meet someone for the first time" (met). Personal "a" is used after the verb conocer. The preterite tense of "conocer" are highlighted in **bold**.

- Anoche en la casa de Arturo, nosotros **conocimos** a sus abuelitos.
  Last night at Arturo's house, we **met** his grandparents.

Poder

Subject pronoun	Present tense	Preterite tense
Yo	puedo	pude
Tú	puedes	pudiste
Usted, él, ella	puede	pudo
Nosotros, nosotras	podemos	pudimos
Vosotros, vosotras	podéis	pudisteis
Ustedes, ellos, ellas	pueden	pudieron

In the present tense, "poder" means "to be able to" or "can", and "no poder" means "not be able to" or "cannot".

- ¿Puedes ir al concierto con nosotros la próxima semana?
  - Lo siento, no puedo ir. Tengo que trabajar.

In the preterite tense, "poder" means "managed or succeeded in doing something", while "no poder" means "failed after attempting to do something". The preterite tense of poder are highlighted in **bold**.

- Anoche **pude** entregar mis tareas antes de la medianoche. ¿Y Carlos?
  Last night I **managed** to turn in my homework before midnight. How about Carlos?
  - Desafortunadamente, Carlos **no pudo** entregarlas a tiempo.
    Unfortunately Carlos **failed** to turn them in on time.

Querer

Subject pronoun	Present tense	Preterite tense
Yo	quiero	quise
Tú	quieres	quisiste
Usted, él, ella	quiere	quiso
Nosotros, nosotras	queremos	quisimos
Vosotros, vosotras	queréis	quisisteis
Ustedes, ellos, Ellas	quieren	quisieron

In the present tense, "querer" means "to want" or "to love", and "no querer" means "do not want".

- ¿Qué quieren hacer esta noche?
  - Esta noche no queremos hacer nada. Preferimos estar en casa.
- Mami, te queremos mucho.

In the preterite tense, "querer" means "tried to", while "no querer" means "refused". The preterite tense of "querer" are highlighted in **bold**.

- Arturo **quiso** ir a la fiesta de Mariela, pero tuvo que trabajar.
  Arturo **tried** to go to Mariela's party, but he had to work.
- Paola y Laura **no quisieron** salir con Fabio y Daniel.
  Paola and Laura **refused** to go out with Fabio and Daniel.

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7.13: “To become” + “to realize”

Objetivos

Understand and use the various ways to say “to become” and “to realize” in Spanish

Note: This section’s grammar involves some verbs that are not only reflexive, but also frequently (not exclusively) used with the preterit past tense.

David y Luisa hablan en una recepción para estudiantes que acaban de volver (*who just returned*) de sus estudios al extranjero (*their overseas study*). Lee el diálogo y contesta las preguntas para analizar la gramática.

Luisa: Hola, David, tú fuiste a Bolivia, ¿verdad?

David: No, de veras yo fui a Ecuador. Fue un buen viaje, excepto por el vuelo.

Luisa: ¿Qué pasó? ¿**Te pusiste enfermo** en el vuelo?

David: No, hubo una avería (*malfunction*) y el avión fue a México para ser reparado. Nosotros dormimos la noche en el aeropuerto y fuimos a Ecuador el día siguiente en otro avión.

Luisa: ¿**Te volviste loco** de impaciencia?

David: Sí, un poco. Esperamos mucho tiempo. Los pilotos y asistentes de vuelo fueron a un hotel para pasar la noche, pero nosotros no nos dimos cuenta con tiempo para hacer reservaciones y nos tocó dormir en un asiento en el aeropuerto.

Luisa: ¡Qué buena profesión, ser piloto!

David: Al contrario, **mi primo se hizo piloto** para viajar y ver el mundo, pero cuando se dio cuenta de que sólo hay tiempo de ver aeropuertos y hoteles, no le gustó mucho la profesión. Bueno, ¿cómo fue tu experiencia en Costa Rica?

An audio element has been excluded from this version of the text. You can listen to it online here: http://pb.libretexts.org/spansih2a/?p=218

Preguntas de análisis:

Para pensar:

1. Busca las frases en negrilla. ¿Cuáles son sus infinitivos? ¿Son diferentes las situaciones a las que refieren? Explica cómo.
2. Busca los dos usos de la frase “darse cuenta”. ¿Qué significa? ¿Hay otra manera de decir eso en español?

Preguntas de análisis:

1. Busca las frases en negrilla. ¿Cuáles son sus infinitivos? ¿Son diferentes las situaciones a las que refieren? Explica cómo.
2. Busca los dos usos de la frase “darse cuenta”. ¿Qué significa? ¿Hay otra manera de decir eso en español?

“To become” en español

There are three verbs in Spanish that are used reflexively and imply transformations or changes; these verbs are not interchangeable! Note the situations described below for each verb:

1.  **Ponerse** (sudden, physical or emotional change, effortless, almost always a person)

Examples:

-  Se pone rojo cuando le preguntan su edad. (*She blushes when they ask her age.*)
-  Se puso enfermo después de trasnochar demasiado. (*He got sick after staying up all night too often.*)

2.  **Volverse** (sudden and extreme transformation, emotional/physical/situational, involuntary change; doesn't have to be a person)

Examples:

-  Mi perro se vuelve loco con el olor a comida. (*My dog goes crazy with the smell of food.*)
-  La madre se volvió un ogro cuando trataron de hacerle daño a sus hijos. (*The mother turned into an ogress when they tried to harm her children.*)
-  La situación se volvió peligrosa cuando empezó a nevar y la temperatura bajó rápidamente. (*The situation got dangerous when it started to snow and the temperature dropped quickly.*)

3.  **Hacerse/**  **Pasar a ser/**  **Llegar a ser** (long term, requires an effort; these are usually used in the past when the action is completed)

Examples:

- Se hizo abogada después de mucho trabajo. (*She became a lawyer after working hard.*)
- Llegó a ser muy famoso en su tiempo. (*He became very famous in his time.*)
- Pasó a ser el heredero de toda la fortuna. (*He became the heir to the whole fortune.*)

Darse cuenta de

This is often translated into English as “to realize”, meaning “to find out” or “to know for the first time”. When followed by a noun or an infinitive use “darse cuenta de”. When followed by a conjugated verb, standard Spanish uses “darse cuenta que”, but it’s possible to say “darse cuenta de que”.
Examples:

- Las personas que escuchan música con audífonos en el metro no se dan cuenta de lo fuerte que es el sonido. (*The people who listen to music on headphones on the subway don’t realize how loud the sound is.*)
- Dejé mi pasaporte en el hotel y solo me di cuenta del error cuando llegué al aeropuerto. (*I left my passport in the hotel and only realized my error when I got to the airport.*)

¡OJO! There is a related false cognate that English speakers will need to be careful of—“realizar” actually means “to make real” or “to achieve”.

Contribute!

Did you have an idea for improving this content? We’d love your input.

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7.14: Putting It Together- ¿Adónde fuiste de vacaciones?

Click on each link below for a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

[reveal-answer q="460698"]Vocabulario: Viajar[/reveal-answer]
[hidden-answer a="460698"]

Por avión

- El avión (*the airplane*)
- El helicóptero (*the helicopter*)
- El aeropuerto (*the airport*)
- Salidas (*departures*)
- Llegadas (*arrivals*)
- La tienda libre de impuestos (*duty-free shop*)
- El pasaje / El boleto (*ticket*)
- El pasaporte (*passport*)
- La tarjeta de embarcación (*boarding pass*)
- Hora de embarcación (*boarding time*)
- Un asiento de ventana (*a window seat*)
- Un asiento de pasillo (*an aisle seat*)
- Facturar el equipaje (*to check luggage, i.e. send it to the luggage compartment*)
- Recoger el equipaje (*to pick up luggage*)
- Pasar por aduanas (*to pass through customs and passport control*)
- El/la asistente de vuelo (*flight attendant*)
- El/la pasajero/a (*passenger*)
- Los auriculares/audífonos (*headphones*)
- La salida de emergencia (*the emergency exit*)
- La escala (*layover*)
- La puerta (*gate*)
- El vuelo (*flight*)
- A tiempo (*on time*)
- Retrasado (*delayed*)

Por tren o autobús

- El tren (*train*)
- El ferrocarril (*railway*)
- El metro/subterráneo (*subway*)
- El autobús (*bus*)
- El transbordo (*transfer*)
- La estación (*station*)
- El anuncio público (*public announcement*)
- La parada de metro/autobús (*subway/bus stop*)
- Subir al tren (*to get on the train*)
- Bajarse del tren (*to get off the train*)
- Caber en el vagón del metro (*to fit into the subway car*)
- El coche-comedor (*dining car*)
- El coche-cama (*sleeping car, e.g. for overnight trains*)
- Perder el tren/autobús (*to miss the train/bus*)
- Esperar el autobús (*to wait for the bus*)
- El conductor (*conductor/driver*)

[/hidden-answer]

[reveal-answer q="220064"]Los verbos irregulares en el pretérito[/reveal-answer]
[hidden-answer a="220064"]

- **Andar** (*to walk*) – anduve, anduviste, anduvo, anduvimos, anduvisteis, anduvieron
- **Estar** (*to be*) – estuve, estuviste, estuvo, estuvimos, estuvisteis, estuvieron
- **Tener** (*to have*) – tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron

- **Conducir** (*to drive*) – conduje, condujiste, condujo, condujimos, condujisteis, condujeron
- **Decir** (*to say, to tell*) – dije, dijiste, dijo, dijimos, dijisteis, dijeron
- **Traer** (*to bring*) – traje, trajiste, trajo, trajimos, trajisteis, trajeron

- **Poder** (*to be able*) – pude, pudiste, pudo, pudimos, pudisteis, pudieron
- **Poner** (*to put*) – puse, pusiste, puso, pusimos, pusisteis, pusieron
- **Saber** (*to know*) – supe, supiste, supo, supimos, supisteis, supieron

- **Dar** (*to give*) – di, diste, dio, dimos, disteis, dieron
- **Hacer** (*to make, to do*) – hice, hiciste, hizo, hicimos, hicisteis, hicieron
- **Querer** (*to want*) – quise, quisiste, quiso, quisimos, quisisteis, quisieron
- **Venir** (*to come*) – vine, viniste, vino, vinimos, vinisteis, vinieron
- **Ver** (*to see*) – vi, viste, vio, vimos, visteis, vieron

- **Ir** (*to go*) – fui, fuiste, fue, fuimos, fuisteis, fueron
- **Ser** (*to be*) – fui, fuiste, fue, fuimos, fuisteis, fueron

[/hidden-answer]

[reveal-answer q="69863"]"To become" + "to realize"[/reveal-answer]
[hidden-answer a="69863"]

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[/hidden-answer]

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