

SPANISH 102 (NWTTC)



Northeast Wisconsin Technical College

Spanish 102 (NWTC)

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CHAPTER OVERVIEW

1: ¿Qué haces todos los días?

Learning Objectives

- Use vocabulary related to parts of the body
- Use reflexive verbs that refer a daily routine or habitual actions
- Express how often or how little you do something using adverbs of time

1.1: Why It Matters- ¿Qué haces todos los días?

1.2: Introduction to Manos a la obra

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1.1: Why It Matters- ¿Qué haces todos los días?

Based on the song titles below, what do you think the vocabulary in the module will be about?

Zoé – **Labios Rotos**

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



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La Dame Blanche – **Dos Caras** (feat. Celso Piña & Serko Fu)

With her explosive mix of hip hop, cumbia, dancehall and reggae, the Cuban singer, flautist and percussionist Yaite Ramos Rodriguez, aka La Dame Blanche delivers a powerful and compelling sound which summons the spirits. ([More about La Dame Blanche](#))



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T3R Elemento — **En boca de todos**

T3R Elemento Pay Homage to their Humble Beginnings in the Music Video for their New Single, “En Boca De Todos”. Regional Mexican band, T3R Elemento have captured the attention and admiration of fans and industry alike with their alternative take on the traditional since they exploded onto the scene a little over a year ago. (youtube description) ([More about T3R Elemento](#))



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Cable Head – **Cierro Los Ojos**

Cable Head is a performing artist and activist. As a modern superhero, its superpower is to change consciousness through sound & technology and the cables around its head are a representation of human interconnections. The music is Electro-Pop produced with advanced and vintage technology, featuring the trademarked vocals of Cable Head singing in different languages. ([Spotify description](#))



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Devendra Banhart – **Abre Las Manos**

Devendra Obi Banhart is a Venezuelan American singer-songwriter and visual artist. Banhart was born in Houston, Texas and was raised by his mother in Venezuela, until he moved to California as a teenager. Banhart's music is often associated with the New Weird America genre, along with Vetiver and Joanna Newsom. ([More about Devendra Banhart at Wikipedia](#))



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Juan Luis Guerra — **Lámpara Pa' Mis Pies**

Juan Luis Guerra Seijas is a Dominican musician, singer, composer, and record producer. Guerra is one of the most internationally recognized Latin artists of recent decades. His popular style of merengue and Afro-Latin fusion has garnered him considerable success throughout Latin America. He is also credited for popularizing bachata music on a global level and is often associated with the genre, although his distinct style of bachata features a more traditional bolero rhythm and aesthetic mixed with bossa-nova influenced melodies and harmony in some of his songs. ([Wikipedia entry on Juan Luis Guerra](#))



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In this module, we'll also be working on reflexive verbs. Here are a few:

Julieta Venegas – **Me Voy**

Julieta Venegas is an American-born Mexican singer, songwriter, instrumentalist and producer who sings pop-rock in Spanish.



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<http://pb.libretexts.org/spansih2a/?p=50>

Sech, Ozuna – **Si Te Vas**

Carlos Isaías Morales Williams, better known as Sech, is a Panamanian singer. Juan Carlos Ozuna Rosado, known simply by his surname Ozuna, is a Puerto Rican Latin trap and reggaeton singer.



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<http://pb.libretexts.org/spansih2a/?p=50>

Debi Nova, Pedro Capó – **Quédate**

Deborah Nowalski Kader, better known by her stage name Debi Nova, is a Costa Rican singer-songwriter who resides in Los Angeles. Pedro Capó is a Puerto Rican musician, singer, songwriter and actor.



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Fania All Stars ft Oscar D'Leon, Milly Quezada, El Canario and others – **Quítate Tu** (Yo Soy La Salsa)

The Fania All-Stars is a musical group formed in 1968 as a showcase for the musicians on Fania Records, the leading salsa music record label of the time.



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The Delirians – **Quitate Tu**

The Delirians are the heavy hitters of California's ever growing traditional ska and reggae scene. ([from the Delirians website](#)).



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1.2: Introduction to Manos a la obra

In this vocabulary section we'll learn the parts of the body. As in many languages, a lot of Spanish idioms are formed with parts of the body. Let's play a matching game.

<https://assess.lumenlearning.com/practice/3-eb505bd6d3db>

[reveal-answer q="464087"]Text only[/reveal-answer]

[hidden-answer a="464087"]

Try to draw a line from each Spanish figure of speech to its literal translation, and then another line to the meaning of the phrase. Ready? ¡*Manos a la obra!*

tener mucha cara		To not paste an eye		To be fed up with something
estar hasta las narices		To have a fly behind one's ear		To speak one's mind
estar con el agua al cuello		To be up to one's noses		To suspect something
no pegar ojo		To not have hair on one's tongue		Not get a wink of sleep
tener la mosca detrás de la oreja		To have a lot of face		To talk a lot
nacer con un pan bajo el brazo		To be with water to the neck		To have a lot of nerve
no tener ni pies ni cabeza		To bring the shoulder closer		To be born with a silver spoon in one's mouth
no tener pelos en la lengua		To talk with one's elbows		To be in over one's head
hablar hasta por los codos		To be born with bread under one's arm		To help out
arrimar el hombro		To have neither feet nor head		To make no sense

[/hidden-answer]

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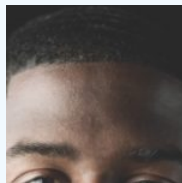
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1.3: Vocabulario- Partes del cuerpo

Objetivos

Recognize vocabulary related to parts of the body

? La cara y la cabeza



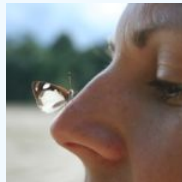
la frente



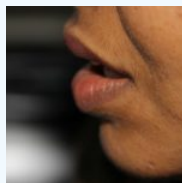
la piel



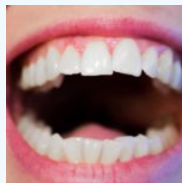
los ojos



la nariz



la boca

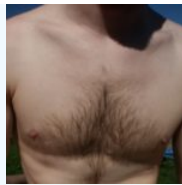


los dientes



Anatomia do oído





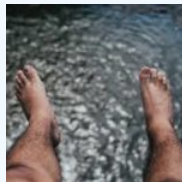
el pecho



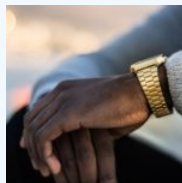
el estómago



las piernas



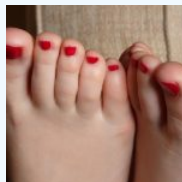
los pies



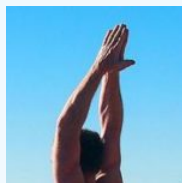
las manos



los dedos (de las manos)



los dedos de los pies



los brazos



los huesos



los músculos

[reveal-answer q="409146"]Text only[/reveal-answer]

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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]

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1.4: Ejercicios- Partes del cuerpo



Objetivos

- Recognize vocabulary related to parts of the body
- Understand spoken sentences related to parts of the body

A. Fuera de lugar

<https://assess.lumenlearning.com/practice/f-850b8628f4eb>

B. Definiciones

<https://assess.lumenlearning.com/practice/b-2a350a758388>

C. Nombrar las partes

<https://assess.lumenlearning.com/practice/b-e33077262338>

D. Partes del cuerpo

<https://assess.lumenlearning.com/practice/9-ec8c5114526a>

E. Partes del cuerpo

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1.5: Introduction to ¿A qué hora te levantas?

A **reflexive verb** is a verb used with a **reflexive pronoun** to link the action of the verb to the subject of the verb. We use **reflexive pronouns**, words that end in *-self* or *-selves*, to show that the action of the verb is done to the subject. The word **reflexive** gives us a clue that the action of the verb is “reflected” back to the subject. In other words, the subject is both the doer and the receiver of the action. Here are some examples that illustrate this concept:

- *I burned myself* on the stove.
- *We congratulated ourselves* on a job well done.
- *He looked at himself* in the mirror.

In Spanish, as we’ll see, there are number of verbs that are usually used reflexively, and need to be memorized along with their reflexive pronoun. We’ll discuss this in more detail shortly. In the meantime, let’s listen to a song by the classic Puerto Rican salsa orchestra El Gran Combo (as animated by El señor Lafontant).



A YouTube element has been excluded from this version of the text. You can view it online here: <http://pb.libretexts.org/spansih2a/?p=58>

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- Reflexive verbs and pronouns. **Authored by:** William Hagen. **Provided by:** English Grammar for Second Language Learners. **Located at:** <https://courses.dcs.wisc.edu/wp/grammar/category/reflexive-pronouns-adverbs/>. **License:** CC BY: Attribution

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- Los verbos reflexivos - u201cY No Hago Mu00e1s Nau2019u201d por El Gran Combo de Puerto Rico. **Authored by:** El seu00f1or Lafontant. **Located at:** <https://youtu.be/pNFf4mv1ChQ>. **License:** All Rights Reserved. **License Terms:** Standard YouTube License

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1.6: En contexto- Los verbos reflexivos

Objetivos

- Recognize reflexive verbs that refer to a daily routine or habitual actions
- Use the correct reflexive pronouns

Unos padres se van de viaje y hablan con la niñera que va a cuidar a los niños por unos días.

Papá Alejandro: La niñera tiene que saber sobre cuándo bañar a los niños.

Papá Diego: Bueno, Marianela y Gloriana son grandecitas (*big kids, older children*) y ellas **se bañan** solas cada día antes de acostarse.

Niñera: ¿Baño al bebé al mismo tiempo?

Papá Diego: No, bañas al bebé después de desayunar y después de cenar. Es más simple.

Niñera: Entendido (*understood*).

Papá Alejandro: Ahora sobre la rutina de la mañana. ¿A qué hora **te levantas** tú usualmente?

Niñera: Yo **me levanto** temprano, normalmente. Los niños **se levantan** a las siete, ¿verdad?

Papá Alejandro: Sí. Gloriana **se levanta** temprano a menudo, pero lee libros tranquilamente hasta las siete.

Papá Diego: Marianela nunca se levanta temprano.

Papá Alejandro: Juanito, el bebé, a veces **se despierta** por la noche, pero apenas llora.

Niñera: Muy bien, entonces yo me levanto a las seis y **me baño** antes de levantar a los niños.

Papá Diego: Sí, generalmente nosotros **nos levantamos** a las seis y nos bañamos temprano también.

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=60>

Preguntas de análisis

<https://assess.lumenlearning.com/practice/5f2d60b87ee2>

[reveal-answer q="139630"]Text only[/reveal-answer]

[hidden-answer a="139630"]

1. ¿Quién es el sujeto de los verbos en negrilla?
2. ¿Quién es el objeto de los verbos en negrilla? i.e. ¿Quién sufre directamente la acción del verbo (*who directly experiences the action of the verb*)?
3. ¿Cuál es la diferencia entre las frases “baño al bebé” y “me baño”?

[/hidden-answer]

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1.7: 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)



▶ lastimarse (to hurt oneself)



▶ caerse (to fall down)



olvidarse (to forget)



cansarse (to get tired)



▶ quitarse (to remove, take away)



▶ irse (to go away, to leave)



▶ 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)
▶ 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)
▶ 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)

Forma reflexiva	Forma no reflexiva
▶ 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)

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	▶ bañarse	vestirse	▶ cepillarse	dormirse
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)

	Singular	Plural
3a persona	se (<i>himself, herself, itself</i>)	se (<i>themselves</i>)

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.

- ▶ 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.

- ▶ Ella **se** tiene que levantar temprano. (*She has to get up early.*)
- ▶ 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.

- ▶ Ella **se** está levantando temprano. (*She is getting up early.*)
- ▶ Ella está **levantándose** temprano. (*She is getting up early.*)

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1.8: Introduction to ¿Te levantas temprano a menudo?

In this section, we'll look at adverbs of frequency in Spanish. Which begs the question: what **is** an adverb, anyway? In English, adverbs can perform a wide range of functions: they can modify verbs, adjectives, and even other adverbs. They can come either before or after the word they modify. In the following examples, adverbs are in bold, while the words they modify are in italics (the **quite** *handsome* man):

- The desk is made of an **especially** *corrosion-resistant industrial* steel.
- The power company uses huge generators which are **generally** *turned* by steam turbines.
- Jaime won the race, because he *ran* **quickly**.
- This fence was *installed* **sloppily**. It needs to be redone.

[Follow this link for more details about adverbs in English.](#)

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1.9: En contexto- Adverbios de frecuencia

Objetivos

Identify the correct adverb of time for the context

Unos padres se van de viaje y hablan con la niñera que va a cuidar a los niños por unos días.

Papá Alejandro: La niñera tiene que saber sobre cuándo bañar a los niños.

Papá Diego: Bueno, Marianela y Gloriana son grandecitas (*big kids, older children*) y ellas se bañan solas **cada día antes de acostarse**.

Niñera: ¿Baño al bebé al mismo tiempo?

Papá Diego: No, bañas al bebé después de desayunar y después de cenar. Es más simple.

Niñera: Entendido (*understood*).

Papá Alejandro: Ahora sobre la rutina de la mañana. ¿A qué hora te levantas tú **usualmente**?

Niñera: Yo me levanto temprano, **normalmente**. Los niños se levantan a las siete, ¿verdad?

Papá Alejandro: Sí. Gloriana se levanta temprano **a menudo**, pero lee libros tranquilamente hasta las siete.

Papá Diego: Marianela **nunca** se levanta temprano.

Papá Alejandro: Juanito, el bebé, **a veces** se despierta por la noche, pero **apenas** llora.

Niñera: Muy bien, entonces yo me levanto a las seis y me baño **antes de levantar** a los niños.

Papá Diego: Sí, **generalmente** nosotros nos levantamos a las seis y nos bañamos temprano también.

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=68>

Preguntas de análisis:

<https://assess.lumenlearning.com/practice/2-ccfc097b240c>

[reveal-answer q="879434"]Text only[/reveal-answer]

[hidden-answer a="879434"]

1. ¿Qué tipo de palabra son las palabras en negrilla? (e.g. sustantivos, verbos, adverbios o adjetivos)
2. ¿Cuál aspecto de la acción describen las palabras en negrilla? (e.g. lugar, tiempo o manera)

[/hidden-answer]

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1.10: Adverbios de frecuencia

Objetivos

Identify the correct adverb of time for the context

Adverbios de frecuencia

▶ 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 (<i>hardly ever</i>)
▶ todos los días, ▶ diariamente	▶ por lo menos
▶ muchas veces, ▶ bastante, ▶ mucho	
▶ siempre	

In Spanish, word order may be more flexible than it is in English. These adverbs of time and frequency may be used at the beginning or end of the sentence. However it is more common to see them at the beginning.

To say what someone does before or after another activity, use the expressions “antes de” + infinitive and “después de” + infinitive.

- ▶ **Antes de cepillarme los dientes**, yo tomo café.
(*Before brushing my teeth, I drink coffee.*)
- ▶ Tengo que ducharme **después de hacer ejercicio**.
(*I need to shower after exercising.*)

Without the preposition “de”, “antes” and “después” change to mean “beforehand” and “afterwards”. They are followed by the conjugated verb.

- ▶ Usualmente hago ejercicio y **después trabajo**.
(*Usually I exercise and afterwards I work.*)
- ▶ Tengo que hacer mi tarea pero **antes voy a echarme una siesta**.
(*I have to do my homework but beforehand, I am going to take a nap.*)

To express that you do something once, many times, or a couple of times you use the word “vez” (*time, instance*). Below are a few ways to use this expression, and it comes after the verb or at the end of the sentence.

- ▶ Me lavo el pelo **tres veces a la semana**. (*I wash my hair three times a week.*)
- ▶ Mi novio se afeita la barba **una vez a la semana**. (*My boyfriend shaves his beard once a week.*)
- ▶ Celebramos tu cumpleaños **una vez al año**. (*We celebrate your birthday once a year.*)

“Cada” + a day of the week, month, or another time expression also expresses “every”.

- ▶ **Cada año**, celebro el día de San Valentín (*Every year I celebrate Saint Valentine’s day.*)

-  **Cada fin de semana**, voy a la casa de mis padres. (*Every weekend I go to my parents' house.*)

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1.11: 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



▶ afeitarse



▶ limpiarse



▶ vestirse (to get dressed), ▶ ponerse (to put on), ▶ probarse (to try on)



▶ cepillarse los dientes



▶ maquillarse



▶ cepillarse el pelo



▶ peinarse

Otros verbos reflexivos



▶ acostarse (lie down), ▶ relajarse (to relax)



▶ lastimarse (to hurt oneself)



▶ caerse (to fall down)



▶ olvidarse (to forget)



cansarse (to get tired)



▶ quitarse (to remove, take away)



▶ irse (to go away, to leave)



▶ 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)

Forma reflexiva	Forma no reflexiva
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 (<i>hardly ever</i>)
todos los días, diariamente	por lo menos
muchas veces, bastante, mucho	
siempre	

[/hidden-answer]

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CHAPTER OVERVIEW

2: Mente sana en cuerpo sano

Learning Objectives

- Use vocabulary related to illness and health
- Use reflexive verbs that refer to emotions
- Use por and para appropriately for the context
- Read about some approaches to health and wellbeing in South America

2.1: Why It Matters- Mente sana en cuerpo sano

2.2: Introduction to No es la gripe, solo son mis alergias

2.3: Vocabulario- Enfermedad y salud

2.4: Introduction to Aburrirse en el momento adecuado es signo de inteligencia

2.5: En contexto - Verbos reflexivos con emociones

2.6: Verbos reflexivos con emociones

2.7: Introduction to Más sabe el diablo por viejo que por diablo

2.8: En contexto- Por y para / Pronombres preposicionales

2.9: Por y para / Pronombres preposicionales

2.10: Introduction to Cultura- Salud y medicina en el mundo hispano

2.11: Putting It Together- Mente sana en cuerpo sano

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2.1: Why It Matters- Mente sana en cuerpo sano

In this module, we'll expand our range of reflexive verbs by looking at reflexives that describe emotions. One of these verbs is "sentirse," to feel. Needless to say, there are plenty of songs about that! Here are a few:

Sharlene, Fuego – **Me Siento Bien**

Sharlene Taulé Ponciano, better known as Sharlene, is a Dominican-American actress and singer and songwriter. Miguel Ángel Durán Jr., better known by his stage name Fuego, is an American singer and songwriter. (Wikipedia entries for Sharlene and [Fuego](#))



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La Lupe – **Me Siento Guajira**

Lupe Victoria Yolí Raymond, better known as La Lupe, was a Cuban singer of boleros, guarachas and Latin soul. ([Wikipedia entry on La Lupe](#)) (Guajira is a style of Cuban music.)



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AMBRE – **Me Siento Tan Moderno**

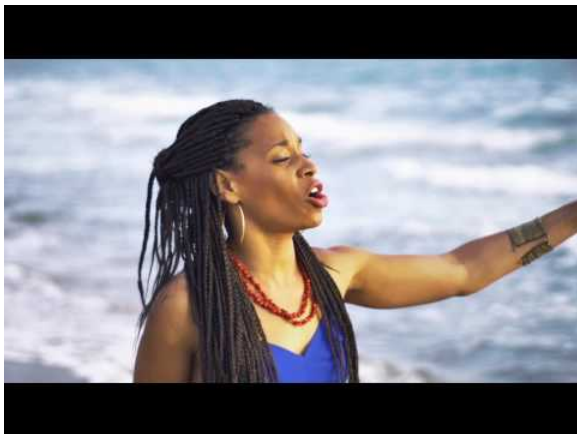
AMBRE is a progressive pop-rock band from Madrid.



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Cubанeros – **Y Me Siento Bien**

Cubанeros is a Greek-Cuban musical partnership between Panos Panagopoulos, Anaisha Vega Castillo and Indhira Xiques.



A YouTube element has been excluded from this version of the text. You can view it online here:
<http://pb.libretexts.org/spansih2a/?p=84>

Daniel, Me Estás Matando – **¿Qué Se Siente Que Me Gustes Tanto?**

Daniel, me estás matando is a Mexican Boleroglam duo, founded in Mexico City in 2018.



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<http://pb.libretexts.org/spansih2a/?p=84>

Adanowsky (Adan Jodorowsky) – **Me Siento Solo**

Adán Jodorowsky or Adanowsky is a French-Mexican musician, director and actor. ([Wikipedia entry on Adanowsky](#))



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This module also looks at the prepositions *por* and *para*. Here are two songs that use *por* and *para*:

Gepe – **Por la Ventana**

Daniel Alejandro Riveros Sepúlveda (born September 28, 1981), known as Gepe, is a Chilean singer-songwriter. ([Wikipedia entry on Gepe](#))



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Oscar D'León – **Para Chango**

Oscar Emilio León Somoza, known as Oscar D'León, and affectionately called The Pharaoh of Salsa, The Lion of Salsa, and The Devil of Salsa, is a Venezuelan musician best known for his work with salsa music. ([Wikipedia entry on Oscar D'León](#))



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2.2: Introduction to No es la gripe, solo son mis alergias

In this section, we'll look at vocabulary dealing with illness and health.

As you learn about medical terminologies you will find that many of the words are similar to English. This is due to the fact that these terms share a connection to a Latin background. Medical terms are usually created by combining prefixes (the beginning of a word) with a suffix (the ending of a word) to create the name of a condition or cure. Most of these prefixes and suffixes have the same meanings across the two languages. For example, take “hypertension/hipertensión.” The prefix “hyper-/hiper-” means “high” or “over” and the suffix “-tension” refers to pressure, meaning a high blood pressure. Therefore, at this point of practice, don't be afraid to try to make educated guesses!

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2.3: Vocabulario- Enfermedad y salud

Objetivos

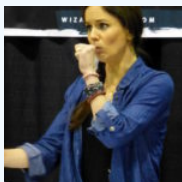
Recognize vocabulary related to illness and health

? 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

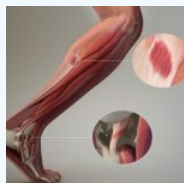


la cicatriz (scar)

► Algunos verbos usados en el tema de la salud.



romperse un hueso



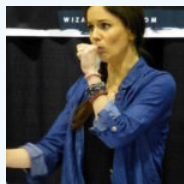
torcerse un músculo/un tendón



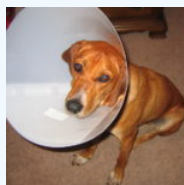
lastimarse (to injure oneself)



desmayarse (to faint)



toser



recuperarse (to recuperate)

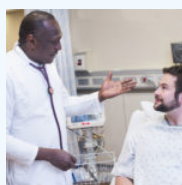


doler (o < ue) (similar usage as “gustar”, e.g. A José le duelen los pies = José’s feet hurt.)

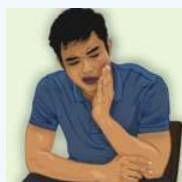
Condiciones físicas y psicológicas de cuidado



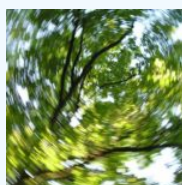
estar embarazada



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*)



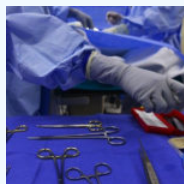
el antibiótico



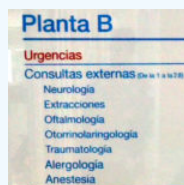
la pastilla



el grado de temperatura



el cirujano/ la cirujana

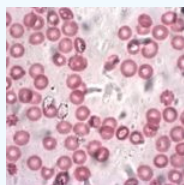


el especialista



el enfermero / la enfermera

Otras palabras



la sangre (blood)



el seguro de salud (health insurance)

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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]

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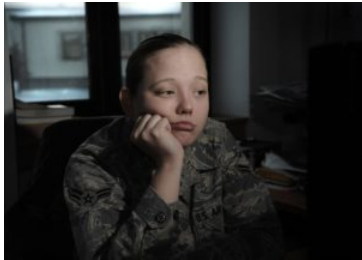
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2.4: Introduction to Aburrirse en el momento adecuado es signo de inteligencia

This section introduces a group of reflexive verbs in Spanish that might seem counter-intuitive to English speakers. These are verbs that refer to certain emotional states or conditions. In many cases, as we'll see, the English equivalent would be "to get...", for instance: "to get bored." To say this in Spanish, however, we wouldn't translate the "get"; we'd use the reflexive. This illustrates an important point in language learning: many of the forms or idioms we take for granted in our first language do not translate directly into the target language. This is why it can be helpful to avoid the habit of connecting English words to Spanish words, and try instead to connect images or concepts to their Spanish expressions.

So rather than learning: "get bored = aburrirse"

consider:



= aburrirse

You might surprise yourself with the results!

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2.5: En contexto - Verbos reflexivos con emociones

Objetivos

Recognize reflexive verbs that refer to emotions

Rafael ve a su amigo Andrés por la ventana de un café y entra. Se saludan y Rafael se sienta al lado de Andrés.

Rafael: ¿Cómo estás, Andrés? Pareces un poco cansado.

Andrés: Sí, es que mis ojos se cansan mucho cuando miro el proyector en las clases.

Rafael: ¿De veras? ¿Has ido (*have you gone*) al oftalmólogo?

Andrés: Tengo una cita para las once mañana. ¡Pero es que me aburro tanto, esperando en la oficina de los doctores!

Rafael: Bueno, puedes chatear conmigo por el móvil para divertirte.

Andrés: ¿No tienes que trabajar mañana por la mañana?

Rafael: No, trabajo para la oficina de estudios en el extranjero por solo ocho horas cada semana y es por la tarde. Entonces, nos contactamos para textear mañana.

Andrés: Ok, y después nos vemos en la cafetería para almorzar.

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Preguntas para analizar la gramática:

<https://assess.lumenlearning.com/practice/7-547e2733f4b1>

1. ¿Cuáles de esos verbos comunican acciones que una persona hace a sí misma (*to him/herself*)?
2. ¿Cuáles de esos verbos comunican acciones que dos personas hacen la una a la otra (*to each other*)?

[reveal-answer q="286486"]Text only[/reveal-answer]

[hidden-answer a="286486"]

Preguntas para analizar la gramática:

1. Busca todos los verbos que tienen pronombres reflexivos. (Hay siete de ellos)
2. ¿Cuáles de esos verbos comunican acciones que una persona hace a sí misma (*to him/herself*)?
3. ¿Cuáles de esos verbos comunican acciones que dos personas hacen la una a la otra (*to each other*)?

[/hidden-answer]

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2.6: Verbos reflexivos con emociones

Objetivos

Recognize reflexive verbs that refer to emotions

Reflexive verbs that refer to emotions.

As we learned in the beginning of the chapter, in reflexive verbs the subject does the action to him/her/itself. But there are some reflexive verbs in Spanish that use the reflexive pronoun to show how one is feeling, especially the onset of an emotional or physical state. These are often expressed in English with “to get” + adjective; be very careful not to translate such English idioms literally! Use the reflexive verb instead. Below are common reflexive emotional verbs and their non-reflexive (transitive) forms for comparison:

▶ Forma reflexiva	▶ Forma no reflexiva
▶ aburrirse (<i>to get bored</i>)	▶ aburrir (<i>to bore someone</i>)
▶ alegrarse (<i>to become happy</i>)	▶ alegrar (<i>to make someone happy</i>)
▶ asustarse (<i>to get scared</i>)	▶ asustar (<i>to frighten someone</i>)
▶ calmarse (<i>to calm oneself down</i>)	▶ calmar (<i>to calm someone down</i>)
▶ cansarse (<i>to get tired</i>)	▶ cansar (<i>to tire someone out</i>)
▶ casarse con (<i>to get married</i>)	▶ casar (<i>to perform a marriage for someone</i>)
▶ divertirse (<i>to have a good time</i>)	▶ divertir (<i>to entertain someone</i>)
▶ enojarse (<i>to get angry</i>)	▶ enojar (<i>to make someone angry</i>)
▶ frustrarse (<i>to get frustrated</i>)	▶ frustrar (<i>to frustrate someone</i>)
▶ sorprenderse (<i>to get surprised</i>)	▶ sorprender (<i>to surprise someone</i>)
▶ sentirse (e>ie) (<i>to feel, have a feeling</i>)	▶ sentir (<i>to feel something</i>)

Reciprocal verbs

Reciprocal verbs are used to talk about actions that people do to each other. Reciprocal verbs are formed by the combination of a reflexive pronoun and a verb, very similar to the reflexive verbs. Since reciprocal actions always involve two or more people, only plural pronouns are considered reciprocal:

- 1a persona plural: **nos** (*to, for, from, or off ourselves / each other*)
- 2a persona plural: **os** (*to, for, from, or off yourselves / each other*)
- 3a persona plural: **se** (*to, for, from, or off themselves, yourselves / each other*)

Reciprocal or Reflexive

Sentences with reciprocal actions sometimes look just like sentences with reflexive actions. To differentiate a reflexive action from a reciprocal action, the use of expressions such as “el uno al otro”, “uno a otro”, “mutuamente”, “recíprocamente”, “entre sí”, etc.

can be added to a phrase to show that the subjects are performing the action on each other. All these expressions can be roughly translated as “each other”, “one another”, or “mutually”.

To specify that an action is reflexive, we can use phrases like “a sí mismo” (*to him/herself*) or “a sí mismos” (*to themselves*).

For example:

- ▶ Se aman mutuamente. (*They love one another.*)
- ▶ Los narcisistas se aman a sí mismos. (*Narcissists love themselves.*)
- ▶ Se miran a sí mismos en el espejo. (*They look at themselves in the mirror.*)
- ▶ Se miran el uno al otro por la ventana. (*They look at each other through the window.*)

List of Common Reciprocal Verbs

In English you would not need to emphasize that the two people are doing the action together because it is already implied. Therefore, in Spanish try to think about verbs that involve two people and remember that you may need the reflexive pronouns. Below you'll find a list of verbs that are commonly used to talk about reciprocal actions.

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*)

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2.7: Introduction to Más sabe el diablo por viejo que por diablo



Es obligatorio para jugar, utilizar atuendo (attire) de tenis

In this section, we'll learn two tricky little prepositions in Spanish: “por” and “para.” Both can mean “for,” “to,” “by,” “in,” and “through,” depending on the context.

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2.8: En contexto- Por y para / Pronombres preposicionales

Rafael ve a su amigo Andrés **por la ventana** de un café y entra. Se saludan y Rafael se sienta al lado de Andrés.

Rafael: ¿Cómo estás, Andrés? Pareces un poco cansado.

Andrés: Sí, es que mis ojos se cansan mucho cuando miro el proyector en las clases.

Rafael: ¿De veras? ¿Has ido (*have you gone*) al oftalmólogo?

Andrés: Tengo una cita **para las once** mañana. ¡Pero es que me aburro tanto, esperando en la oficina de los doctores!

Rafael: Bueno, puedes chatear conmigo **por el móvil** para divertirte.

Andrés: ¿No tienes que trabajar mañana **por la mañana**?

Rafael: No, trabajo **para la oficina** de estudios al extranjero **por solo ocho horas** cada semana y es por la tarde. Entonces, nos contactamos **para textear** mañana.

Andrés: Ok, y después nos vemos en la cafetería **para almorzar**.

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<http://pb.libretexts.org/spansih2a/?p=102>

Preguntas para análisis:

Mira las frases en negrilla en la conversación y contesta las preguntas que siguen.

<https://assess.lumenlearning.com/practice/a-bf592cda9650>

1. ¿Cuáles son los significados de **por**?
2. ¿Cuáles son los significados de **para**?

[reveal-answer q="946678"]Text only[/reveal-answer]

[hidden-answer a="946678"]

Preguntas para análisis:

Mira las frases en negrilla en la conversación y contesta las preguntas que siguen.

1. Busca todos los usos de **por**. ¿Cuáles son los significados de **por**?
2. Busca todos los usos de **para**. ¿Cuáles son los significados de **para**?

[/hidden-answer]

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2.9: Por y para / Pronombres preposicionales

Objetivos

- Understand the difference between por and para and select the appropriate preposition for the context
- Use prepositional pronouns with por and para

“Por” and “Para” are two little words that cause more trouble for learners of Spanish than the length of the words would seem to predict. This is because prepositions in general are very idiomatic—that is to say that each language uses prepositions differently, and there’s not always a clear rule for predicting which one to use. For example, in the case of “por” and “para”, they can both be translated into English as “for”, but they’re not interchangeable, and in other situations they’re translated with completely different prepositions, like “by”, “through”, and “in order to”.

Rather than a rule which would have a ridiculous number of exceptions, you’re better off remembering which situations call for which word:

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.*)



How is “para” being used here?

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.*)

Ejemplos que contrastan “por” y “para”

¡No son intercambiables! (*They are not interchangeable!*)

- ▶ Debo escribir esa tarea **por dos horas**. -versus- ▶ Debo escribir esa tarea **para el lunes**. When talking about time, “por” means a specific amount or duration of time. “Para” is used for deadlines.
- ▶ El autobús va **para el aeropuerto**. -versus- ▶ El autobús va **por el centro del pueblo**. When talking about movement, “para” means “to” and is used for a direction or destination. “Por” means “through” and is used for the route.
- ▶ **Yo trabajo para Juan**. -versus- ▶ **Yo trabajo por Juan**. When talking about work, “para” is used to identify your supervisor, the person you work “for”. “Por” in this kind of sentence can mean either “in place of”, i.e. you’re substituting for Juan at work, or it can mean “for the sake of” if he’s your motivation for working.

Expresiones idiomáticas

- ▶ Por ahora (*for now, for the time being*)
 - ▶ Eso es suficiente por ahora. (*That’s enough for now.*)
- ▶ Por completo (*completely*)
 - ▶ Olvidé por completo que las estaciones en la Argentina están al revés de las estaciones en el Hemisferio Norte, y no empaqué ropa abrigada para julio. (*I completely forgot that the seasons in Argentina are the opposite of the seasons in the Northern Hemisphere, and I didn’t pack warm clothes for July.*)
- ▶ Por ejemplo (*for example*)
 - ▶ Muchas palabras tienen la misma traducción al inglés sin tener significados iguales, por ejemplo “por” y “para”. (*Many words have the same translation into English without having the same meanings, for example “por” and “para”.*)
- ▶ Por eso (*That’s why*)
 - ▶ Tengo mucho trabajo por eso no puedo salir esta noche. (*I have a lot of work, that’s why I can’t go out tonight.*)
- ▶ Por favor (*please*)
 - ▶ ¿Puede usted explicar ese anuncio público, por favor? No lo comprendo. (*Could you please explain that public announcement? I don’t understand it.*)
- ▶ Por fin (*at last, finally*)
 - ▶ Después de quince horas de viaje, por fin llegamos a Buenos Aires. (*After 15 hours of travel, we finally arrive in Buenos Aires.*)
- ▶ Por lo menos (*at least*)
 - ▶ Necesitas dejar por lo menos dos horas extras para pasar por la seguridad del aeropuerto. (*You need to leave at least two extra hours to pass through airport security.*)
- ▶ Por si acaso (*just in case*)

- ▶ Traigo comida en mi mochila, por si acaso tengo hambre en el viaje. (*I carry food in my backpack, in case I get hungry on the way.*)
- 9. ▶ Por supuesto (*of course*)
 - ▶ Por supuesto puedo ayudarte con tu tarea. (*Of course I can help you with your homework.*)
- 10. ▶ Para empezar (*to begin with, for starters*)
 - ▶ ¿Quieres viajar al extranjero? Para empezar, necesitas un pasaporte. (*You want to travel overseas? To begin with, you need a passport.*)
- 11. ▶ Para nada (*not at all*)
 - ▶ No me gusta viajar en barcos para nada. (*I don't like traveling on boats at all.*)
- 12. ▶ Estar para (+ infinitive) (*to be about to, to be ready to*)
 - ▶ El avión está para salir (*The plane is about to depart.*)

Pronombres preposicionales

Spanish has a set of pronouns to use after prepositions when you don't want to keep repeating someone's name or the noun that you're talking about. The prepositional pronouns are almost all the same as the subject pronouns, except for the first and second-person singular forms. Watch out for accent marks, spelling counts!

forma	pronombre	ejemplo
1a persona singular	mí*	▶ ¿El regalo es para mí ?
2a persona singular	ti*	▶ Sí, es para ti .
3a persona singular	él ella usted	▶ Esta tarjeta de embarcación es para usted , esta tarjeta es para él , y la última tarjeta es para ella .
1a persona plural	nosotros nosotras	▶ Nuestra mamá sacrifica muchísimo por nosotros .
2a persona plural (sólo usada en España)	vosotros vosotras	▶ Vosotros no podéis hacer el viaje a España, entonces nosotros vamos por vosotros .
3a persona plural	ellos ellas ustedes	▶ ¿Pueden ustedes dar estos regalos a mis sobrinos y mis sobrinas? Estos regalos son para ellos , estos regalos son para ellas , y claro, aquí están unos regalos para ustedes .

¡OJO! The first and second persons singular make a contraction with the preposition “con” (and only that one!): “conmigo” and “contigo”.

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2.10: Introduction to Cultura- Salud y medicina en el mundo hispano

El sincretismo cultural hispano: el cura, el chamán, el sobandero, los rezos, la santería, la partera, la curandera... todos necesarios para el bienestar.

In the Spanish-speaking culture, nontraditional medicine, spiritual rituals, religious beliefs, and medicinal practices that seek to “clean” bad energies from a person or a place are very common. People in many places, depending on their socio-cultural context and access to formal education, hold strong religious beliefs. People frequently think that diseases are associated with bad energies or bad spirits. The concept of “hacer una limpia” is common to all hispanic culture and reflects the syncretism of Native Americans, Africans, and Europeans all blended together. Beliefs about cures and rituals are passed from generation to generation; they cross borders when Latinos migrate to other cultures, and are aspects of identity that are preserved in the effort to respect the wisdom of our elders and maintain traditions.

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2.11: 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 (<i>to get bored</i>)	aburrir (<i>to bore someone</i>)
alegrarse (<i>to become happy</i>)	alegrar (<i>to make someone happy</i>)
asustarse (<i>to get scared</i>)	asustar (<i>to frighten someone</i>)
calmarse (<i>to calm oneself down</i>)	calmar (<i>to calm someone down</i>)
cansarse (<i>to get tired</i>)	cansar (<i>to tire someone out</i>)
casarse con (<i>to get married</i>)	casar (<i>to perform a marriage for someone</i>)
divertirse (<i>to have a good time</i>)	divertir (<i>to entertain someone</i>)
enojarse (<i>to get angry</i>)	enojar (<i>to make someone angry</i>)
frustrarse (<i>to get frustrated</i>)	frustrar (<i>to frustrate someone</i>)
sorprenderse (<i>to get surprised</i>)	sorprender (<i>to surprise someone</i>)
sentirse (e>ie) (<i>to feel, have a feeling</i>)	sentir (<i>to feel something</i>)

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*)
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1. Deadlines (*by, for*)

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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.*)

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CHAPTER OVERVIEW

3: ¿Terminaste tus tareas?

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

3.1: Why It Matters- ¿Terminaste tus tareas?

3.2: Introduction to ¿Lavaste los platos?

3.3: Vocabulario- Las tareas

3.4: Introduction to ¿Quién recogió los platos?

3.5: En contexto- El pretérito

3.6: El pretérito

3.7: Introduction to ¿Lo completaste?

3.8: Putting It Together- ¿Terminaste tus tareas?

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3.1: Why It Matters- ¿Terminaste tus tareas?

In this module, we'll be learning the preterit tense, the tense used to describe a completed past action. By way of a musical preview, the titles of these songs use the preterit tense:

J Mena – **Se Acabó**

Jimena Guevara Barón, better known as Jimena Barón o J Mena, is an Argentine actress and singer-songwriter. (acabarse = to run out, finish)



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Leonardo, Ángela, y Majo Aguilar – **Lo Busqué**

Leonardo, Ángela, y Majo Aguilar are the children of Mexican singer Antonio Aguilar jr. and the grandchildren of the singer Antonio Aguilar.



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Prince Royce – **El Amor Que Perdimos**

Geoffrey Royce Rojas, known professionally as Prince Royce, is an American singer and songwriter of Dominican descent. ([Wikipedia entry on Prince Royce](#))



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Pedro Infante – **Los dos perdimos**

Pedro Infante Cruz was a Mexican actor and singer. Hailed as one of the greatest actors of the Golden Age of Mexican cinema, he is considered an idol in Mexico and other Latin American countries such as Venezuela, Guatemala and Peru. ([Wikipedia entry on Infante](#))



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3.2: Introduction to ¿Lavaste los platos?

In the following section, we'll learn the words for various tasks and chores around the house, at school, and in the community more widely. Fortunately, in the section after this one we'll learn the preterit tense, which will let us complete these tasks and put them behind us—grammatically, at least.

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3.3: Vocabulario- Las tareas

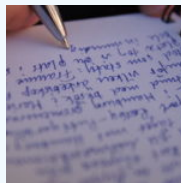
Objetivos

Recognize vocabulary related to chores and errands

? En la escuela



La lectura



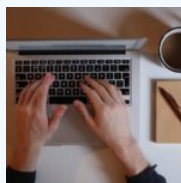
La escritura



El discurso



La tarea



Escribir un ensayo (to write a paper/essay)



Entregar una composición (to hand in a composition)



Colaborar en una presentación (to collaborate on a presentation)



Devolver libros a la biblioteca (to return books to the library)



Escoger su concentración académica (to choose your academic major)

¿Necesitas repasar el vocabulario de la clase y la universidad? Mira las secciones 1.3 y 2.1 del libro de Español 1.

En la casa



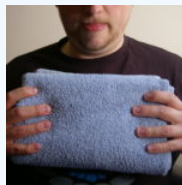
Lavar los platos



Secar los platos



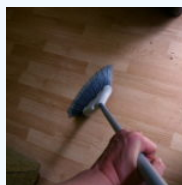
Lavar la ropa



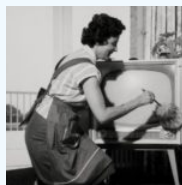
Doblar la ropa



Pasar la aspiradora



Barrer el piso



Sacudir el polvo



Sacar la basura



Cortar el césped



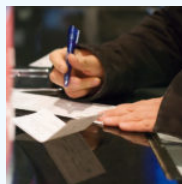
Recoger los juguetes (*put the toys away*)



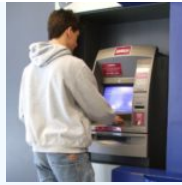
Regar las plantas

¿Necesitas repasar el vocabulario de la casa? Mira la sección 4.4 del libro de Español 101.

En la comunidad



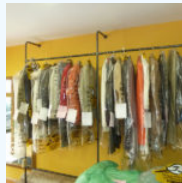
Depositar un cheque en el banco (*Deposit a check at the bank*)



Sacar dinero del cajero automático



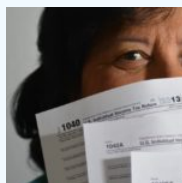
Mandar una carta por correo (Mail a letter)



Dejar los trajes en la tintorería (Drop off the suits at the dry cleaner)



Separar el reciclaje de la basura (Separate the recycling)



Pagar los impuestos (to pay taxes)



Votar en las elecciones (to vote in elections)

¿Necesitas repasar los lugares de la comunidad? Mira la sección 5.1 del libro de Español 1.

[reveal-answer q="309983"]Text only[/reveal-answer]

[hidden-answer a="309983"]

En la escuela

- La lectura (*reading*; **OJO!** Es un cognado falso)
- La escritura (*writing*)
- El discurso (*lecture, speech*)
- La tarea (*homework, task, chore, bit of work*)
- Escribir un ensayo (*to write a paper/essay*)
- Entregar una composición (*to hand in a composition*)
- Colaborar en una presentación (*to collaborate on a presentation*)
- Devolver (o>ue) libros a la biblioteca (*to return books to the library*)
- Escoger su concentración académica (*to choose your academic major*)

En la casa

- Lavar los platos (*to wash the dishes*)
- Secar los platos (*to dry the dishes*)
- Lavar la ropa (*to do the laundry, wash the clothes*)
- Doblar la ropa (*to fold the laundry/clothes*)
- Pasar la aspiradora (*to vacuum*)
- Barrer el piso (*to sweep the floor*)
- Sacudir el polvo (*to dust*)
- Sacar la basura (*to take out the garbage*)
- Cortar el césped (*to cut the grass/mow the lawn*)
- Recoger los juguetes (*to put away/tidy up the toys*)
- Regar (e>ie) las plantas (*to water the plants*)

¿Necesitas repasar el vocabulario de la casa? Mira la sección 4.4 del libro de Español 101.

En la comunidad

- Depositar un cheque en el banco (*to deposit a check in the bank*)
- Sacar dinero del cajero automático (*to withdraw money from the ATM*)
- Mandar una carta por correo (*to mail a letter*)
- Dejar los trajes en la tintorería (*to drop off the suits at the dry cleaner's*)
- Separar el reciclaje de la basura (*separate the recycling from the garbage*)
- Pagar los impuestos (*to pay taxes*)
- Votar en las elecciones (*to vote in elections*)

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3.4: Introduction to ¿Quién recogió los platos?

There may be psychological advantages to living in the now, but wouldn't it be nice to be able to say things about the past? After this section, you'll finally be able to describe past events in Spanish! We'll be learning the preterit tense, which is one of the two simple past tenses in Spanish. In English, the preterit is usually formed by adding -ed or -t to the base form of a verb. *I walk, I walked*. As you know, however, there are also irregular verbs in English: *I go, I went*. The same is true of Spanish, which, as we've seen, has both regular and irregular verbs. In the section ahead, we'll just be focusing on the regular verbs, but we'll get to the others soon! (If you want to know more about verb tenses in English, [click here](#)).

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3.5: En contexto- El pretérito



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, ¿**lavaste** tú los platos?

Sofía: ¡Mentira! ¡Tú no **recogiste** los platos, yo **recogí** los platos!

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 ropa 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 **lavarón** 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.

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=136>

Preguntas de análisis:

<https://assess.lumenlearning.com/practice/3-f813190a7420>

[reveal-answer q="237513"]Text only[/reveal-answer]

[hidden-answer a="237513"]

1. Los verbos en negrilla están en el pretérito. Las tareas domésticas, ¿están por hacer (*yet to be done*) o completas? ¿Usamos el tiempo presente, pasado o futuro para hablar de acciones completas?
2. Busca un verbo que termina con -AR y escribe las terminaciones de los verbos abajo.

yo	nosotros
tú	vosotros -asteis
él/ella/usted	ellos/ellas/ustedes

3. Busca un verbo que termina con -ER/-IR y escribe las terminaciones de los verbos abajo.

yo	nosotros
tú	vosotros -isteis
él/ella/usted	ellos/ellas/ustedes

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3.6: 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.

- “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!
- 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 diphthong (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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3.7: Introduction to ¿Lo completaste?

A direct object is a noun or pronoun that directly receives or suffers the action of a verb. For example, in the sentence “Juanito takes out the garbage,” the garbage is the direct object of the verb, i.e. the noun that is being taken out (and Juanito is the subject of the verb, i.e. the noun that is doing the taking out). In English, the direct object always comes after the verb, and in Spanish this is almost always the case too.

- ▶ Juanito sacó la basura. (direct object = basura)
- ▶ Nosotros pagamos los impuestos. (direct object = impuestos)

Not all verbs are used with direct objects! Verbs that do an action to something or someone use a direct object, and are called transitive verbs. Verbs that merely denote an action don’t need a direct object and are called intransitive verbs.

- ▶ Ellos vivieron en Puerto Rico. (intransitive: “En Puerto Rico” is not the object of the action, it’s just a prepositional phrase saying where the action happened.)
- Yo corrí. (intransitive: *I just ran.*)
- ▶ Yo comencé el ensayo. (transitive: The essay is the direct object, it’s what I started.)

When speaking our native languages, we rarely notice this kind of grammatical category, but when learning a new language it helps a lot to be able to use grammatical terminology to define what kinds of words are used when. This will be very useful in the next section when we start exploring Spanish object pronouns.

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3.8: Putting It Together- ¿Terminaste tus tareas?

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="471058"]Vocabulario: Las tareas[/reveal-answer]
[hidden-answer a="471058"]

En la escuela

- La lectura (*reading*; **OJO!** Es un cognado falso)
- La escritura (*writing*)
- El discurso (*lecture, speech*)
- La tarea (*homework, task, chore, bit of work*)
- Escribir un ensayo (*to write a paper/essay*)
- Entregar una composición (*to hand in a composition*)
- Colaborar en una presentación (*to collaborate on a presentation*)
- Devolver (o>ue) libros a la biblioteca (*to return books to the library*)
- Escoger su concentración académica (*to choose your academic major*)

¿Necesitas repasar el vocabulario de la clase y la universidad? Mira las secciones 1.3 y 2.1 del libro de Español 1.

En la casa

- Lavar los platos (*to wash the dishes*)
- Secar los platos (*to dry the dishes*)
- Lavar la ropa (*to do the laundry, wash the clothes*)
- Doblar la ropa (*to fold the laundry/clothes*)
- Pasar la aspiradora (*to vacuum*)
- Barrer el piso (*to sweep the floor*)
- Sacudir el polvo (*to dust*)
- Sacar la basura (*to take out the garbage*)
- Cortar el césped (*to cut the grass/mow the lawn*)
- Recoger los juguetes (*to put away/tidy up the toys*)
- Regar (e>ie) las plantas (*to water the plants*)

¿Necesitas repasar el vocabulario de la casa? Mira la sección 4.4 del libro de Español 101.

En la comunidad

- Depositar un cheque en el banco (*to deposit a check in the bank*)
- Sacar dinero del cajero automático (*to withdraw money from the ATM*)
- Mandar una carta por correo (*to mail a letter*)
- Dejar los trajes en la tintorería (*to drop off the suits at the dry cleaner's*)
- Separar el reciclaje de la basura (*separate the recycling from the garbage*)
- Llevar la basura al vertedero (*to take the garbage to the dump*)
- Pagar los impuestos (*to pay taxes*)
- Votar en las elecciones (*to vote in elections*)

¿Necesitas repasar los lugares de la comunidad? Mira la sección 5.1 del libro de Español 1.

[/hidden-answer]

[reveal-answer q="672159"]El pretérito[/reveal-answer]
[hidden-answer a="672159"]

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

[/hidden-answer]

[reveal-answer q="694646"]'A' personal / Pronombres del objeto directo en la tercera persona[/reveal-answer]

[hidden-answer a="694646"]

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.

- 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.

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**

[/hidden-answer]

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CHAPTER OVERVIEW

4: Nosotros preferimos ir de compras

Learning Objectives

- Use vocabulary related to shopping
- Use stem-changing verbs in the preterit tense to describe past events
- Use the appropriate direct object pronoun for the context
- Read about shopping experiences in the past and present, and in the US and Latin America

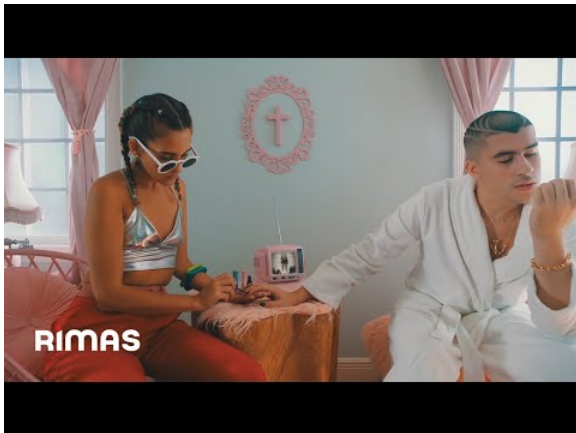
- 4.1: Why It Matters- Nosotros preferimos ir de compras
- 4.2: Introduction to No alcanzo el estante de arriba
- 4.3: Vocabulario- Las compras
- 4.4: Introduction to Las midieron con la cinta métrica
- 4.5: En contexto- Pretérito con cambios de raíz
- 4.6: Pretérito con cambios de raíz
- 4.7: Ejercicios- Pretérito con cambios de raíz
- 4.8: Introduction to Me acompañaste
- 4.9: En contexto- Todos los pronombres de objeto directo
- 4.10: Todos los pronombres de objeto directo
- 4.11: Putting It Together- Nosotros preferimos ir de compras

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4.1: Why It Matters- Nosotros preferimos ir de compras

Bad Bunny – **Caro**

Benito Antonio Martínez Ocasio, known by his stage name Bad Bunny, is a Puerto Rican Latin trap and reggaeton singer. He is considered one of the pioneers of latin trap music. ([Wikipedia entry on Bad Bunny](#); [Article about the Caro video](#))



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j Balvin – **Yo pedí un trago y ella la botella**

José Álvaro Osorio Balvín is a Colombian reggaeton singer.

<https://www.youtube.com/watch?v=iN4q23Cn8b4>

La Materialista ft. Chimbala – **Te Lo Compré**

Yameiry Infante Honoret, known in the show business as La Materialista, is a Dominican singer, songwriter, actress and model. Leury José Tejeda Brito, musically known as Chimbala, is a Dominican urban music singer from Santo Domingo. (Wikipedia entries for [La Materialista](#) and [Chimbala](#))



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Bersuit – **La Bolsa**

Bersuit Vergarabat is an Argentine rock band.



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Carlos Baute feat. Farina – **Compro minutos**

Carlos Roberto Baute Jiménez, best known simply as Carlos Baute, is a Venezuelan singer-songwriter and television host. Farina Pao Paucar Franco, professionally known as Farina, is a Colombian reggaeton artist of Peruvian and Chinese descent. (Wikipedia entries for [Carlos Baute](#) and [Farina](#))



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4.2: Introduction to No alcanzo el estante de arriba



If *alcanzar* means “to reach,” and *de arriba* is “top,” what do you think *el estante* is?

In this section, we’ll learn the vocabulary of stores and shopping.

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4.3: Vocabulario- Las compras

Objetivos

Recognize vocabulary related to shopping

? En la tienda de ropa



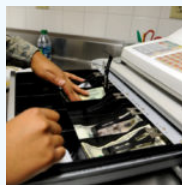
El escaparate (*the display case, store window*)



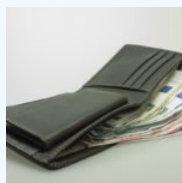
El/la empleado/a (*clerk, employee*), El/la cajero/a (*cashier*)



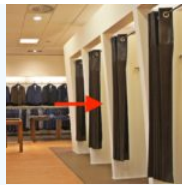
Efectivo



La caja



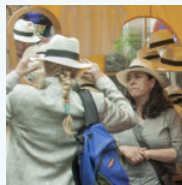
La cartera



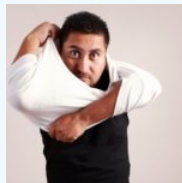
El probador



La talla (size)



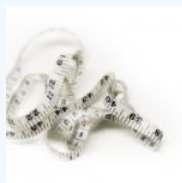
Probar



Vestirse (to wear; to put on)



Costar (to cost)



Medir (e>i) (to measure; to be a certain length/height/width)



Devolver (o>ue) (*to return, give back*), Volver (o>ue) (*to return, come back*)



De moda (*fashionable for clothing*) / a la moda (*fashionable for a person*)



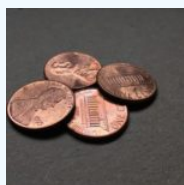
Rebajado (*on sale*)



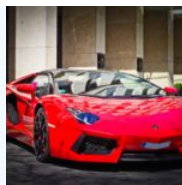
Apretado (*tight*)



Ancho (*wide*)



Barato (*cheap*)



Caro (*expensive*)



Cómodo (*comfortable*)



Pequeño, Chico, Mediano, Grande (*Petite, Small, Medium, Large*)



De marca (*brand-name*)

En el supermercado



La lata



La caja



La bolsa



La botella



El frasco



Una libra



Medio kilo (*half a kilogram, i.e. roughly a pound*)



Un cuarto de galón (*one quart, i.e. 1/4 gallon*)



Una docena, media docena (*one dozen, half dozen*)



El carrito



El pasillo



El estante (*shelf*)



Pagar (*to pay*)



El cambio (*change*)



El recibo (*receipt*)

En sitios de Internet



Inscribirse (*to sign up, to become a member*)



Buscar (*to look for, seek, search for*; ¡OJO! Is not followed by a preposition in Spanish)



Pedir (*e>i*) (*to order, request*)



Recibir un descuento (*to get a discount*)



Llenar el formulario (*to fill/fill out the form*)



Preferir (e>ie) la entrega urgente (*to prefer express delivery*)

[reveal-answer q="65517"]Text only[/reveal-answer]

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En la tienda de ropa

- El escaparate (*the display case, store window*)
- El/la empleado/a (*clerk, employee*)
- El/la cajero/a (*cashier*)
- Efectivo (*cash*)
- La caja (*cash register*)
- La cartera (*wallet*)
- El probador (*dressing room*)
- La talla (*size*)
- Probar (o>ue) (*to test, try on*)
- Vestirse (e>i) (*to wear, to put on*)
- Costar (o>ue) (*to cost*)
- Medir (e>i) (*to measure; to be a certain length/height/width*)
- Devolver (o>ue) (*to return, give back*)
- Volver (o>ue) (*to return, come back*)
- De moda (*fashionable for clothing*) /a la moda (*fashionable for a person*)
- Rebajado (*on sale*)
- Apretado (*tight*)
- Ancho (*wide*)
- Barato (*cheap*)
- Caro (*expensive*)
- Cómodo (*comfortable*)
- Pequeño, Chico, Mediano, Grande (*Petite, Small, Medium, Large*)
- De marca (*brand-name*)

¿Necesitas repasar las prendas de ropa? Mira la sección 3.3 del libro de Español 101.

En el supermercado

- La lata (*can*)
- La caja (*box*)
- La bolsa (*bag*)
- La botella (*bottle*)
- El frasco (*jar*)
- Una libra (*one pound*)
- Medio kilo (*half a kilogram, i.e. roughly a pound*)
- Un cuarto de galón (*one quart, i.e. 1/4 gallon*)
- Una docena, media docena (*one dozen, half dozen*)
- El carrito (*cart*)
- El pasillo (*aisle*)
- El estante (*shelf*)
- Pagar (*to pay*)
- El cambio (*change*)

- El recibo (*receipt*)

¿Necesitas repasar el vocabulario de la comida? Mira la sección 5.3 del libro de Español 101.

En sitios de Internet

- Inscribirse (*to sign up, to become a member*)
- Buscar (*to look for, seek, search for*; ¡OJO! Is not followed by a preposition in Spanish)
- Pedir (*e>i*) (*to order, request*)
- Recibir un descuento (*to get a discount*)
- Llenar el formulario (*to fill/fill out the form*)
- Preferir (*e>ie*) la entrega urgente (*to prefer express delivery*)

Usamos los números en español mucho en las tiendas, para hablar de las tallas, las cantidades, y cuánto cuestan las cosas.
¿Necesitas repasar? Mira las secciones 1.3, 2.3 y 3.3 en el libro de Español 101.

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4.4: Introduction to Las midieron con la cinta métrica

What do the verbs *almorzar* (to eat lunch), *dormir* (to sleep), and *repetir* (to repeat) all have in common? (Besides the fact that we all want to eat lunch and take a nap over and over again?)

All of these verbs are stem-changing verbs in the present tense. *Yo almuerzo, yo duermo, yo repito.*

But what happens to these stem-changers in the preterit tense? In this section we'll find out...

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4.5: En contexto- Pretérito con cambios de raíz

Una joven cuenta a su mamá una tarde que pasó con sus amigas en el centro comercial.

Mamá: Bueno, Luisita, ¿lo pasaste bien en el centro comercial?

Luisita: Sí, mamá, mis amigas compraron un regalo para su padre y yo compré unos zapatos.

Mamá: Para saber el tamaño de tus pies, ¿te los **mediste** o te los **midió** el empleado?

Luisita: No **medimos** mis pies, yo miré los zapatos que llevo y usé esa talla.

Mamá: Pero, ¿te los **probaste** antes de comprarlos?

Luisita: Sí, el empleado me ayudó y yo me los **probé**. Son zapatos muy cómodos, con tacones bajos.

Mamá: Muy bien, y ¿tus amigas compraron zapatos?

Luisita: No, ellas se **probaron** algunos pero no los compraron. En la sección de ropa, mis amigas compraron un suéter para su padre y te compré una blusa.

Mamá: ¿De veras? ¿Compraron la talla correcta?

Luisita: Sí, porque ellas **midieron** las mangas del suéter con una cinta métrica. El empleado nos miró un poco raro, pero está bien.

Mamá: Y su padre puede devolverlo si la talla es incorrecta.

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=170>

Preguntas de análisis:

<https://assess.lumenlearning.com/practice/7-395d81c87650>

[reveal-answer q="332097"]Text only[/reveal-answer]

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Preguntas de análisis:

1. ¿Cuáles verbos tienen un cambio de raíz: verbos que terminan en -ER, -IR o -AR?
2. ¿Cuáles sujetos necesitan un cambio de raíz?

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4.6: Pretérito con cambios de raíz

Objetivos

Identify the correct conjugations of stem-changing verbs in the preterit tense

Do you remember the three groups of verbs that change their stem vowel when it's stressed? They were presented in section 5.4 of the Español 1 book. If you don't remember, you may want to review how these verbs work in the present tense before moving on with this chapter's topic: stem-changers in the preterit tense.

Stem-changing -AR and -ER verbs in the preterit

-AR and -ER verbs that have a stem change in the present tense, **don't** have a stem change in the preterit tense. For example:

- (devolver) ► Yo devolví los pantalones por ser muy grandes. (*I returned the pants for being too big.*)
- (volar) ► El billonario voló a España para comprar zapatos de cuero. (*The billionaire flew to Spain to buy leather shoes.*)

Stem-changing -IR verbs in the preterit

However, the -IR stem-changing verbs ***do*** have a change in the preterit: but it's only in the third person (singular and plural), and -IR stem-changers will change their stem vowel to just the first letter of the stem-change they had in the present tense.

So, -IR verbs that changed from "e" to "ie" in the present will change just from "e" to "i" in the preterit. -IR verbs that changed from "o" to "ue" in the present will change just from "o" to "u" in the preterit. And -IR verbs that changed from "e" to "i" in the present will do just that in the preterit.

Conjugation of stem-changing -IR verbs in the preterit

► Preferir (e-ie,i) to prefer	► Dormir (o-ue, u) to sleep	► Pedir (e-i,i) to request
► preferí	► dormí	► pedí
► preferiste	► dormiste	► pediste
► prefirió	► durmió	► pidió
► preferimos	► dormimos	► pedimos
► preferisteis	► dormisteis	► pedisteis
► prefirieron	► durmieron	► pidieron

- ¿Pediste unas prendas de ropa de Zara.com? (*Did you order/request some clothing from Zara.com?*)
- No, pero Luisa pidió mucha ropa de ese sitio. (*No, but Luisa ordered lots of clothes from that site.*)
- Ella se vistió de pies a cabeza en ropa de Zara.com. (*She dressed from head to toe in clothes from Zara.com.*)

The best way to learn these conjugations is to say them out loud until they sound right to you. Practice, and train your ear! Once you hear the endings and changes right in your head, you'll be able to spell them right on the page.

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4.7: Ejercicios- Pretérito con cambios de raíz



Objetivos

- Identify the correct conjugations of stem-changing verbs in the preterit tense
- Recognize the action of spoken sentences containing stem-changing verbs in the preterit tense



A. Pretérito con cambios de raíz

<https://assess.lumenlearning.com/practice/e-fc7c2fb2e78e>



B. Pretérito con cambios de raíz 2

<https://assess.lumenlearning.com/practice/1-8d87d2a63d7d>

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A. La terapia de compras

Llena los espacios en blanco con la forma apropiada del verbo, en el tiempo pretérito. Presta atención a los cambios de raíz.

1. Cuando nuestro amado (*beloved*) perro _____ el año pasado, todos nosotros _____ un poco en nuestros corazones. (morir: o>ue,u)
2. Mi hermana _____ expresar su tristeza por quedándose en cama mucho tiempo, pero yo _____ manejar mis emociones con “terapia de compras” (*retail therapy*) y busqué zapatos en el internet. (preferir: e>ie,i)
3. Yo me _____ los pies y salió un 36, pero el mes pasado cuando el señor en la zapatería _____ mis pies, salió un 37. (medir: e>i)
4. El sitio de internet _____ comprar los zapatos en varias tamaños y devolver los extras; tú _____ comprar solo los zapatos más grandes. (sugerir: e>ie,i)
5. Al final yo _____ unas pantuflas (*bedroom slippers*) en forma de perrito; el sitio de internet _____ mi tarjeta de crédito y la dirección de la casa. (pedir: e>i)
6. Tres días más tarde, yo _____ con una camisa estampada (*printed, patterned*) con perritos y mis pantuflas; mi hermana _____ con un suéter que todavía venía cubierto de (*was still covered in*) los pelos de nuestro perro y celebramos el funeral del pobre animal. (vestirse: e>i)
7. Después, mi hermana no _____ más, pero yo _____ doce horas. (dormir: o>ue,u)



B. Regalos deseados y no deseados

Llena los espacios en blanco con la forma correcta del verbo en tiempo pretérito. Presta atención a los cambios de raíz, cambios de ortografía, ¡y algunos verbos son regulares!

1. Los niños _____ muchos regalos de sus tíos y tías. (recibir)
2. Luisito _____ un caballo, pero su regalo fue un juguete, no un caballo real. (pedir)
3. Yo _____ con su caballito y fue muy divertido. (jugar)
4. La tía Eugenia _____ suéteres a todos los niños. (mandar)
5. El suéter para Amalia le _____ muy grande y el mío era muy pequeño. (quedar)
6. Pero nosotras no _____ los suéteres. (devolver)
7. Nosotras solamente _____ los suéteres. (intercambiar *to exchange, switch*)
8. Felipe _____ usar su suéter enorme en casa mientras miraba (*while he was watching*) la televisión. (preferir)
9. Los niños no _____ en sus cartas de agradecimiento (*thank-you notes*): ¡Les gustaron los regalos! (mentir)



C. El octogésimo cumpleaños

Llena los espacios en blanco con la forma apropiada de los verbos, en tiempo pretérito. Ten cuidado con los cambios de raíz en los verbos de -IR y no los otros verbos.

El año pasado la familia entera _____ (volar) a la Florida para el cumpleaños 80 de mi abuela. ¡Qué buena suerte (*what good luck*) que el bebé _____ (dormir) en el avión! Pero yo no _____ (dormirse); al contrario yo _____ (preferir) leer un libro para mi clase de Historia Latinoamericana. En la Florida, la familia extendida _____ (encontrarse) en una sala reservada de un restaurante cubano-americano. Mi abuela _____ (preferir) tener la fiesta en el restaurante y no en su casa. Ella _____ (pedir) no recibir cosas materiales, entonces mis padres _____ (sugerir) que los nietos hiciéramos una serie de videos para ella. Yo _____ (hablar) en español en mi video, porque mi abuela _____ (nacer) en Cuba. Todos nosotros _____ (llorar) de alegría al ver los videos llenos de amor para nuestra abuela.

[/hidden-answer]

Attributions

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4.8: Introduction to Me acompañaste

As you may recall, direct objects are the recipient of the action of a transitive verb. “The cat (subject) saw (transitive verb) the bird (direct object).” And we have seen how to turn both subjects and third-person direct objects into pronouns: “The cat? I saw it.” But what if the cat sees me? In this section, we’ll learn the rest of the direct object pronouns.

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4.9: En contexto- Todos los pronombres de objeto directo

Una joven cuenta a su mamá una tarde que pasó con sus amigas en el centro comercial.

Mamá: Bueno, Luisita, ¿lo pasaste bien en el centro comercial?

Luisita: Sí, mamá, mis amigas compraron un regalo para su padre y yo compré unos zapatos.

Mamá: Para saber el tamaño de tus pies, ¿te los mediste o te los midió el empleado?

Luisita: No medimos mis pies, yo miré los zapatos que llevo y usé esa talla.

Mamá: Pero, ¿te los probaste antes de comprarlos?

Luisita: Sí, el empleado **me** ayudó y yo me los probé. Son zapatos muy cómodos, con tacones bajos.

Mamá: Muy bien, y ¿tus amigas compraron zapatos?

Luisita: No, ellas se probaron algunos pero no **los** compraron. En la sección de ropa, mis amigas compraron un suéter para su padre y yo **te** compré una blusa.

Mamá: ¿De veras? ¿Compraron la talla correcta?

Luisita: Sí, porque ellas midieron las mangas del suéter con una cinta métrica. El empleado **nos** miró un poco raro, pero está bien.

Mamá: Y su padre puede devolverlo si la talla es incorrecta.

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=178>

Preguntas de análisis:

<https://assess.lumenlearning.com/practice-f77fc68c8412>

Para pensar:

Mira las palabras en negrilla. ¿Qué tipo de palabra son?

[reveal-answer q="580174"]Text only[/reveal-answer]

[hidden-answer a="580174"]

Preguntas de análisis:

1. Mira las palabras en negrilla. ¿Qué tipo de palabra son?
2. Para cada palabra en negrilla, di a cuál persona corresponde:
 - 1a persona singular
 - 2a persona singular
 - 1a persona plural
 - 3a persona plural masculino

[/hidden-answer]

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4.10: Todos los pronombres de objeto directo

Objetivos

- Select the appropriate direct object pronoun (first, second, and third person)

In the previous section we learned in general about direct object pronouns, where they go in the sentence, and practiced with just the third-person pronouns “he/she/it” and “them”. But things can happen to “me” or to “you” or to “us” as well! Now let’s learn the full list of direct object pronouns:

	singular	plural
Primera persona	me	nos
Segunda persona	te	os
Tercera persona	lo, la	los, las

Ejemplos:

- ▶ “Joven, ¿puedes ayudarme con esta caja?” (“*Young man, can you help me with this box?*”)
- ▶ “Sí, señora, la ayudo a usted en seguida.” (“*Yes, ma’am, I’ll help you right away.*”)
- ▶ “Yo voy a buscar las latas de frijoles y te encuentro en el pasillo de cereales.” (“*I’m going to look for the cans of beans, and I’ll meet you in the cereal aisle.*”)

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4.11: Putting It Together- Nosotros preferimos ir de compras

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="499312"]Vocabulario: Las compras[/reveal-answer]

[hidden-answer a="499312"]

En la tienda de ropa

- El escaparate (*the display case, store window*)
- El/la empleado/a (*clerk, employee*)
- El/la cajero/a (*cashier*)
- Efectivo (*cash*)
- La caja (*cash register*)
- La cartera (*wallet*)
- El probador (*dressing room*)
- La talla (*size*)
- Probar (o>ue) (*to test, try on*)
- Vestirse (e>i) (*to wear, to put on*)
- Costar (o>ue) (*to cost*)
- Medir (e>i) (*to measure; to be a certain length/height/width*)
- Devolver (o>ue) (*to return, give back*)
- Volver (o>ue) (*to return, come back*)
- De moda (*fashionable for clothing*) /a la moda (*fashionable for a person*)
- Rebajado (*on sale*)
- Apretado (*tight*)
- Ancho (*wide*)
- Barato (*cheap*)
- Caro (*expensive*)
- Cómodo (*comfortable*)
- Petiso, Chico, Mediano, Grande (*Petite, Small, Medium, Large*)
- De marca (*brand-name*)

¿Necesitas repasar las prendas de ropa? Mira la sección 3.3 del libro de Español 101.

En el supermercado

- La lata (*can*)
- La caja (*box*)
- La bolsa (*bag*)
- La botella (*bottle*)
- El frasco (*jar*)
- Una libra (*one pound*)
- Medio kilo (*half a kilogram, i.e. roughly a pound*)
- Un cuarto de galón (*one quart, i.e. ¼ gallon*)
- Una docena, media docena (*one dozen, half dozen*)
- El carrito (*cart*)
- El pasillo (*aisle*)
- El estante (*shelf*)
- Pagar (*to pay*)
- El cambio (*change*)
- El recibo (*receipt*)

¿Necesitas repasar el vocabulario de la comida? Mira la sección 5.3 del libro de Español 101.

En sitios de Internet

- Inscribirse (*to sign up, to become a member*)
- Buscar (*to look for, seek, search for*; ¡OJO! Is not followed by a preposition in Spanish)
- Pedir (e>i) (*to order, request*)
- Recibir un descuento (*to get a discount*)
- Llenar el formulario (*to fill/fill out the form*)
- Preferir (e>ie) la entrega urgente (*to prefer express delivery*)

Usamos los números en español mucho en las tiendas, para hablar de las tallas, las cantidades, y cuánto cuestan las cosas. ¿Necesitas repasar? Mira las secciones 1.3, 2.3 y 3.3 en el libro de Español 101.

[/hidden-answer]

[reveal-answer q="966622"]Pretérito con cambios de raíz[/reveal-answer]

[hidden-answer a="966622"]

Conjugation of stem-changing -IR verbs in the preterit

Preferir (e-ie,i) <i>to prefer</i>	Dormir (o-ue, u) <i>to sleep</i>	Pedir (e-i,i) <i>to request</i>
preferí	dormí	pedí
preferiste	dormiste	pediste
prefirió	durmió	pidió
preferimos	dormimos	pedimos
preferisteis	dormisteis	pedisteis
prefirieron	durmieron	pidieron

[/hidden-answer]

[reveal-answer q="482853"]Todos los pronombres de objeto directo[/reveal-answer]

[hidden-answer a="482853"]

	singular	plural
Primera persona	me	nos
Segunda persona	te	os
Tercera persona	lo, la	los, las

[/hidden-answer]

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CHAPTER OVERVIEW

5: ¿Adónde fuiste de vacaciones?

Learning Objectives

- Use vocabulary related to travel
- Use irregular verbs in the preterit tense to describe past events
- Differentiate and use various ways to say “to become” and “to realize” in Spanish

5.1: Why It Matters- ¿Adónde fuiste de vacaciones?

5.2: Introduction to ¿Qué hiciste allí?

5.3: Vocabulario- Viajar

5.4: Introduction to ¿Fuiste a un país hispanohablante?

5.5: En contexto- Pretérito irregular

5.6: Los verbos irregulares en el pretérito

5.7: Putting It Together- ¿Adónde fuiste de vacaciones?

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5.1: Why It Matters- ¿Adónde fuiste de vacaciones?

Lido Pimienta – **No Pude**

Lido Pimienta is a Colombian Canadian musician, singer, and songwriter. Her music incorporates a variety of styles and influences, including traditional indigenous and Afro-Colombian musical styles, as well as contemporary synthpop and electronic music. ([More about Lido Pimienta on Wikipedia](#))



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Esteman – **Fuimos Amor**

Esteban Mateus Williamson, known professionally as Esteman, is a Colombian singer and songwriter from Bogotá, Colombia. ([More about Esteman on Wikipedia](#))



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Arthur Hanlon, ChocQuibTown – **No Tuve la Culpa**

ChocQuibTown is a Colombian hip-hop group. Arthur Hanlon is an American pianist, songwriter and arranger who is widely known in the Latin music realm. (Wikipedia entries on [ChocQuibTown](#) and [Arthur Hanlon](#))



A YouTube element has been excluded from this version of the text. You can view it online here:
<http://pb.libretexts.org/spansih2a/?p=200>

Jennifer Lopez – **Qué Hiciste**

Jennifer Lynn Lopez, also known by her nickname J.Lo, is an American actress, singer, dancer, fashion designer, producer and businesswoman. ([Wikipedia entry on Jennifer Lopez](#))



A YouTube element has been excluded from this version of the text. You can view it online here:
<http://pb.libretexts.org/spansih2a/?p=200>

Julieta Venegas – **Te Vi**

Julieta Venegas Percevault is an American-born Mexican singer, songwriter, instrumentalist and producer who sings pop-rock in Spanish.



A YouTube element has been excluded from this version of the text. You can view it online here:
<http://pb.libretexts.org/spansih2a/?p=200>

Acceso Total – El Niño Se Hizo Hombre De Negocios

Acceso Total is a band from Durango, Mexico that plays in the [Norteño](#) regional music style.

<https://www.youtube.com/watch?v=fV53Re5TwCw>

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5.2: Introduction to ¿Qué hiciste allí?



In the following section, we'll learn vocabulary related to traveling by airplane, train, or bus. Hopefully you'll find an opportunity to put this vocabulary to use by traveling in a Spanish-speaking country!

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5.3: Vocabulario- Viajar

Objetivos

Recognize vocabulary related to travel

? Por avión



El avion



El helicoptero



El aeropuerto



Salidas



Llegadas



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



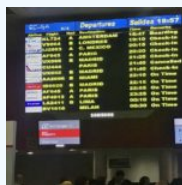
El pasaje / El boleto (*ticket*)



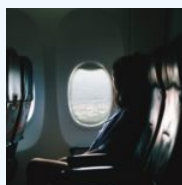
El pasaporte



La tarjeta de embarcación



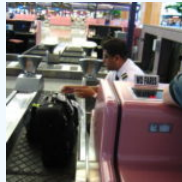
Hora de embarcación (*boarding time*)



Un asiento de ventana



Un asiento de pasillo



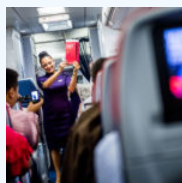
Facturar el equipaje (to check luggage)



Recoger el equipaje (to pick up luggage)



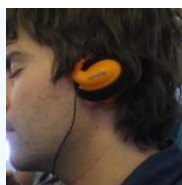
Pasar por aduanas (to pass through customs and passport control)



El asistente de vuelo/ la asistente de vuelo



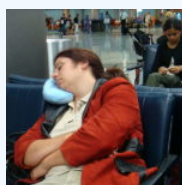
El pasajero/ la pasajera



Los auriculares/ los audífonos



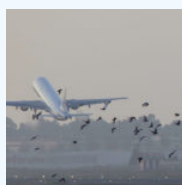
La salida de emergencia



La escala (*layover*)



La puerta



El vuelo (*Flight*)

A photograph of an airport departure board. The board displays flight information including flight numbers, destinations, times, and status. The time shown is 07:03.

Salidas	Destino	Hora	Status
1148	Madrid	08:00	A tiempo
1156	Madrid	08:05	A tiempo
1168	Madrid	08:10	A tiempo
1182	Madrid	08:15	A tiempo
1192	Madrid	08:20	A tiempo
1204	Madrid	08:25	A tiempo
1216	Madrid	08:30	A tiempo
1228	Madrid	08:35	A tiempo
1240	Madrid	08:40	A tiempo
1252	Madrid	08:45	A tiempo
1264	Madrid	08:50	A tiempo
1276	Madrid	08:55	A tiempo
1288	Madrid	09:00	A tiempo
1300	Madrid	09:05	A tiempo
1312	Madrid	09:10	A tiempo
1324	Madrid	09:15	A tiempo
1336	Madrid	09:20	A tiempo
1348	Madrid	09:25	A tiempo
1360	Madrid	09:30	A tiempo
1372	Madrid	09:35	A tiempo
1384	Madrid	09:40	A tiempo
1396	Madrid	09:45	A tiempo
1408	Madrid	09:50	A tiempo
1420	Madrid	09:55	A tiempo
1432	Madrid	10:00	A tiempo
1444	Madrid	10:05	A tiempo
1456	Madrid	10:10	A tiempo
1468	Madrid	10:15	A tiempo
1480	Madrid	10:20	A tiempo
1492	Madrid	10:25	A tiempo
1504	Madrid	10:30	A tiempo
1516	Madrid	10:35	A tiempo
1528	Madrid	10:40	A tiempo
1540	Madrid	10:45	A tiempo
1552	Madrid	10:50	A tiempo
1564	Madrid	10:55	A tiempo
1576	Madrid	11:00	A tiempo
1588	Madrid	11:05	A tiempo
1600	Madrid	11:10	A tiempo
1612	Madrid	11:15	A tiempo
1624	Madrid	11:20	A tiempo
1636	Madrid	11:25	A tiempo
1648	Madrid	11:30	A tiempo
1660	Madrid	11:35	A tiempo
1672	Madrid	11:40	A tiempo
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1696	Madrid	11:50	A tiempo
1708	Madrid	11:55	A tiempo
1720	Madrid	12:00	A tiempo
1732	Madrid	12:05	A tiempo
1744	Madrid	12:10	A tiempo
1756	Madrid	12:15	A tiempo
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1852	Madrid	12:55	A tiempo
1864	Madrid	13:00	A tiempo
1876	Madrid	13:05	A tiempo
1888	Madrid	13:10	A tiempo
1900	Madrid	13:15	A tiempo
1912	Madrid	13:20	A tiempo
1924	Madrid	13:25	A tiempo
1936	Madrid	13:30	A tiempo
1948	Madrid	13:35	A tiempo
1960	Madrid	13:40	A tiempo
1972	Madrid	13:45	A tiempo
1984	Madrid	13:50	A tiempo
1996	Madrid	13:55	A tiempo
2008	Madrid	14:00	A tiempo
2020	Madrid	14:05	A tiempo
2032	Madrid	14:10	A tiempo
2044	Madrid	14:15	A tiempo
2056	Madrid	14:20	A tiempo
2068	Madrid	14:25	A tiempo
2080	Madrid	14:30	A tiempo
2092	Madrid	14:35	A tiempo
2104	Madrid	14:40	A tiempo
2116	Madrid	14:45	A tiempo
2128	Madrid	14:50	A tiempo
2140	Madrid	14:55	A tiempo
2152	Madrid	15:00	A tiempo
2164	Madrid	15:05	A tiempo
2176	Madrid	15:10	A tiempo
2188	Madrid	15:15	A tiempo
2200	Madrid	15:20	A tiempo
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2560	Madrid	17:50	A tiempo
2572	Madrid	17:55	A tiempo
2584	Madrid	18:00	A tiempo
2596	Madrid	18:05	A tiempo
2608	Madrid	18:10	A tiempo
2620	Madrid	18:15	A tiempo
2632	Madrid	18:20	A tiempo
2644	Madrid	18:25	A tiempo
2656	Madrid	18:30	A tiempo
2668	Madrid	18:35	A tiempo
2680	Madrid	18:40	A tiempo
2692	Madrid	18:45	A tiempo
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2716	Madrid	18:55	A tiempo
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2824	Madrid	19:40	A tiempo
2836	Madrid	19:45	A tiempo
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2860	Madrid	19:55	A tiempo
2872	Madrid	20:00	A tiempo
2884	Madrid	20:05	A tiempo
2896	Madrid	20:10	A tiempo
2908	Madrid	20:15	A tiempo
2920	Madrid	20:20	A tiempo
2932	Madrid	20:25	A tiempo
2944	Madrid	20:30	A tiempo
2956	Madrid	20:35	A tiempo
2968	Madrid	20:40	A tiempo
2980	Madrid	20:45	A tiempo
2992	Madrid	20:50	A tiempo
3004	Madrid	20:55	A tiempo
3016	Madrid	21:00	A tiempo
3028	Madrid	21:05	A tiempo
3040	Madrid	21:10	A tiempo
3052	Madrid	21:15	A tiempo
3064	Madrid	21:20	A tiempo
3076	Madrid	21:25	A tiempo
3088	Madrid	21:30	A tiempo
3100	Madrid	21:35	A tiempo
3112	Madrid	21:40	A tiempo
3124	Madrid	21:45	A tiempo
3136	Madrid	21:50	A tiempo
3148	Madrid	21:55	A tiempo
3160	Madrid	22:00	A tiempo
3172	Madrid	22:05	A tiempo
3184	Madrid	22:10	A tiempo
3196	Madrid	22:15	A tiempo
3208	Madrid	22:20	A tiempo
3220	Madrid	22:25	A tiempo
3232	Madrid	22:30	A tiempo
3244	Madrid	22:35	A tiempo
3256	Madrid	22:40	A tiempo
3268	Madrid	22:45	A tiempo
3280	Madrid	22:50	A tiempo
3292	Madrid	22:55	A tiempo
3304	Madrid	23:00	A tiempo
3316	Madrid	23:05	A tiempo
3328	Madrid	23:10	A tiempo
3340	Madrid	23:15	A tiempo
3352	Madrid	23:20	A tiempo
3364	Madrid	23:25	A tiempo
3376	Madrid	23:30	A tiempo
3388	Madrid	23:35	A tiempo
3400	Madrid	23:40	A tiempo
3412	Madrid	23:45	A tiempo
3424	Madrid	23:50	A tiempo
3436	Madrid	23:55	A tiempo
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3712	Madrid	01:50	A tiempo
3724	Madrid	01:55	A tiempo
3736	Madrid	02:00	A tiempo
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3772	Madrid	02:15	A tiempo
3784	Madrid	02:20	A tiempo
3796	Madrid	02:25	A tiempo
3808	Madrid	02:30	A tiempo
3820	Madrid	02:35	A tiempo
3832	Madrid	02:40	A tiempo
3844	Madrid	02:45	A tiempo
3856	Madrid	02:50	A tiempo
3868	Madrid	02:55	A tiempo
3880	Madrid	03:00	A tiempo
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4132	Madrid	04:45	A tiempo
4144	Madrid	04:50	A tiempo
4156	Madrid	04:55	A tiempo
4168	Madrid	05:00	A tiempo
4180	Madrid	05:05	A tiempo
4192	Madrid	05:10	A tiempo
4204	Madrid	05:15	A tiempo
4216	Madrid	05:20	A tiempo
4228	Madrid	05:25	A tiempo
4240	Madrid	05:30	A tiempo
4252	Madrid	05:35	A tiempo
4264	Madrid	05:40	A tiempo
4276	Madrid	05:45	A tiempo
4288	Madrid	05:50	A tiempo
4300	Madrid	05:55	A tiempo
4312	Madrid	06:00	A tiempo
4324	Madrid	06:05	A tiempo
4336	Madrid	06:10	A tiempo
4348	Madrid	06:15	A tiempo
4360	Madrid	06:20	A tiempo
4372	Madrid	06:25	A tiempo
4384	Madrid	06:30	A tiempo
4396	Madrid	06:35	A tiempo
4408	Madrid	06:40	A tiempo
4420	Madrid	06:45	A tiempo
4432	Madrid	06:50	A tiempo
4444	Madrid	06:55	A tiempo



Retrasado (delayed)

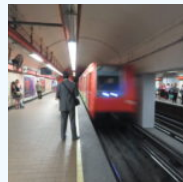
► Por tren o autobús



El tren



El ferrocarril (railway)



El metro/ el subterráneo



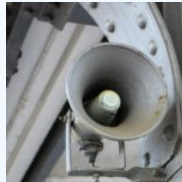
El autobús



El transbordo (transfer)



La estación



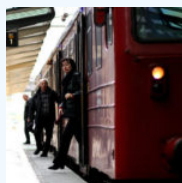
El anuncio público



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]

[hidden-answer a="879011"]

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]

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5.4: Introduction to ¿Fuiste a un país hispanohablante?

In this section, we'll round out our tour of the preterit tense by looking at the irregular preterit verbs, which have irregular stems **and** irregular endings (overachievers!).

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5.5: En contexto- Pretérito irregular

Objetivos

- Understand the irregular preterite verb conjugation

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 no teníamos reservaciones y tuvimos que 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 solamente vio aeropuertos y hoteles. Al final, 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=210>

Preguntas de análisis:

<https://assess.lumenlearning.com/practice/1-0ed62a15a455>

[reveal-answer q="302658"]Text only[/reveal-answer]

[hidden-answer a="302658"]

Preguntas de análisis:

1. Mira las palabras en negrilla. ¿Qué significan? ¿Cuál es su infinitivo?
2. Busca las dos veces que aparece la palabra “fue”. ¿Tiene el mismo significado?

[/hidden-answer]

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5.6: 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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5.7: 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"]

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)
2. **Volverse** (sudden and extreme transformation, emotional/physical/situational, involuntary change; doesn't have to be a person)
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)

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".

[/hidden-answer]

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CHAPTER OVERVIEW

6: ¿Le dio un regalo?

Learning Objectives

- Use vocabulary related to hotels and lodging
- Use indirect object pronouns to construct sentences with verbs like *gustar*
- Use direct and indirect object pronouns together
- Read about some of the noteworthy places in Latin America

6.1: Why It Matters- ¿Le dio un regalo?

6.2: Introduction to ¿Llamaste la recepción?

6.3: Vocabulario- Hotel

6.4: Introduction to Le di las maletas a su hijo

6.5: En contexto- Pronombres de objetos indirectos + verbos similares a “gustar”

6.6: Pronombres de objetos indirectos y verbos como “gustar”

6.7: Introduction to ¿Te lo compro?

6.8: En contexto- Pronombres de objeto indirecto y objeto directo usados juntos

6.9: Pronombres de objeto indirecto y objeto directo usados juntos

6.10: Introduction to Cultura- Las maravillas del mundo suramericano

6.11: Cultura- Las maravillas del mundo suramericano

6.12: Putting It Together- ¿Le dio un regalo?

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6.1: Why It Matters- ¿Le dio un regalo?

J Balvin – **Yo Te Lo Dije**

José Álvaro Osorio Balvín is a Colombian reggaeton recording artist. ([Wikipedia entry on J Balvin](#))



A YouTube element has been excluded from this version of the text. You can view it online here: <http://pb.libretexts.org/spansih2a/?p=234>

Thalia – **A Quien Le Importa**

Thalia is a singer, songwriter, producer, actress and entrepreneur. She is considered one of the most successful and influential Mexican artists worldwide. ([Wikipedia entry on Thalia](#))



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La Doña – **Nada Me Pertenece**

La Doña (Cecilia Cassandra Peña-Govea) is a San-Francisco-born singer, songwriter, and reggaeton artist. ([Short article bout the Nada Me Pertenece video](#))



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HA-ASH – Lo Aprendí de Ti

Ha*Ash is an American [Latin pop](#) duo from [Lake Charles, Louisiana](#). The band was formed in 2002 by sisters Ashley Grace and Hanna Nicole. The duo's name is a combination of their names. ([Wikipedia entry on Ha*Ash](#))



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Georgel, Kat Dahlia – Que No Nos Importe

Georgel is a Mexican singer, songwriter, musician, and actor.



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<http://pb.libretexts.org/spansih2a/?p=234>

Ozuna – Me Dijeron

Ozuna is a Puerto Rican Latin trap and reggaeton singer who has been called the “New King of Reggaeton”. ([Wikipedia entry on Ozuna](#))



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6.2: Introduction to ¿Llamaste la recepción?

Having learned the vocabulary of traveling by plane, train, or bus, we're ready to take a trip to a Spanish-speaking country! You'll have to get a lot of sleep on the plane, though, because we haven't learned any of the words related to lodging yet. Let's remedy that in the next section.

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6.3: Vocabulario- Hotel

Objetivos

Recognize vocabulary related to hotels and lodging

? Antes de llegar

- Hacer la reserva/reservación (*to make the reservation*)
- La habitación (sencilla/ doble/ triple) (*the single/ double/ triple room*)
- La duración de la estancia (*the length of stay*)
- El baño privado (*private bathroom*)
- La tarjeta de crédito (*credit card*)
- Venir antes de la hora de entrada (*to come before the check-in time, i.e. before the room is ready*)
- Hacer la maleta (*to pack a suitcase*)

Al llegar

- Alojarse (*to stay at a hotel*)
- Registrarse en el mostrador de recepción (*to check in at the reception desk*)
- La llave/tarjeta de acceso (*key/key card*)
- La contraseña del internet/wifi (*wifi password*)
- El botones (*bellhop/bellboy*)
- El huésped (*guest*)
- Subir/bajar el equipaje (*to bring the luggage upstairs/downstairs*)
- El ascensor (*elevator*)
- Las escaleras (*stairs*)

Amenidades y servicios

- El servicio de habitación (*room service*)
- Llamar a la recepción (*to call the reception desk*)
- El estacionamiento (*parking*)
- La piscina (*pool*)
- La contraseña de internet (*internet password*)
- El conserje (*concierge*)

Al irse

- La hora de salida (*check-out time*)
- Pedir (e>i) un taxi (*to call/ask for a taxi*)
- Pagar la cuenta (*to pay the bill*)

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6.4: Introduction to Le di las maletas a su hijo

An indirect object is someone or something that is affected by the action of a transitive verb, but is not the direct object. If I give the keys to my friend, the keys are the direct object (what do I give? The keys). My friend, then, is the indirect object (to whom do I give the keys? To my friend). We can use pronouns here as well: I give him the keys. In this section, we'll start to learn about using indirect object pronouns in Spanish. Don't panic, though. You've already seen this in action. Did you like the verb *gustar*? *Me gusta esa palabra*. That word (subject) is pleasing (verb) to me (indirect object pronoun!).

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6.5: En contexto- Pronombres de objetos indirectos + verbos similares a “gustar”

Xavier, el botones, habla con Marta, la recepcionista, sobre algunas maletas perdidas. Lee el diálogo y contesta las preguntas para analizar la gramática.

Xavier: Oye Marta, ¿sabes dónde están las maletas de la familia García? Ellos acaban de llamarme y **me** preguntaron si **les** puedo subir las maletas ahora.

Marta: Pero **le** di las maletas a su hijo Sebastián.

Xavier: ¿A quién se las dio?

Marta: A su hijo Sebastián. ¿Recuerdas cuando **te** dije eso? No **me** prestaste atención por estar metido en tu móvil con un juego.

Xavier: ¿Se las dio a su hijo Sebastián?

Marta: ¡Sí! ¿Qué te pasa?

Xavier: La familia García solamente tiene hijas.

Marta: Oh no, no puede ser. La gerente nos va a matar. **Nos** dijo tener cuidado con las maletas.

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=244>

Preguntas de análisis:

<https://assess.lumenlearning.com/practice/f-968a01525551>

Para pensar:

Ya sabes que los objetos directos reciben la acción del verbo. En el diálogo, las palabras en negrilla son los pronombres de objeto indirecto. ¿Qué es un objeto indirecto?

[reveal-answer q="328172"]Text only[/reveal-answer]

[hidden-answer a="328172"]

Preguntas de análisis:

1. Ya sabes que los objetos directos reciben la acción del verbo. En el diálogo, las palabras en negrilla son los pronombres de objeto indirecto. ¿Qué es un objeto indirecto?
2. Escribe a qué se refiere cada pronombre de objeto indirecto en el diálogo:

Me =	Nos =
Te =	
Le =	Les =

[/hidden-answer]

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6.6: Pronombres de objetos indirectos y verbos como “gustar”

Learning Objectives

- Recognize indirect object pronouns
- Construct sentences with verbs like “gustar”

Indirect objects and indirect object pronouns

You recall from the last unit that the thing that is directly affected by the action of a verb is the verb’s direct object. For example the souvenir (*recuerdo*) in the sentence “Compré un recuerdo en Cuernavaca” (*I bought a souvenir in Cuernavaca.*) is the direct object of the verb “compré” (*I bought*). And if you don’t want to repeat a direct object noun ad nauseam, you can swap in a direct object pronoun, as in the sentence “Lo compré en Cuernavaca” (*I bought it in Cuernavaca*).

But what if I bought the souvenir **for someone else**? The person for whom I bought the gift is not the direct object (I didn’t buy a person!), but is still indirectly affected by the act of purchasing the souvenir. The person or thing to or for whom an action is done is the **indirect object** of the verb. Indirect objects are used frequently with verbs of giving or transferring (a thing **to or for someone**), and with verbs of communicating (a message **for someone**). Here’s the list of **indirect object pronouns**:

person	pronoun
1a sing.	me
2a sing.	te
3a sing.	le
1a plur.	nos
2a plur. (Spain only)	os
3a plur.	les

- ▶ **Le** compré un recuerdo para mi mamá. (*I bought a souvenir for my mom.*)
Note: “un recuerdo” is the direct object, and “le” / “mi mamá” is the indirect object.
- ▶ **Te** dije la fecha y la hora de mi vuelo. (*I told you the date and time of my flight.*)
Note: “la fecha y la hora de mi vuelo” is the direct object, and “te” is the indirect object.
- ▶ El recepcionista **les** dijo la contraseña del wifi a los turistas. (*The receptionist told the wifi password to the tourists.*)
Note: “la contraseña del wifi” is the direct object, and “les” / “los turistas” is the indirect object.
- ▶ El conserje va a pedir**le** un taxi para la señora. (*The concierge will call a taxi for the lady.*)
Note: “un taxi” is the direct object, and “le” / “la señora” is the indirect object.

Indirect object pronoun placement

Indirect object pronouns follow the same placement rules as the reflexive pronouns and the direct object pronouns that you have learned so far: the basic position is right in front of the conjugated verb. But the indirect object pronoun can be attached to the end of an infinitive or a gerund.

Indirect object pronoun redundancy

You may have noticed in the examples above that the indirect object pronoun is used in the sentence even when the indirect object noun is present (always as part of a prepositional phrase, since the verb is being done “for” or “to” someone). The pronoun is required in Spanish whereas the prepositional phrase is there for clarification.

“Gustar” and similar verbs

Did you recognize the indirect object pronouns? You learned them with the verb “gustar” back in Spanish 1 (Unit 5.3). Remember that “Me gusta” does **not** mean “I like it”, but rather “It pleases me” or “It gives me pleasure”: “me” is the indirect object of the

sentence and the pleasure is the unstated direct object, what is being given. There are actually quite a few verbs in Spanish like “gustar”, which use indirect object pronouns to express the person who is being affected by some kind of emotional, physical or situational state. Here are the six most important ones that you should know how to use:

- **Doler** (*to be painful to someone, to hurt*)

▶ Me duelen los oídos durante los vuelos. (*My ears hurt (me) during flights.*)

Note: “Los oídos” are the subject of the verb; “me” is the indirect object.

- **Encantar** (*to be enchanting to someone, to love/adore*)

▶ Les encanta el tren a los turistas. (*The tourists love the train / the train is enchanting to the tourists.*)

Note: “El tren” is the subject of the verb; “les”/“los turistas” are the indirect objects.

- **Faltar** (*to be lacking or missing from someone, to need, to have left*)

▶ Nos falta una hora de viaje antes de llegar. (*We have another hour of travel before arriving.*)

Note: “Una hora” is the subject of the verb; “nos” is the indirect object.

- **Gustar** (*to be pleasing to someone, to like*)

▶ ¿Te gusta viajar? (*Do you like to travel? / Is travelling pleasing to you?*)

Note: “Viajar” is the subject of the verb; “te” is the indirect object.

- **Importar** (*to be important to someone, to care about*)

▶ A mi hermana le importa el turismo sostenible. (*Sustainable tourism is important to my sister / My sister cares about sustainable tourism.*)

Note: “El turismo sostenible” is the subject of the verb; “mi hermana”/“le” is the indirect object.

- **Molestar** (*to be irritating to someone, to bother*)

▶ Las personas impacientes y maleducadas me molestan mucho en el aeropuerto. (*Impatient and rude people bother me a lot in the airport / are irritating to me.*)

Note: “Las personas” are the subjects of the verb; “me” is the indirect object.

If you want to expand your vocabulary, here are some more verbs that use indirect objects in the same way: *aburrir* (to be/seem boring to someone), *agradar* (to be pleasing to someone), *bastar* (to be enough for someone), *disgustar* (to be offensive/upsetting to someone), *enojar* (to make someone angry), *fascinar* (to fascinate someone), *hacer falta* (to be lacking to someone), *interesar* (to be interesting to someone), *parecer* (to seem to someone), *picar* (to itch, make someone feel itchy), *placer* (to please or satisfy someone), *preocupar* (to worry someone), *quedar* (to remain to someone).

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6.7: Introduction to ¿Te lo compro?

In the next section, we'll continue working on indirect object pronouns by learning to use direct object pronouns together with indirect object pronouns. Once you learn it, you (subject) can teach (verb) it (direct object) to us (indirect object)!

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6.8: En contexto- Pronombres de objeto indirecto y objeto directo usados juntos

Xavier, el botones, habla con Marta, la recepcionista, sobre algunas maletas perdidas. Lee el diálogo y contesta las preguntas para analizar la gramática.

Xavier: Oye Marta, ¿sabes dónde están las maletas de la familia García? Ellos acaban de llamarme y me preguntaron si les puedo subir las maletas ahora.

Marta: Pero le di las maletas a su hijo Sebastián.

Xavier: ¿A quién **se las** dio?

Marta: A su hijo Sebastián. ¿Recuerdas cuando te dije eso? No me prestaste atención por estar metido en tu móvil con un juego.

Xavier: ¿**Se las** dio a su hijo Sebastián?

Marta: ¡Sí! ¿Qué te pasa?

Xavier: La familia García solamente tiene hijas.

Marta: Oh no, no puede ser. La gerente nos va a matar. Nos dijo tener cuidado con las maletas.

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Preguntas de análisis:

1. ¿A qué se refieren los pronombres en negrilla?
2. ¿Cuál es el objeto directo y cuál es el objeto indirecto?
3. Mira la siguiente frase: “Yo mandé una carta a mi mamá.” ¿Cómo puedes cambiar la frase para usar los pronombres de objeto directo e indirecto?

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6.9: Pronombres de objeto indirecto y objeto directo usados juntos

Objetivos

- Recognize and distinguish direct and indirect object pronouns when used together
- Use indirect and direct object pronouns in the correct position in a sentence

So far you've learned to identify direct and indirect objects in sentences like ▶ “Le compré unos recuerdos para mi papá.” (*I bought my father some souvenirs.*) And you can use indirect and direct object pronouns separately, as in “Te mandé una tarjeta postal. ¿La recibiste?” (*I sent you a postcard. Did you receive it?*)

When using indirect and direct object pronouns together in the same sentence, the indirect one goes first. The two pronouns must stay beside each other, and the usual object pronoun placement rules apply.

(Subject) + (no) + indirect object pronoun + direct object pronoun + verb etc.

- ▶ ¿Los pasajes de avión? **Nos los** mandaron por correo electrónico. (*The plane tickets? They sent **them to us** by email.*)
- ▶ ¿Tu pasaporte? ¿No **te lo** devolví? (*Your passport? Didn't I return it to you?*)
- ▶ Mamá imprimió mi tarjeta de embarcación y ella va a dármela al entrar en el puesto de seguridad. (*Mom printed my boarding pass and she is going to give **me it** when we go in the security checkpoint.*)

Third-person object pronouns used together

An interesting thing happens when two third-person object pronouns are used together (e.g. “give it to them” or “receive them from her”): both the indirect and the direct object pronouns in the third person start with the letter “L”. For purely phonetic reasons (and not meaning to cause confusion with the reflexive pronoun!), the indirect object pronoun in those situations changes to “se”.

- ▶ ¿Los pasajes de avión para usted? **Le Se los** puse en este sobre. (*The plane tickets for you? I put them in this envelope for you.*)
- ▶ Tu papá sabe todo sobre el vuelo, **le se lo** dije ayer. (*Your dad knows everything about the flight, I told (it to) him yesterday.*)
- ▶ Aquí está tu visa para los oficiales de inmigración; necesitas presentársela presentársela ahora. (*Here's your visa for the immigration officers; you need to present it to them now.*)

Where there's likely to be confusion about who the “se” is referring to, be sure to use a prepositional phrase for clarification.

- ▶ Compré regalos para mi mamá y mi papá; **se los di a ella** para su cumpleaños y **se los di a él** para el Día del Padre. (*I bought gifts for my mother and father; I gave them to her for her birthday, and gave them to him for Father's Day.*)

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6.10: Introduction to Cultura- Las maravillas del mundo suramericano

This reading passage presents a journey through the most beautiful places in south America. It starts in Patagonia, Argentina and ends at the Grand Canyon on the Colorado river in the United States.

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6.11: Cultura- Las maravillas del mundo suramericano

La siguiente historia cuenta un viaje desde La Patagonia, Argentina hasta Denver, Colorado. Usa los enlaces para conocer los lugares del viaje.

Una historia de amor que caminó por los Andes en ruta al Cañón del Colorado

Ximena, argentina, y Mike, estadounidense, crecieron en mundos diferentes, pero toda una vida se prepararon para su encuentro sin saberlo. Los padres de los dos son ambientalistas, investigadores y fotógrafos; de esa manera los criaron para amar las bellezas naturales. A los ocho años, Mike les preguntó a sus padres qué había hacia el sur de los EEUU y cómo era la gente de estos lugares. Ellos respondieron: “al sur están los Andes y las personas hablan en su mayoría español.” En ese momento Mike comenzó sus estudios de español con un plan y sueño en mente: recorrer los Andes algún día.

En el año 2018, Ximena y Mike se encontraron en (1) [Buenos Aires, Argentina](#) trabajando como guías eco-turísticos. Su primer viaje como equipo lo hicieron a (2) [las cataratas del Iguazú](#), en la frontera entre Argentina y Brasil. Mike estuvo muy atento y cercano a su compañera de trabajo que le hablaba en un inglés con acento argentino, mientras él, muy orgulloso, le hablaba en español. Muy pronto se hicieron novios e hicieron muchos viajes juntos. Un día en (3) [Punta del Este, Uruguay](#), Mike le propuso matrimonio a Ximena y la invitó a viajar hacia el norte despacio y por tierra. Por supuesto, Ximena aceptó y antes de partir, se aseguraron de pedir la visa para Ximena como esposa de un ciudadano estadounidense y les comunicaron a los padres sus planes.

Al salir de Argentina, entraron por el sur de Bolivia hasta llegar al (4) [Salar Uyuni](#). Viajaron por carro, autobús, montaron bicicletas y hasta burros por algunos caminos. No fue fácil, pero llegaron al Perú. Su destino era (5) [Machu Picchu](#). Ya en Perú, decidieron viajar de manera más rápida para aliviar el cansancio. Volaron por avión a (6) [Quito](#), la ciudad colonial, capital de Ecuador. Desde allí planearon su viaje a las (7) [Islas Galápagos](#); no podían seguir sin ver esta maravilla natural! Allí llegaron por una embarcación pequeña. Recorrieron las islas a pie y a caballo, y se prepararon para la siguiente aventura: (8) [la selva y el río Amazonas](#) entre las fronteras de Colombia, Perú, Brasil y Venezuela.

Recorrieron Colombia al salir de las Amazonas y tuvieron muchas aventuras conociendo a gente amable y alegre. Se hospedaron en hostales, hoteles y hasta en casas de familia. Llegaron a la costa caribeña colombiana y se quedaron un tiempo en (9) [Cartagena](#) trabajando como guías turísticos y llevando angloparlantes por el (10) [parque Tayrona](#) y la (11) [Ciudad Perdida en la Sierra Nevada](#). Finalmente era hora de regresar al norte para Mike y a Ximena le llegó la cita para ir a recoger su visa en una embajada de los Estados Unidos. Entonces decidieron tomar un avión hasta la ciudad de Panamá para ver la gran obra de ingeniería: (12) [el canal de Panamá](#) y desde allí, volar directo a Denver, de donde es la familia de Mike. Recorrer Suramérica fue mucho más largo y agotador (*exhausting*) de lo que imaginaron, pero juntos lo lograron.

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Paso 1: Interpretación

1. Usa el mapa abajo para localizar los 12 lugares marcados en la historia de Ximena y Mike.



2. Contesta las siguientes preguntas en oraciones completas, usando la conjugación del pretérito sobre el viaje por los Andes de Ximena y Mike:

- ¿Dónde nació Mike y donde nació Ximena?
- ¿Qué le dijeron los padres a Mike un día cuando él preguntó qué había hacia el sur de los EEUU y cómo era la gente de estos lugares?
- ¿Cuándo quiso Mike aprender español?
- ¿Cuáles fueron los primeros trabajos de Mike y Ximena como jóvenes adultos?
- ¿Dónde le propuso matrimonio Mike a Ximena?
- ¿Qué vieron en Bolivia?
- ¿Dónde se quedaron un tiempo trabajando en Colombia?
- ¿Por qué no pudieron viajar por Centroamérica y tuvieron que volar a Denver desde Panamá?
- ¿Por dónde anduvieron los jóvenes?

3. Expande tu conocimiento (tarea para la casa):

La niñez de Ximena fue muy particular; ella conoció muchos lugares en la región de la Patagonia entre Argentina y Chile. Lee el siguiente párrafo, mira los enlaces en el Internet y contesta las preguntas:

Ximena es hija única de escaladores, artistas y fotógrafos; nació en [Buenos Aires, Argentina](#). Sus padres siempre se esforzaron por darle lo mejor para su futuro. Desde muy pequeña su actividad extracurricular eran las clases de inglés y hacer joyería artesanal con su madre usando material extraído de los árboles, las semillas, las raíces y todo lo que encontraba durante los viajes por los Andes del sur. Conoció el [parque nacional de la Patagonia, Argentina](#), desde siempre. Sus padres la llevaron a [Ushuaia](#), la ciudad más al sur de la Patagonia, muchas veces y desde esas primeras visitas ella aprendió a fotografiar la belleza natural. Con sus padres recorrió [Tierra del Fuego](#), [los glaciares argentinos](#) y la familia pasó a Chile para maravillarse con [las Torres de Paine](#), el [desierto de](#)

Atacama y descubrir la historia de las **estatuas polinesias de Rapa Nui**. Muchas veces, Ximena pasó sus vacaciones de verano (enero y febrero en el Cono Sur) en **Pucón, Chile**, al lado del **volcán de Villarrica**, pero ella recuerda como la experiencia más increíble de su niñez, escalando **las faldas del Aconcagua** con su padre; no llegó a la cima de esta gran montaña, pero sus sueños la llevaron por toda América.

- ¿A cuál de esos lugares que conoció Ximena quieres viajar?
- ¿Por qué quieres ir a ese lugar?
- ¿Cómo se llega a ese lugar?
- ¿Dónde te hospedas en ese lugar?

Paso 2: Interacción

1. Conversa con tu compañero usando las siguientes preguntas como guía. Expande el tema cuanto puedas (*as much as you can*).

- De todos los lugares visitados por la pareja, ¿cuál lugar quieres visitar? ¿Por qué?
- ¿Cuál lugar quieres visitar con amigos, familia o con una clase de la universidad?
- ¿Sabes de dónde llegan muchas flores importadas a los EEUU?
- ¿Qué piensas ahora de las maravillas de la naturaleza sur americana?
- ¿Te consideras parte de la generación de los “youtubers”? ¿Quieres visitar un lugar y hacer un video de “youtube” para el mundo?

2. Expande tu conocimiento (tarea para la casa):

Conoce otros lugares recorridos por la pareja; estos también son maravillas del mundo suramericano: ¿Adónde quieres viajar? ¿Qué quieres conocer?

- Subieron hacia el norte por la región del **Lago Titicaca** entre **Bolivia** y **Perú**.
- Entraron al Perú por el **Cañón de Colca**, la tierra del **cóndor**, hasta llegar a la tierra del **Imperio Inca**.
- Descansaron en **Cuzco** y **Lima** en Perú.
- Bailaron en **Cali, la capital de la Salsa**; allí, se quedaron en un hostel en el **barrio antiguo de San Antonio** que últimamente es muy popular para el turista que viaja a Cali por su alegría y para aprender a bailar la salsa.
- Recorrieron **las tierras de la caña de azúcar** en el Valle del Cauca, entre las dos cordilleras central y occidental de los Andes, bebieron agua de **panela** y tuvieron energía para continuar su viaje por carro.
- Se maravillaron con el **Valle del Cocora**. Allí se deleitaron con el café auténtico de la **zona montañosa cafetera colombiana**.
- Siguieron hasta **Medellín** donde visitaron museos y vivieron **la feria de las flores y los silleteros**.
- No pasaron por **Bogotá**, la capital de Colombia porque fueron directo a por avión.
- Trabajaron en **Santa Marta, Colombia**.
- Su destino final fue **el Gran Cañón del Colorado**.

Paso 3: Análisis y planeación

Con un compañero de clase vas a escoger un lugar que quieren visitar, van a buscar en Internet la información para planear el viaje y van a completar la tabla siguiente:

Lugar:	
¿Por qué quieres ir allí? ¿Qué quieres ver?	
¿Cuándo es la mejor época para visitar?	
¿Qué tipo de transporte necesitas para llegar?	
¿Cuánto dinero necesitas? ¿Cuánto es tu presupuesto (<i>budget</i>)?	
¿Dónde te quedas a dormir y descansar?	
¿Cómo recorres el lugar? ¿Por carro, a caballo, a pie?	
¿Qué haces en el día? ¿Qué haces en la noche?	
¿Por cuánto tiempo te quedas en ese lugar?	

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6.12: Putting It Together- ¿Le dio un regalo?

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="30048"]Vocabulario: Hotel[/reveal-answer]

[hidden-answer a="30048"]

Antes de llegar

- Hacer la reserva/reservación (*to make the reservation*)
- La habitación (sencilla/ doble/ triple) (*the single/ double/ triple room*)
- La duración de la estancia (*the length of stay*)
- El baño privado (*private bathroom*)
- La tarjeta de crédito (*credit card*)
- Venir antes de la hora de entrada (*to come before the check-in time, i.e. before the room is ready*)
- Hacer la maleta (*to pack a suitcase*)

Al llegar

- Alojarse (*to stay at a hotel*)
- Registrarse en el mostrador de recepción (*to check in at the reception desk*)
- La llave/tarjeta de acceso (*key/key card*)
- La contraseña del internet/wifi (*wifi password*)
- El botones (*bellhop/bellboy*)
- El huésped (*guest*)
- Subir/bajar el equipaje (*to bring the luggage upstairs/downstairs*)
- El ascensor (*elevator*)
- Las escaleras (*stairs*)

Amenidades y servicios

- El servicio de habitación (*room service*)
- Llamar a la recepción (*to call the reception desk*)
- El estacionamiento (*parking*)
- La piscina (*pool*)
- La contraseña de internet (*internet password*)
- El conserje (*concierge*)

Al irse

- La hora de salida (*check-out time*)
- Pedir (e>i) un taxi (*to call/ask for a taxi*)
- Pagar la cuenta (*to pay the bill*)

[/hidden-answer]

[reveal-answer q="766933"]Pronombres de objetos indirectos y verbos como "gustar"[/reveal-answer]

[hidden-answer a="766933"]

person	pronoun
1a sing.	me
2a sing.	te
3a sing.	le
1a plur.	nos
2a plur. (Spain only)	os

3a plur.

les

“Gustar” and similar verbs

- **Doler** (*to be painful to someone, to hurt*)
- **Encantar** (*to be enchanting to someone, to love/adore*)
- **Faltar** (*to be lacking or missing from someone, to need, to have left*)
- **Gustar** (*to be pleasing to someone, to like*)
- **Importar** (*to be important to someone, to care about*)
- **Molestar** (*to be irritating to someone, to bother*)

[/hidden-answer]

[reveal-answer q="94631"]Pronombres de objeto indirecto y objeto directo usados juntos[/reveal-answer]

[hidden-answer a="94631"]

When using indirect and direct object pronouns together in the same sentence, the indirect one goes first. The two pronouns must stay beside each other, and the usual object pronoun placement rules apply.

(Subject) + (no) + indirect object pronoun + direct object pronoun + verb etc.

Third-person object pronouns used together

An interesting thing happens when two third-person object pronouns are used together (e.g. “give it to them” or “receive them from her”): both the indirect and the direct object pronouns in the third person start with the letter “L”. For purely phonetic reasons (and not meaning to cause confusion with the reflexive pronoun!), the indirect object pronoun in those situations changes to “se”.

- ¿Los pasajes de avión para usted? Le **Se los** puse en este sobre. (*The plane tickets for you? I put them in this envelope for you.*)

[/hidden-answer]

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CHAPTER OVERVIEW

7: ¡Luces, cámara, acción!

Learning Objectives

- Use vocabulary related to technology
- Use verbs in the imperfect past tense
- Properly use indefinite and negative expressions

7.1: Why It Matters- ¡Luces, cámara, acción!

7.2: Introduction to Disfrutamos de videos en el portátil

7.3: Vocabulario- La tecnología y entretenimiento

7.4: Introduction to Tenía que ir a la biblioteca

7.5: En contexto- El Imperfecto

7.6: El Imperfecto

7.7: Ejercicios- El Imperfecto

7.8: Introduction to No usábamos ni computadora ni tableta

7.9: En contexto- Las palabras indefinidas y negativas

7.10: Las palabras indefinidas y negativas

7.11: Putting It Together- ¡Luces, cámara, acción!

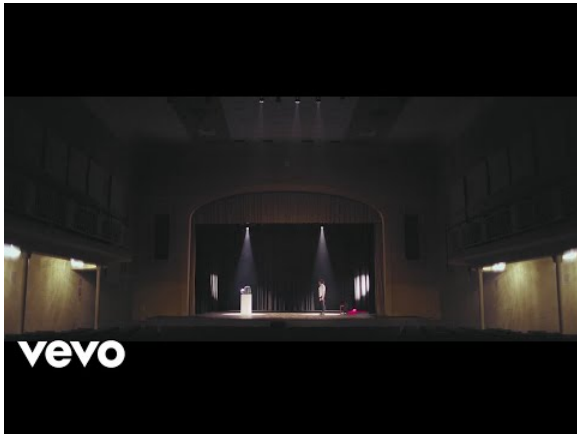
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7.1: Why It Matters- ¡Luces, cámara, acción!

Based on this lineup, can you guess the vocabulary focus of this module?

El Cuarteto de Nos – **Contrapunto para Humano y Computadora**

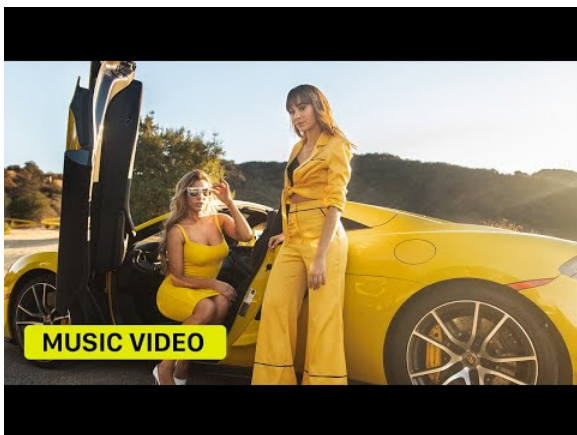
El Cuarteto is the oldest active Uruguayan band. ([Wikipedia entry on El Cuarteto de Nos](#))



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Aitana x Lele Pons – **Teléfono**

Aitana Ocaña Morales (born 27 June 1999), known mononymously as Aitana, is a Spanish singer, songwriter and model. Eleonora “Lele” Pons Maronese is an American internet celebrity, YouTuber, actress, singer, dancer, model and former host of La Voz México.



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Esteman – **No Te Metas A Mi Facebook**

Esteban Mateus Williamson, known professionally as Esteman, is a Colombian singer and songwriter from Bogotá, Colombia.



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<http://pb.libretexts.org/spansih2a/?p=274>

Orquesta San Vicente – **La Computadora**

Orquesta San Vicente, founded by Tito Flores in 1985, plays *cumbia salvadoreña*.



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<http://pb.libretexts.org/spansih2a/?p=274>

Enrique Iglesias ft. Descemer Bueno, Zion & Lennox – **Subeme la Radio**



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<http://pb.libretexts.org/spansih2a/?p=274>

We'll also cover indefinite and negative expressions like *alguien* (someone) and *nadie* (no one)

Calle 13 ft. Café Tacuba – **No Hay Nadie Como Tú**

Calle 13 is a Puerto Rican band formed by stepbrothers René Pérez Joglar (born February 23, 1978 in Hato Rey) who calls himself Residente (lead singer, songwriter) and Eduardo José Cabra Martínez (born September 10, 1978 in Santurce), who calls himself Visitante (multi-instrumentalist, vocalist, beat producer) and their half-sister Ileana Cabra Joglar aka PG-13 or recently ILE[2] (backing vocals). (Wikipedia)



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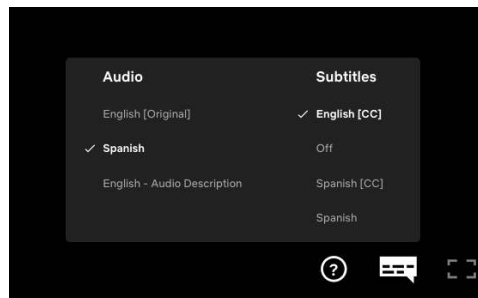
7.2: Introduction to Disfrutamos de videos en el portátil

In this section, we'll learn some of the vocabulary to talk about technology and the internet in Spanish.



When you're looking something up on Wikipedia, try looking at it in Spanish as well!

Needless to say, digital technology and the internet have created all sorts of new ways to learn and practice languages. The next time you're on a Wikipedia page, for instance, take a look at the left-hand menu. With many pages, you can choose “Español” and see the same content (or very similar) in Spanish. Or, when you're streaming a TV show or movie, try turning on the Spanish subtitles— or switch the language to Spanish, and turn on the English subtitles!



On streaming services such as Netflix, many movies and TV shows offer Spanish audio or subtitles.

You could even try changing the language of your computer or phone to Spanish! ([Here are instructions about how to change the language of your computer](#)).

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7.3: Vocabulario- La tecnología y entretenimiento

Objetivos

- Recognize vocabulary related to technology and entertainment

Nota: En el vocabulario del entretenimiento, y especialmente el vocabulario de tecnología, hay muchas palabras prestadas del inglés. ¡Necesitas aprender cómo se escriben en español!

? Vocabulario

- Sustantivos usados en el entretenimiento (*entertainment*) y la tecnología:



La televisión (*the signal*)



El televisor (*the device*)



El canal



La radio (*signal*)



El radio (device)



El cine (cinema, movie theater)

PG-13

La clasificación

- ▶ La serie de...
- El programa ...
- ▶ Una película (movie) ...



de horror/ de miedo



de misterio



de drama



romántica



La comedia



El programa de telerrealidad



El documental



La telenovela (soap opera)



Los dibujos animados

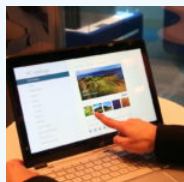


El noticiero

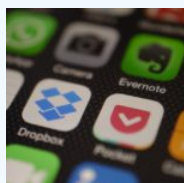


El programa de concursos

▶ La tecnología digital (*digital technology*)



Pantalla táctil (*touch screen*)



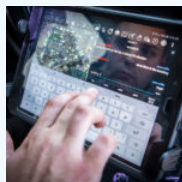
La aplicación



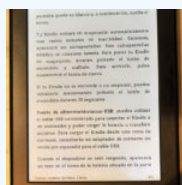
Los navegadores del internet/ la red



Las redes sociales



La tableta



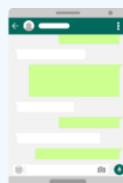
El libro electrónico



El MP3



El portátil



Mensajería instantánea (*instant messaging, IM*)

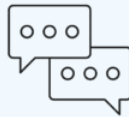


El teclado



El ratón

► Verbos usados con la tecnología



Chatear/ textear/ mensajear



Grabar en audio (to record audio)



Grabar un video (to record video, to film)



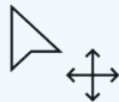
Disfrutar (to enjoy)



Entretenerse (to be entertained)



Pulsar (to click, press)



Mover (o > ue) el cursor hacia arriba o abajo (to move the cursor up or down)



Conectarse (to connect)



Bloquear/ Desbloquear/(to block/ unblock)

[reveal-answer q="382313"]Text only[/reveal-answer]

[hidden-answer a="382313"]

- La televisión (*the signal*) – El televisor (*the device*)
- La radio (*signal*) – El radio (*device*)
- El canal (*channel*)
- La serie de ... (*The series ...*)
- La comedia (*comedy*)
- El drama (*drama*)
- El documental (*documentary*)
- La telenovela (*soap opera*)

- Los dibujos animados (*cartoons*)
- El noticiero (*news*)
- El programa de concursos (*game show*)
- El programa de telerrealidad (*reality t.v.*)
- La película (*movie*)
- El cine (*cinema, movie theater*)
- Una película ...
 - de horror/miedo (*a horror/scary movie*)
 - de misterio (*a mystery movie*)
 - de drama (*a drama*)
 - romántica (*a romantic movie*)
- La clasificación (*rating*)
- La tecnología digital (*digital technology*)
- Pantalla táctil (*touch screen*)
- La aplicación (*application, app*)
- Los navegadores del internet/la red (*web browsers*)
- Las redes sociales (*social networks*)
- Los sitios Web (*websites*)
- La tableta (*tablet*)
- El libro electrónico (*ebook*)
- El MP3 (*mp3 player*)
- El portátil (*laptop*)
- Mensajería instantánea (*instant messaging, IM*)
- El teclado (*keyboard*)
- El ratón (*mouse*)

Verbos usados con la tecnología

- Chatear/textear/mensajear (*to chat, text, send IMs*)
- Grabar en audio (*to record audio*)
- Grabar un video (*to record video, to film*)
- Disfrutar (*to enjoy*)
- Entretenerse (*to be entertained*)
- Digitar (*to type*)
- Pulsar (*to click, press*)
- Mover (o>ue) el cursor hacia arriba o abajo (*to move the cursor up or down*)
- Conectarse (*to connect*)
- Desbloquear/Bloquear (*to unblock / block*)

[/hidden-answer]

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7.4: Introduction to Tenía que ir a la biblioteca

How are you reading this right now? Are you reading digitally or on paper? Either way, of course, you're using technology— it's just that some technologies are older than others. In the following section, we'll learn how to talk about life before the internet. People used to do all sorts of things (hard as it is to imagine)— but we'll need a new verb tense to talk about what they were doing. The imperfect will allow us to describe ongoing or repeated actions in the past.

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7.5: En contexto- El Imperfecto

Objetivos

- Use -AR, -ER, and -IR verbs in the imperfect past tense
- Use “ser”, “ir”, and “ver” in the imperfect past tense

La vida antes de Google

Lee el párrafo sobre “La vida antes de Google” y contesta las preguntas para analizar la gramática.



¿Cuántas veces utilizas Google para buscar información o contestar una pregunta? ¿Puedes imaginar la vida antes de Google? Google empezó en 1998 cuando yo **tenía** 10 años. **Había** buscadores (*search engines*) como “askJeeves” o “Yahoo!” pero nunca **había** nada como Google. Cuando alguien **quería** saber algo, **tenía** que ir a la biblioteca. No **usábamos** ni computadora ni tableta, sino que **leíamos** libros o enciclopedias para encontrar las respuestas. Cuando eras joven, ¿**necesitabas** usar un mapa físico en vez de “google maps”? No puedo imaginar la vida de mis padres ni de mis abuelos tampoco. Ellos no **tenían** el acceso a la información que tenemos ahora. Entonces, cada vez que tienes alguna pregunta, debes pensar en cómo **era** la vida antes de Google.

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=284>

Preguntas para analizar la gramática:

1. ¿En qué tiempo verbal están las palabras en negrilla? Y, ¿se refiere el tiempo verbal a un momento específico o un tiempo más general?
2. ¿Cambia el verbo “haber” antes de sustantivos singulares o plurales? Busca ejemplos.

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7.6: El Imperfecto

Objetivos

- Use -ar, -er, and -ir verbs in the imperfect past tense
- Use ser, ir, and ver in the imperfect past tense

The **imperfect tense** is one of two ways to talk about events that happened in the past in Spanish. While the preterit is used to talk about completed actions in the past that narrate what happened, the imperfect is used to describe:

- repeated, habitual, or usual actions in the past
- describe actions that were ongoing in the past
- describe what things were like in the past (what one “used to do”)

The imperfect can use time phrases that indicate repetition, such as “siempre”, “todos los días”, “todos los años”, “con frecuencia”, “usualmente”, “normalmente”, “a veces”, etc.

The imperfect tends to be one of the easiest tenses to conjugate, as well as the funniest—you try saying “trabajábamos” five times fast! Notice that the -ER and -IR verbs follow the same pattern and that the “yo” and “él/ella/usted” forms are the same conjugation. Here’s a chart of two example regular verbs in the imperfect tense:

	-AR: hablar	-ER/-IR: comer
yo	▶ hablaba	▶ comía
tú	▶ hablabas	▶ comías
él/ella/usted	▶ hablaba	▶ comía
nosotros	▶ hablábamos	▶ comíamos
vosotros	▶ hablabais	▶ comíais
ellos	▶ hablaban	▶ comían

Note that there’s only one accent mark in the -AR verbs and it occurs in the nosotros form, while -ER and -IR verbs have an accented “í” in every imperfect ending.

Ejemplos:

- ▶ Cuando era niña, no había móviles. (*When I was a little girl, there were no cellphones*)*
- ▶ Yo chateaba por internet mientras mi hermano montaba en bicicleta. (*I chatted online while my brother rode a bike.*)

* Remember that “haber” (“hay” in present tense, “hubo” in preterit, and “había” in the imperfect) is only used in the singular form.

There are only three irregular verbs in the imperfect: “ser”, “ir”, and “ver”.

	Ser	Ir	Ver
Yo	▶ era	▶ iba	▶ veía
Tú	▶ eras	▶ ibas	▶ veías
él/ella/usted	▶ era	▶ iba	▶ veía

Nosotros	▶ éramos	▶ íbamos	▶ veíamos
Vosotros	▶ erais	▶ ibais	▶ veíais
Ellos	▶ eran	▶ iban	▶ veían

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7.7: Ejercicios- El Imperfecto

Objetivos

- Use -AR, -ER, and -IR verbs in the imperfect past tense
- Use “ser”, “ir”, and “ver” in the imperfect past tense

A. El Imperfecto (-ar, -er, and -ir verbs)

<https://assess.lumenlearning.com/practice/a314600c0a44>

B. El Imperfecto (ser, ir, and ver)

<https://assess.lumenlearning.com/practice/9-472acb39001e>

C. El Imperfecto (-ar, -er, and -ir verbs)

<https://assess.lumenlearning.com/practice/5-527fa1fb6b68>

D. El Imperfecto (ser, ir, and ver)

<https://assess.lumenlearning.com/practice/7-57ba15e5ee5c>

E. El MP3

<https://assess.lumenlearning.com/practice/9-c17159fc1e3e>

F. El Imperfecto

<https://assess.lumenlearning.com/practice/e-d8e0d3423bd3>

[reveal-answer q="646389"]Text only[/reveal-answer]

[hidden-answer a="646389"]

A. El MP3

Llena los espacios en blanco con la forma apropiada del verbo en el tiempo imperfecto.

Cuando no _____ (haber) móviles para escuchar música, _____ (haber) los MP3. Un MP3 _____ (ser) un dispositivo electrónico que _____ (poder) reproducir música de un formato digital de audio que _____ (llamarse) un MP3. Normalmente, las personas _____ (usar) los MP3 de la empresa *Apple* que _____ (llamarse) los iPods. Los iPods _____ (tener) diferentes tamaños de memoria y _____ (ser) de diferentes colores. Pregúntales a tus padres, ¿cómo _____ (escuchar) ellos música antes de los móviles?

B. Mi mamá y sus veranos

Forma oraciones completas conjugando los infinitivos en el imperfecto.

1. Cuando mi mamá _____ (ser) niña, _____ (pensar) que lo mejor de estar enfermo _____ (ser) guardar cama.
2. Pero con frecuencia, ella _____ (resfriarse) durante las vacaciones de verano.
3. Sus padres _____ (comprarle) sus cómics favoritos.
4. También, mi mamá y sus hermanos _____ (jugar) videojuegos en el Atari.
5. En ocasiones, ellos _____ (alquilar) películas en la tienda de videos y las **ver** en su casa.
6. Cuando mi mamá _____ (estar) aburrida, ella _____ (escuchar) música en su Walkman.
7. A ella le _____ (encantar) la banda *The Cure* y le _____ (fascinar) las películas románticas de los actores del *Brat Pack*.
8. Al final del verano, mi mamá y su familia _____ (viajar) a la playa y ahí, ellos _____ (desconectarse) por completo de la tecnología.

9. La familia _____ (pasar) el tiempo tomando el sol y mi mamá y sus hermanos _____ (nadar).
10. Por las noches, ellos _____ (hacer) una fogata en la playa o _____ (pasar) tiempo con los juegos de mesa como *Monopolio*. ¡Mi mamá _____ (divertirse) mucho en sus veranos!

C. Mi vida en Plasencia

Selecciona cuál verbo es más apropiado para cada espacio en blanco y conjuga el verbo en el tiempo imperfecto según el contexto.

Cuando yo _____ (estar/ser/tener) 20 años, yo _____ (estar/llamar/vivir) en un pueblo en Extremadura, España, que se llama Plasencia. Yo _____ (aprender/trabajar/vivir) en una escuela primaria y secundaria. Después de la escuela, los otros profesores y yo _____ (estar/ir/ser) a almorzar. El almuerzo siempre _____ (estar/haber/ser) muy largo y nosotros _____ (cocinar/comer/ser) tres platos (una sopa, una comida y un postre) y después _____ (estar/estudiar/hablar) por una hora o hora y media. Esta tradición se llama “la sobremesa” y es cuando las personas se relajan después de una comida grande y les gusta pasar tiempo con sus amigos. Aunque yo no _____ (estar/haber/ser) acostumbrada a esta tradición, _____ (despertarse/divertirse/pelearse) mucho con mis colegas.

[/hidden-answer]

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7.8: Introduction to No usábamos ni computadora ni tableta

We've tried to keep things pretty positive up until now, but it's time to learn some negative expressions. They're neither complicated nor tricky, but some of them are hard to keep apart. (That sentence had two negative expressions and an indefinite expression ["some"]).

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7.9: En contexto- Las palabras indefinidas y negativas

Lee de nuevo el párrafo sobre “La vida antes de Google” y contesta las preguntas para analizar la gramática.



¿Cuántas veces utilizas Google para buscar información o contestar una pregunta? ¿Puedes imaginar la vida antes de Google? Google empezó en 1998 cuando yo tenía 10 años. Había buscadores (search engines) como “askJeeves” o “Yahoo!” pero **nunca** había **nada** como Google. Cuando **alguien** quería saber **algo**, tenía que ir a la biblioteca. **No** usábamos **ni** computadora **ni** tableta, sino que leíamos libros o enciclopedias para encontrar las respuestas. Cuando eras joven, ¿necesitabas usar un mapa físico en vez de “google maps”? No puedo imaginar la vida de mis padres ni de mis abuelos **tampoco**. Ellos no tenían el acceso a la información que tenemos ahora. Entonces, cada vez que tienes **alguna** pregunta, piensas en cómo era la vida antes de Google.

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=292>

Preguntas de análisis:

1. Escribe una lista de palabras negativas de la lectura.
2. Al lado de las palabras negativas escribe la palabra indefinida que corresponde.
3. ¿Dónde colocamos la palabra “no” en la oración?

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- Map. **Authored by:** Dominika Roseclay. **Located at:** <https://www.pexels.com/photo/person-pointing-map-inside-room-2112013/>. **License:** [CC0: No Rights Reserved](#)

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7.10: Las palabras indefinidas y negativas

Objetivos

- Properly use indefinite and negative expressions

Below are the most common indefinite and the corresponding negative words in Spanish. In the case of questions and answers, if an indefinite word from the left column is used in a question, then when the response is negative you use the negative word on the right in your answer.

For example:

— ► ¿**Alguien** tiene un MP3? (*Does anyone have an MP3 player?*)

— ► **Nadie** tiene un MP3. (*No one has an MP3 player.*)

► Palabras indefinidas	► Palabras negativas
► Alguien (<i>Someone/Somebody/Anyone</i>)	► Nadie (<i>No one/Nobody</i>)
► Algo (<i>Something</i>)	► Nada (<i>Nothing</i>)
► Siempre (<i>Always</i>)	► Nunca (<i>Never</i>) ► Jamás (<i>Never</i>)
► También (<i>Also</i>)	► Tampoco (<i>Neither/Either</i>)
► Algún ► (alguno), Alguna, Algunos, Algunas (<i>Some</i>)	► Ningún ► (ninguno), Ninguna, Ningunos, Ningunas (<i>None/Any</i>)
O...o (<i>Either... or</i>)	► Ni...ni (<i>Neither...nor</i>)

As we learned in Unidad 1 with yes/no questions, the word “no” precedes the verb.

—¿Tienes un portátil? (*Do you have a laptop?*)

—No, no tengo un portátil (*No, I don't have a laptop.*)

Double negatives

Unlike English, it is not only possible to make double negatives in Spanish, but when a negative word is used after the verb, you **must** also place “no” or another negative word in front of the verb.

- **No** tienes **ni** libro de texto **ni** libro electrónico de SPAN 102 para estudiar. (*You have neither a textbook nor eBook of SPAN 102 to study.*)
- **No** juego videojuegos **tampoco**. (*I don't play videogames either.*)

“Nadie”, “nunca”, and “tampoco” can be placed directly before the verb to act as subjects. When acting as a subject, “nada” can also be placed before the verb.

- Nadie compra cosas en una tienda hoy en día. (*No one buys things in a store these days.*)
- Nunca compro ropa en la tienda. (*I never buy clothes in the store.*)
- Nada es fácil. (*Nothing is easy.*)

The indefinite words “algún”, “alguno(s)”, “alguna(s)”, and the negative words “ningún”, “ninguno(s)”, “ninguna(s)” must agree in number and gender with the noun they refer to. Also, you can use “ninguna” or “ninguno” by themselves rather than repeating the

direct object of the sentence. When using the negative, the singular form is generally used.

-  No, no tengo ningún libro en mi Kindle. /  No, no tengo ninguno. (*No, I don't have any books in my Kindle. / No, I don't have any.*)

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7.11: Putting It Together- ¡Luces, cámara, acción!

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="569682"]Vocabulario: La tecnología y entretenimiento[/reveal-answer]

[hidden-answer a="569682"]

Nota: En el vocabulario del entretenimiento, y especialmente el vocabulario de tecnología, hay muchas palabras prestadas del inglés. ¡Necesitas aprender cómo se escriben en español!

? Vocabulario

Sustantivos usados en el entretenimiento (*entertainment*) y la tecnología:

- La televisión (*the signal*) – El televisor (*the device*)
- La radio (*signal*) – El radio (*device*)
- El canal (*channel*)
- La serie de ... (*The series ...*)
- La comedia (*comedy*)
- El drama (*drama*)
- El documental (*documentary*)
- La telenovela (*soap opera*)
- Los dibujos animados (*cartoons*)
- El noticiero (*news*)
- El programa de concursos (*game show*)
- El programa de telerrealidad (*reality t.v.*)
- La película (*movie*)
- El cine (*cinema, movie theater*)
- Una película ...
 - de horror/miedo (*a horror/scary movie*)
 - de misterio (*a mystery movie*)
 - de drama (*a drama*)
 - romántica (*a romantic movie*)
- La clasificación (*rating*)
- La tecnología digital (*digital technology*)
- Pantalla táctil (*touch screen*)
- La aplicación (*application, app*)
- Los navegadores del internet/la red (*web browsers*)
- Las redes sociales (*social networks*)
- Los sitios Web (*websites*)
- La tableta (*tablet*)
- El libro electrónico (*ebook*)
- El MP3 (*mp3 player*)
- El portátil (*laptop*)
- Mensajería instantánea (*instant messaging, IM*)

Verbos usados con la tecnología

- Chatear/textear/mensajear (*to chat, text, send IMs*)
- Grabar en audio (*to record audio*)
- Grabar un video (*to record video, to film*)
- Disfrutar (*to enjoy*)
- Entretenerse (*to be entertained*)
- Digitar (*to type*)
- Pulsar (*to click, press*)

- Mover (o>ue) el cursor hacia arriba o abajo (*to move the cursor up or down*)
- Conectarse (*to connect*)
- Desbloquear/Bloquear (*to unblock / block*)

[/hidden-answer]

[reveal-answer q="734051"]El Imperfecto[/reveal-answer]

[hidden-answer a="734051"]

The **imperfect tense** is one of two ways to talk about events that happened in the past in Spanish. While the preterit is used to talk about completed actions in the past that narrate what happened, the imperfect is used to describe:

- repeated, habitual, or usual actions in the past
- describe actions that were ongoing in the past
- describe what things were like in the past (what one “used to do”)

	-AR: hablar	-ER/-IR: comer
yo	habl aba	com ía
tú	habl abas	com ías
él/ella/usted	habl aba	com ía
nosotros	habl ábamos	com íamos
vosotros	habl abais	com íais
ellos	habl aban	com ían

There are only three irregular verbs in the imperfect: “ser”, “ir”, and “ver”.

	Ser	Ir	Ver
Yo	era	iba	veía
Tú	eras	ibas	veías
él/ella/usted	era	iba	veía
Nosotros	éramos	íbamos	veíamos
Vosotros	erais	ibais	veíais
Ellos	eran	iban	veían

[/hidden-answer]

[reveal-answer q="129631"]Las palabras indefinidas y negativas[/reveal-answer]

[hidden-answer a="129631"]

Palabras indefinidas	Palabras negativas
Alguien (<i>Someone/Somebody/Anyone</i>)	Nadie (<i>No one/Nobody</i>)
Algo (<i>Something</i>)	Nada (<i>Nothing</i>)
Siempre (<i>Always</i>)	Nunca (<i>Never</i>) Jamás (<i>Never</i>)
También (<i>Also</i>)	Tampoco (<i>Neither/Either</i>)

Algún (alguno), Alguna, Algunos, Algunas (<i>Some</i>)	Ningún (ninguno), Ninguna, Ningunos, Ningunas (<i>None/Any</i>)
O...o (<i>Either... or</i>)	Ni...ni (<i>Neither...nor</i>)

[/hidden-answer]

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CHAPTER OVERVIEW

8: Nos vamos de fiesta

Learning Objectives

- Use vocabulary related to modern holidays and celebrations
- Distinguish the use of the imperfect for description and the preterite for narration of past events
- Distinguish the use of imperfect for ongoing actions and the preterit for interrupting actions in the past

- 8.1: Why It Matters- ¡Nos vamos de fiesta!
- 8.2: Introduction to ¡Un brindis para los novios!
- 8.3: Vocabulario- Las celebraciones de hoy
- 8.4: Introduction to Siempre había un festejo
- 8.5: En contexto- Pretérito e imperfecto I
- 8.6: Pretérito e Imperfecto I
- 8.7: Introduction to Bailábamos cuando de pronto se cayó
- 8.8: En contexto- Pretérito e imperfecto II
- 8.9: Pretérito e Imperfecto II
- 8.10: Putting It Together- ¡Nos vamos de fiesta!

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8.1: Why It Matters- ¡Nos vamos de fiesta!

Carlos Vives – **Ella Es Mi Fiesta** (ft. Maluma)

Carlos Alberto Vives Restrepo is a Colombian singer, songwriter and actor.



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Olga Tañón – **La Gran Fiesta**

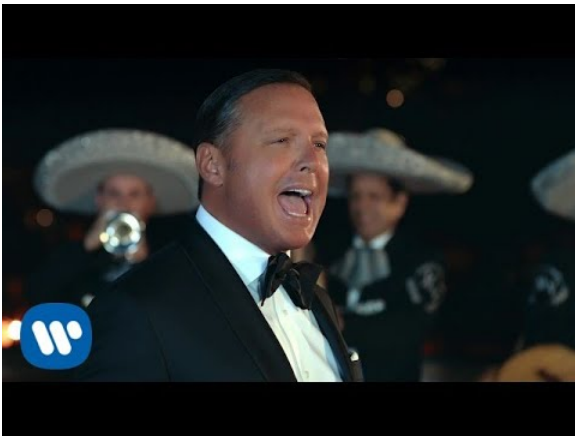
Olga Teresa Tañón Ortiz is a grammy-winning Puerto Rican recording artist. ([Wikipedia entry on Olga Tañón](#))



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Luis Miguel – **La Fiesta Del Mariachi**

Luis Miguel Gallego Basteri is a Puerto Rican-born Mexican singer and icon in Latin America, often referred to as El Sol de México (The Sun of Mexico). He is widely regarded as the most successful artist in Latin American history, having successfully performed in a wide range of musical styles, including pop, ballads, boleros, tangos, jazz, big band and mariachi. ([Wikipedia entry on Luis Miguel](#))



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(me llamo) Sebastián – **La Fiesta**

(me llamo) Sebastián is an indie Chilean singer, composer, and musician ([Click here for an article about his latest album](#)).



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Rawayana – **Funky Fiesta**

Rawayana is a Venezuelan rock/reggae band.



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8.2: Introduction to ¡Un brindis para los novios!

OK, we've reached this point– it's time to throw ourselves a party! In the following section, we'll learn the vocabulary of celebrations.

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8.3: Vocabulario- Las celebraciones de hoy

Objetivos

Understand and use vocabulary related to modern holidays and celebrations

- Los globos (*balloons*)
- Los dulces (*candies*)
- Las velas (*candles*)
- El pastel (*cake*)
- El champán (*champagne*)
- Los bocadillos (*appetizers; sandwiches in Spain*)
- Los regalos (*presents, gifts*)
- La invitación (*invitation*)
- Los invitados (*guests, invited people*)
- El aniversario (*anniversary*)
- El bautizo (*baptism*)
- La boda (*wedding*)
- La graduación (*graduation*)
- Los quince años (*a girl's 15th birthday celebration*)
- La quinceañera (*girl celebrating her 15th birthday*)
- El día de tu santo / Tu santo (*your saint's day*)
- El brindis (*toast*)
- El festejo (*party/celebration*)
- Los fuegos artificiales (*fireworks*)
- Los novios (*bride and groom*)

Verbos

- Besar (*to kiss*)
- Brindar (*to make a toast*)
- Casarse con (*to marry, to get married to*)
- Cumplir años (*to have a birthday*)
- Celebrar (*to celebrate*)
- Decorar (*to decorate*)
- Divertirse (*to have fun*)
- Escoger (*to choose*)
- Recoger (*to pick up*)
- Romper (*to break*)
- Terminar (*to end*)

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8.4: Introduction to Siempre había un festejo

This unit is devoted to the understanding of the preterit and imperfect in Spanish. Many people refer to these as the “two pasts” in Spanish, but that is essentially untrue! In language there are three markers of time (tense), i.e the present, past, and future. But to express how an action extends over time, there is a little thing called “aspect.” A verb tense can have either a perfect or progressive aspect. Think that the perfect tenses are so complete that they are perfect and that the progressive tenses are or were in progress and never completed. Let’s take a look at two examples of the preterit and the imperfect:

1. Ella habló por teléfono con su mamá.
2. Ella siempre hablaba por teléfono con su mamá.

Both examples show the past tense but with different aspects: they have two different meanings. Which example shows a perfectly complete action in the past? Which one shows an action in progress that might have occurred various times? If you guessed that the preterit represents the perfect aspect and imperfect the progressive aspect then you are correct! #1 shows that she talked on the phone at either a specific time or it was a completed finished action. Whereas #2 shows a repeated or habitual action in the past that was never completed. So the next time you’re stuck on preterit versus imperfect, think about aspect and what meaning you are trying to convey.

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8.5: En contexto- Pretérito e imperfecto I

Lee la historia romántica de la narradora y Ladislao. Luego contesta las preguntas para analizar la gramática.

Cuando vivía en Barranquilla, Colombia, siempre había un festejo por una razón u otra. Los barranquilleros son personas amables y me invitaban a todas las fiestas. Siempre disfrutaba cuando pasaba tiempo con mis amigos. Pero había una regla: mientras la música sonaba, todos bailaban. Aunque no sabía cómo bailar salsa, ni merengue, todos me enseñaban y poco a poco empecé a aprender a bailar.

Una noche, un amigo me invitó a una fiesta con cena. Cuando llegué a la casa, inmediatamente me fijé en su amigo, Ladislao. Él era muy guapo con pelo largo y me enamoré de su sonrisa. De repente, la música sonó y todos buscaron parejas para bailar. Ladislao me pidió bailar con él, aunque había muchas mujeres colombianas que bailaban mejor que yo. Mientras bailábamos, él me dijo que no se daba cuenta que no era colombiana hasta que bailamos.

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Preguntas de análisis:

1. ¿En cuál de los dos párrafos el narrador da información de trasfondo (*background information*)? ¿Cuál tiempo verbal usó la narradora?
2. ¿En cuál de los dos párrafos el narrador cuenta eventos específicos? ¿Cuál tiempo verbal usó la narradora?

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8.6: Pretérito e Imperfecto I

Objetivos

- Identify uses of the imperfect for description and the preterite for narration of past events

Imperfect for description	Preterit for narration
As you learned in Unidad 10, the imperfect is used to express: - repeated, habitual, or usual actions in the past - describe actions that were ongoing in the past - describe what things were like in the past (like “used to”) Along these same lines, the imperfect is used to describe conditions of time, people and places in the past. The imperfect gives all the background information for when you are explaining a story. The order of events with the imperfect is often unimportant. Ejemplos: ▶ Cuando vivía en Barranquilla... ▶ Había un festejo. ▶ Él era guapo con pelo largo.	If the order of events is important to advance a past narration, use the preterit. The preterit focuses on what actions happened first and last in a story. Ejemplos: ▶ Cuando llegué a la casa, inmediatamente me fijé en su amigo. ▶ De repente, la música sonó y todos buscaron parejas para bailar. When telling a story, the preterit is used to facilitate the events. This shows that one action was completed before the next one began. You can use time expressions to indicate the order of events such as: primero (<i>first</i>), antes (<i>before</i>), después (<i>after</i>), luego (<i>then</i>), entonces (<i>then</i>). Ejemplos: ▶ Primero llegué a la casa. ▶ Después conocí a Ladislao. ▶ Luego bailamos.

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8.7: Introduction to Bailábamos cuando de pronto se cayó

In the following section, we'll continue working our way through the preterit and imperfect tenses, looking at how the imperfect is used for ongoing actions and the preterit for interrupting actions in the past.

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8.8: En contexto- Pretérito e imperfecto II

Lee de nuevo la historia romántica de la narradora y Ladislao. Luego contesta las preguntas para analizar la gramática.

Cuando vivía en Barranquilla, Colombia, siempre había un festejo por una razón u otra. Los barranquilleros son personas amables y me invitaban a todas las fiestas. Siempre disfrutaba cuando pasaba tiempo con mis amigos. Pero había una regla: mientras la música sonaba, todos bailaban. Aunque no sabía cómo bailar salsa ni merengue, todos me enseñaban y poco a poco empecé a aprender a bailar.

Una noche, un amigo me invitó a una fiesta con cena. Cuando llegué a la casa, inmediatamente me fijé en su amigo, Ladislao. Él era muy guapo con pelo largo y me enamoré de su sonrisa. De repente, la música sonó y todos buscaron parejas para bailar. Ladislao me pidió bailar con él, aunque había muchas mujeres colombianas que bailaban mejor que yo. Mientras bailábamos, él me dijo que no se daba cuenta que no era colombiana hasta que bailamos.

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Preguntas de análisis:

1. ¿Dónde hay un ejemplo de dos acciones simultáneas? ¿La narradora usa el imperfecto, pretérito o los dos?
 2. ¿Dónde hay una acción que termina y la otra empieza? ¿La narradora usa el imperfecto, pretérito o los dos?
 3. ¿Dónde hay una acción que interrumpe la otra? ¿La narradora usa el imperfecto, pretérito o los dos?
-

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8.9: Pretérito e Imperfecto II

Learning Objectives

- Distinguish the use of imperfect for ongoing actions and preterit for interrupting actions in the past.

Depending on how you combine the preterit and the imperfect together you are expressing a different meaning, because the tenses themselves have different relations to time. In English, these distinctions have to be expressed by means of adverbs or prepositional phrases, but in Spanish the choice of preterit or imperfect expresses not just that the action happened in the past, but also ***how*** the action happened.

1. A combination of imperfect with imperfect:

When you want to convey that two actions were ongoing at the same time in the past, you use the imperfect tense. You will often see the words “mientras” (*while*) and “y” to show that these actions were in progress simultaneously.

two simultaneous continuous actions: imperfect + imperfect



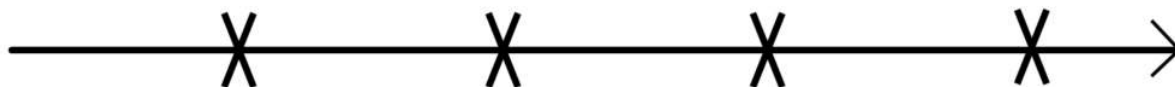
Examples:

- ▶ La banda tocaba música tradicional y mis tíos se sentían nostálgicos. (*The band was playing traditional music and my aunt and uncle were feeling nostalgic.*)
- ▶ Mis hermanos y yo tomamos refrescos mientras los adultos bebían champán. (*My siblings and I had sodas while the adults drank champagne.*)

2. A combination of preterit with preterit:

When you want to convey a series of completed actions in the past, you use the preterit tense for each of them. It is very important that the events are stated in order of what happened first.

series of discrete events: preterit + preterit



Examples:

- ▶ Mi tía se levantó a bailar, el tacón de su zapato se rompió y ella se cayó. (*My aunt got up to dance, the heel of her shoe broke off, and she fell.*)
- ▶ Mi tío la salvó antes de tocar el piso, la levantó y la hizo girar por un momento. (*My uncle caught her before she touched the floor, he lifted her up and twirled her for a moment.*)

3. A combination of imperfect with preterit:

When you want to show that an action was in progress when another action began, you use the imperfect for the continuous action and the preterit for the interrupting action.

continuous action interrupted: imperfect + preterit



Examples:

-  Nuestra prima bailaba con mi hermano cuando su novio llegó a la fiesta. (*Our cousin was dancing with my brother when her boyfriend arrived at the party.*)
-  El novio se estaba poniendo celoso hasta que yo le expliqué la situación. (*The boyfriend was getting jealous until I explained the situation.*)

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8.10: Putting It Together- ¡Nos vamos de fiesta!

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="724995"]Vocabulario: Las celebraciones de hoy[/reveal-answer]

[hidden-answer a="724995"]

? Artículos para las fiestas

- Los globos (*balloons*)
- Los dulces (*candies*)
- Las velas (*candles*)
- El pastel (*cake*)
- El champán (*champagne*)
- Los bocadillos (*appetizers; sandwiches in Spain*)
- Los regalos (*presents, gifts*)
- La invitación (*invitation*)
- Los invitados (*guests, invited people*)
- El aniversario (*anniversary*)
- El bautizo (*baptism*)
- La boda (*wedding*)
- La graduación (*graduation*)
- Los quince años (*a girl's 15th birthday celebration*)
- La quinceañera (*girl celebrating her 15th birthday*)
- El día de tu santo / Tu santo (*your saint's day*)
- El brindis (*toast*)
- El festejo (*party/celebration*)
- Los fuegos artificiales (*fireworks*)
- Los novios (*bride and groom*)

Verbos

- Besar (*to kiss*)
- Brindar (*to make a toast*)
- Casarse con (*to marry, to get married to*)
- Cumplir años (*to have a birthday*)
- Celebrar (*to celebrate*)
- Decorar (*to decorate*)
- Divertirse (*to have fun*)
- Escoger (*to choose*)
- Recoger (*to pick up*)
- Romper (*to break*)
- Terminar (*to end*)

[/hidden-answer]

[reveal-answer q="240460"]Pretérito e Imperfecto I[/reveal-answer]

[hidden-answer a="240460"]

Imperfect for description	Preterit for narration

Imperfect for description	Preterit for narration
As you learned in Unidad 10, the imperfect is used to express: - repeated, habitual, or usual actions in the past - describe actions that were ongoing in the past - describe what things were like in the past (like “used to”) Along these same lines, the imperfect is used to describe conditions of time, people and places in the past. The imperfect gives all the background information for when you are explaining a story. The order of events with the imperfect is often unimportant. Ejemplos: - Cuando vivía en Barranquilla... - Había un festejo. - Él era guapo con pelo largo.	If the order of events is important to advance a past narration, use the preterit. The preterit focuses on what actions happened first and last in a story. Ejemplos: - Cuando llegué a la casa, inmediatamente me fijé en su amigo. - De repente, la música sonó y todos buscaron parejas para bailar. When telling a story, the preterit is used to facilitate the events. This shows that one action was completed before the next one began. You can use time expressions to indicate the order of events such as: primero (<i>first</i>), antes (<i>before</i>), después (<i>after</i>), luego (<i>then</i>), entonces (<i>then</i>). Ejemplos: - Primero llegué a la casa. - Después conocí a Ladislao. - Luego bailamos.

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[reveal-answer q="674007"]Pretérito e Imperfecto II[/reveal-answer]

[hidden-answer a="674007"]

1. A combination of imperfect with imperfect:

When you want to convey that two actions were ongoing at the same time in the past, you use the imperfect tense. You will often see the words “mientras” (*while*) and “y” to show that these actions were in progress simultaneously.

2. A combination of preterit with preterit:

When you want to convey a series of completed actions in the past, you use the preterit tense for each of them. It is very important that the events are stated in order of what happened first.

3. A combination of imperfect with preterit:

When you want to show that an action was in progress when another action began, you use the imperfect for the continuous action and the preterit for the interrupting action.

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