

SPANISH 1 BOOK



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CHAPTER OVERVIEW

Capítulo 1

Learning Objectives

- Greet people, introduce yourself, and use formal and informal expressions
- Use classroom vocabulary and the Spanish alphabet
- Recognize and use numbers 0–31
- Understand gender and number of nouns and articles
- Identify and use definite and indefinite articles
- Apply vocabulary and grammar in basic conversations

1.1: ¡Hola! ¿Cómo te llamas?

1.2: Vocabulario- ¡Bienvenidos a la clase!

1.3: Gramática- ¿Formal o informal?

1.4: Vocabulario- El alfabeto

1.5: Vocabulario- Números 0-31

1.6: Vocabulario- En el salón de clases

1.7: Gramática- Número de sustantivos

1.8: Gramática- Género de sustantivos

1.9: Gramática- Género y número de sustantivos

1.10: Los sustantivos y los artículos

1.11: Gramática- Artículos indefinidos y definidos / Hay

1.12: En contexto- Artículos indefinidos y definidos / Hay

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

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1.1: ¡Hola! ¿Cómo te llamas?

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

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

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

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

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

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

No Te Va Gustar – **Chau**

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



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



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

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

Edmundo Rivero – **Uno**

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



Yahir – **Entre Nosotros Dos**

Yahir Othón Parra, commonly known as Yahir, is a Mexican singer and actor from Hermosillo, Sonora.



Motel – **Uno Dos Tres**

Motel is a Mexican rock band created in 2002



SPCMN – **Cuatro**

Spaceman is an indie-rock band from Honduras. [Click here for an interview with Spaceman.](#)



Anakena – **Cinco**

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

[Click here to read an article about the Anakena.](#)



KIKASBAN – Seis (esta música viene del alma)

Kikasban is a Peruvian hard rock band formed in 2011.



Nicola Cruz – Siete

Nicola Cruz is an Ecuadorian musician and producer. [Link to Cruz's official website.](#)



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

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- Why It Matters: u00a1Hola! u00bfCu00f3mo te llamas?. **Authored by:** Lumen Learning. **License:** [CC BY: Attribution](#)

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1.2: Vocabulario- ¡Bienvenidos a la clase!

Objetivos

Identify and use common greetings and goodbyes.



El Nuevo Estudiante

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

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

Text-only version of questions

1. What are the different greetings used?
2. How do the two people introduce themselves?
3. How does Marco ask the teacher how she is? What is her response?
4. How do they say goodbye?



A typical familiar conversation:

Juana: ¡Hola! Me llamo Juana. Y tú, ¿cómo te llamas?

Sarita: Me llamo Sarita.

Juana: Encantada. (*typically shaking hands*)

Sarita: El gusto es mío.

▶ 0:00 / 0:10 ——— 🔊 ⋮



This same conversation might include some variations:

Juana: ¡Hola! Me llamo Juana. Y tú, ¿cómo te llamas?

Sarita: Me llamo Sarita.

Juana: Mucho gusto. (*typically shaking hands*)

Sarita: Igualmente.

▶ 0:00 / 0:09 ——— 🔊 ⋮



Look at the differences if one person introduces two others:

Ava: Hola, Jasmín. Te presento a mi amiga, Naíja.

Jasmín: Mucho gusto.

Naíja: Encantada.

Ava: ¡Chao, nos vemos!

▶ 0:00 / 0:09 ——— 🔊 ⋮



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

Profesora: ¡Hola! Yo soy la Profesora Hernández. ¿Cómo se llama usted?

Julio: Me llamo Julio García, soy estudiante en la clase.

Profesora: Mucho gusto.

Julio: Igualmente.

▶ 0:00 / 0:12 ——— 🔊 ⋮



Profesor: Profesora Hernández, le presento a mi estudiante Caspar.

Caspar: Mucho gusto.

Profesora: El gusto es mío.

▶ 0:00 / 0:07 ——— 🔊 ⋮



Now that you know how to say hello and introduce yourself, how do you end a conversation? As with greetings and introductions, farewells can be more or less informal. Here are two friends ending a conversation:

...

Miguel: Pues... nos vemos.

Paulino: ¡Chao, hasta luego!

▶ 0:00 / 0:03 ——— 🔊 ⋮



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

...

Estudiante: Bueno, profesora, adiós.

Profesora: Muy bien, hasta mañana.

▶ 0:00 / 0:04 ——— 🔊 ⋮

Vocabulario: Saludos y respuestas

Saludos y respuestas (*Greetings and Responses*)

Hola *Hello*

▶ 0:00 / 0:00 ——— 🔊 ⋮

Estoy muy bien. *I am very well.*

▶ 0:00 / 0:00 ——— 🔊 ⋮

Buenos días *Good morning*

▶ 0:00 / 0:01 ——— 🔊 ⋮

Estoy bastante bien. *I am quite well.*

▶ 0:00 / 0:01 ——— 🔊 ⋮

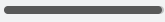
Buenas tardes *Good afternoon*

▶ 0:00 / 0:01 ——— 🔊 ⋮

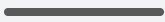
Buenas noches *Good evening*

▶ 0:00 / 0:01 ——— 🔊 ⋮

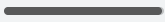
Estoy más o menos. *I am ok.*

▶ 0:00 / 0:01   ⋮

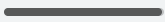
Estoy regular. *I am ok.*

▶ 0:00 / 0:01   ⋮

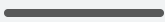
Estoy mal. *I'm sick / I'm not doing well.*

▶ 0:00 / 0:00   ⋮

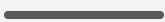
¿Cómo está (usted)? (formal) *How are you?*

▶ 0:00 / 0:01   ⋮

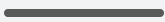
¿Cómo estás (tú)? (informal) *How are you?*

▶ 0:00 / 0:01   ⋮

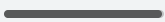
¿Qué tal? (informal) *How's it going?*

▶ 0:00 / 0:01   ⋮

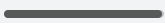
Gracias, ¿y usted? (formal) *Thank you, and you?*

▶ 0:00 / 0:01   ⋮

Gracias, ¿y tú? (informal) *Thank you, and you?*

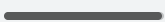
▶ 0:00 / 0:01   ⋮

Estoy bien. *I am well.*

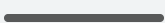
▶ 0:00 / 0:00   ⋮

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

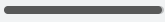
Presentaciones (Introductions)

▶ 0:00 / 0:01   ⋮

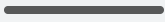
¿Cómo se llama usted? (formal) *What is your name?*

▶ 0:00 / 0:01   ⋮

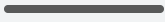
¿De dónde es usted? (formal) *Where are you from?*

▶ 0:00 / 0:01   ⋮

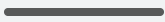
¿Cómo te llamas? (informal) *What is your name?*

▶ 0:00 / 0:01   ⋮

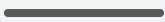
¿De dónde eres? (informal) *Where are you from?*

▶ 0:00 / 0:01   ⋮

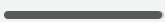
Esta es... *This is...* (introducing a female)

▶ 0:00 / 0:01   ⋮

Este es... *This is...* (introducing a male)

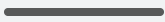
▶ 0:00 / 0:01   ⋮

Este es Pablo y esta es María. *This is Pablo and this is María.*

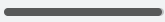
▶ 0:00 / 0:03   ⋮

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

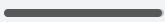
Soy de Perú. *I am from Peru.*

▶ 0:00 / 0:01   ⋮

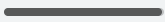
Me llamo... *My name is / I call myself...*

▶ 0:00 / 0:00   ⋮

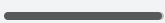
Mi nombre es... *My name is...*

▶ 0:00 / 0:01   ⋮

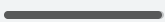
Te presento a... (informal) *May I present...*

▶ 0:00 / 0:01   ⋮

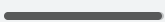
Pedro, te presento a Pablo. *Pedro, may I present Pablo. / Pedro, I'd like to introduce Pablo.*

▶ 0:00 / 0:02   ⋮

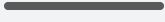
Encantado *Delighted / Nice to meet you.* (say if you are male.)

▶ 0:00 / 0:01   ⋮

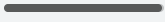
Encantada *Delighted/Nice to meet you.* (say if you are female.)

▶ 0:00 / 0:01   ⋮

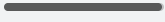
Encantada de conocerte. (informal) *Nice to meet you.*

▶ 0:00 / 0:02   ⋮

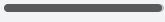
El gusto es mío. *The pleasure is mine.*

▶ 0:00 / 0:01   ⋮

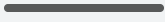
Mucho gusto *Nice to meet you.*

▶ 0:00 / 0:01   ⋮

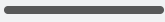
Igualmente *Same / Likewise*

▶ 0:00 / 0:01   ⋮

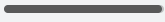
Sra. (señora) *Mrs.*

▶ 0:00 / 0:01   ⋮

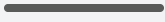
Sr. (señor) *Mr.*

▶ 0:00 / 0:01   ⋮

Srta. (señorita) *Miss*

▶ 0:00 / 0:01   ⋮

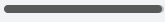
Sr. López, le presento a Pablo. *Mr. Lopez, may I present Pablo / let me introduce you to Pablo.*

▶ 0:00 / 0:03   ⋮

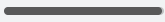
Le presento a ... (formal) *May I present... / Let me introduce you to...*

Despedidas (Farewells)

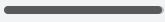
Adiós *Goodbye*

▶ 0:00 / 0:00   ⋮

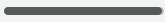
Chao (sometimes spelled **chau**) *'Bye*

▶ 0:00 / 0:00   ⋮

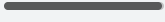
Hasta luego *See you later*

▶ 0:00 / 0:01   ⋮

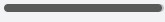
Hasta mañana *See you tomorrow*

▶ 0:00 / 0:01   ⋮

Hasta pronto *See you soon*

▶ 0:00 / 0:01   ⋮

¡Nos vemos! *See you (later)*

▶ 0:00 / 0:01   ⋮

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1.3: Gramática- ¿Formal o informal?

Objetivos

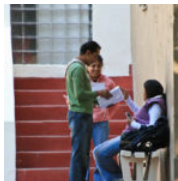
- Identify formal and informal greetings

What differences do you notice between these two dialogues?



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

▶ 0:00 / 0:22 — 🔊 ⋮



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

▶ 0:00 / 0:14 — 🔊 ⋮

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



Alejandro Octavio Aguilera
México, Monterrey, N.L.

Sr. Aguilera explains:

Sí es muy importante esto del “usted” y el “tú.” En primer lugar (*first*) el “usted” es una forma de hablar con respeto. Se le dirige de “usted” a (*the “usted” is addressed to*) una persona mayor (*older, more senior*). Yo a veces (*sometimes*) por ejemplo a mi padre (*to my father*) le digo de “usted”. Al rector (*director / Provost*) de la universidad yo no me imagino hablándole de “tú” (*I can’t imagine speaking to him with “tú”*)...

Read the full transcript

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

A Practicar

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1.4: Vocabulario- El alfabeto

Objetivos

- Recognize the sounds of letters in Spanish

EL ALFABETO

▶ 0:00 / 0:01 ———— 🔊 ⋮

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



a (a)

▶ 0:00 / 0:00 ———— 🔊 ⋮

b (be)

▶ 0:00 / 0:00 ———— 🔊 ⋮

c (ce)

▶ 0:00 / 0:01 ———— 🔊 ⋮

d (de)

▶ 0:00 / 0:01 ———— 🔊 ⋮

e (e)

▶ 0:00 / 0:01 ———— 🔊 ⋮

f (efe)

▶ 0:00 / 0:01 ———— 🔊 ⋮

g (ge)

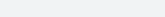
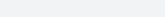
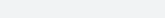
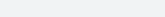
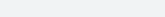
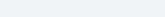
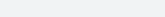
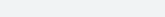
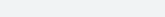
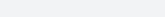
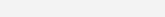
▶ 0:00 / 0:01 ———— 🔊 ⋮

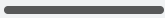
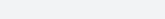
h (hache)

▶ 0:00 / 0:01 ———— 🔊 ⋮

i (i)

▶ 0:00 / 0:01 ———— 🔊 ⋮

j (jota)	▶ 0:00 / 0:01   ⋮
k (ka)	▶ 0:00 / 0:01   ⋮
l (ele)	▶ 0:00 / 0:00   ⋮
m (eme)	▶ 0:00 / 0:01   ⋮
n (ene)	▶ 0:00 / 0:01   ⋮
ñ (eñe)	▶ 0:00 / 0:01   ⋮
o (o)	▶ 0:00 / 0:01   ⋮
p (p)	▶ 0:00 / 0:01   ⋮
q (cu)	▶ 0:00 / 0:01   ⋮
r (erre)	▶ 0:00 / 0:01   ⋮
s (ese)	▶ 0:00 / 0:01   ⋮
t (te)	▶ 0:00 / 0:01   ⋮
u (u)	▶ 0:00 / 0:01   ⋮

v (ve)	▶ 0:00 / 0:01   ⋮
w (doble v)	▶ 0:00 / 0:01   ⋮
x (equis)	▶ 0:00 / 0:01   ⋮
y (ye)	▶ 0:00 / 0:01   ⋮
z (zeta)	▶ 0:00 / 0:01   ⋮

Digraphs

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

ch (ce-hache)

ll (doble ele)

qu (cu-u)

rr (doble erre)

Accent marks

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

¡Ajá!

bebé

quiquiriquí

¡Achú!

An important question

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

____ se escribe _____. (_____ is spelled _____.)

How do I type special characters?

Add texts here. Do not delete this text first.

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

Most programs will have a menu option to Insert Special Character, and you can scroll through until you find the one you want to use. The Windows operating system lets you toggle between different language keyboards, and the one for Spanish has keys for the ñ, for example (it's where the semicolon is on the qwerty keyboard), and shortcuts for putting accent marks

on vowels (tap the apostrophe and then e to produce é, for example). Here's a youtube video explaining how it works: <https://youtu.be/tHx20SBc4jI>. The Apple operating systems have similar keyboard shortcuts (hold down option and e, then tap e, to produce é, for example). Newer macOS computers also let you press and hold a vowel to choose the accented version. Here's a youtube video explaining how to type special characters on a Mac: <https://youtu.be/VaeqmJi2kAw>. On an iOS device, you tap and hold the character to bring up a menu of special characters.

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

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

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1.5: Vocabulario- Números 0-31

Objetivos

- Form numbers up to 31

Los números 0-31



0 cero	▶ 0:00 / 0:01	▶ 0:00 / 0:01	▶ 0:00 / 0:01
1 uno	▶ 0:00 / 0:01	▶ 0:00 / 0:01	▶ 0:00 / 0:01
2 dos	▶ 0:00 / 0:01	▶ 0:00 / 0:01	▶ 0:00 / 0:01
3 tres	▶ 0:00 / 0:01	▶ 0:00 / 0:00	▶ 0:00 / 0:01
4 cuatro	▶ 0:00 / 0:01	▶ 0:00 / 0:01	▶ 0:00 / 0:01
5 cinco	▶ 0:00 / 0:01	▶ 0:00 / 0:01	▶ 0:00 / 0:01
6 seis	▶ 0:00 / 0:01	▶ 0:00 / 0:01	▶ 0:00 / 0:01
7 siete	▶ 0:00 / 0:01	▶ 0:00 / 0:01	▶ 0:00 / 0:01
8 ocho	▶ 0:00 / 0:00	▶ 0:00 / 0:01	▶ 0:00 / 0:01
9 nueve	▶ 0:00 / 0:01	▶ 0:00 / 0:01	▶ 0:00 / 0:01

30 treinta

▶ 0:00 / 0:00 —▶ 0:00 / 0:01 🔊 ⋮

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



Los burros de Don Tomás

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

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

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

— ¡Mira!, he comprado (I've bought) **cuatro** burros y cuento (I count) sólo **tres**; me han robado (someone has stolen) **uno**.

— ¡Qué raro! (How strange) Dice la mujer. —Tú no ves más que (you only see) **tres**, pero yo veo (I see) **cinco**.

▶ 0:00 / 0:32 — 🔊 ⋮

A Practicar

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1.6: Vocabulario- En el salón de clases

Objetivos

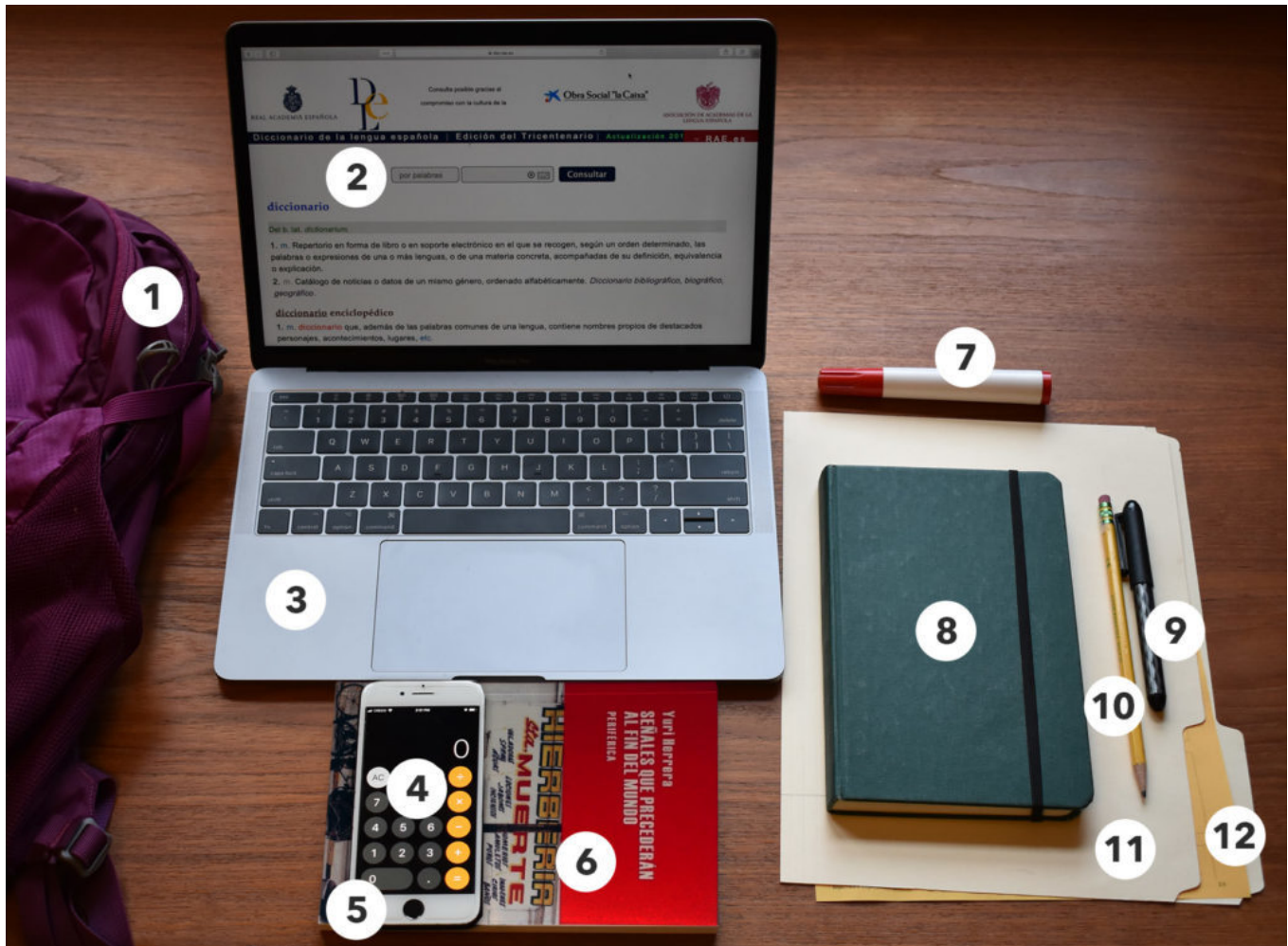
- Identify common objects in the classroom

▶ 0:00 / 0:01

Vocabulario

▶ 0:00 / 0:01

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

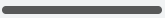
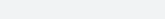
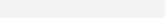
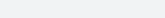
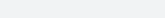
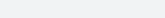
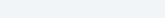
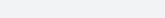


1. la mochila (backpack)

▶ 0:00 / 0:01

2. el diccionario (dictionary)

▶ 0:00 / 0:02

3. la computadora (<i>computer</i>)	▶ 0:00 / 0:02   ⋮
4. la calculadora (<i>calculator</i>)	▶ 0:00 / 0:01   ⋮
5. el teléfono (<i>telephone</i>)	▶ 0:00 / 0:01   ⋮
6. el libro (<i>book</i>)	▶ 0:00 / 0:01   ⋮
7. el marcador (<i>marker</i>)	▶ 0:00 / 0:02   ⋮
8. el cuaderno (<i>notebook</i>)	▶ 0:00 / 0:01   ⋮
9. el bolígrafo (<i>pen</i>)	▶ 0:00 / 0:01   ⋮
10. el lápiz (<i>pencil</i>)	▶ 0:00 / 0:01   ⋮
11. la carpeta (<i>folder/ binder</i>)	▶ 0:00 / 0:01   ⋮
12. el papel (<i>paper</i>), la hoja de papel (<i>piece of paper</i>)	▶ 0:00 / 0:01   ⋮
13. el escritorio (<i>desk</i>)	▶ 0:00 / 0:01   ⋮

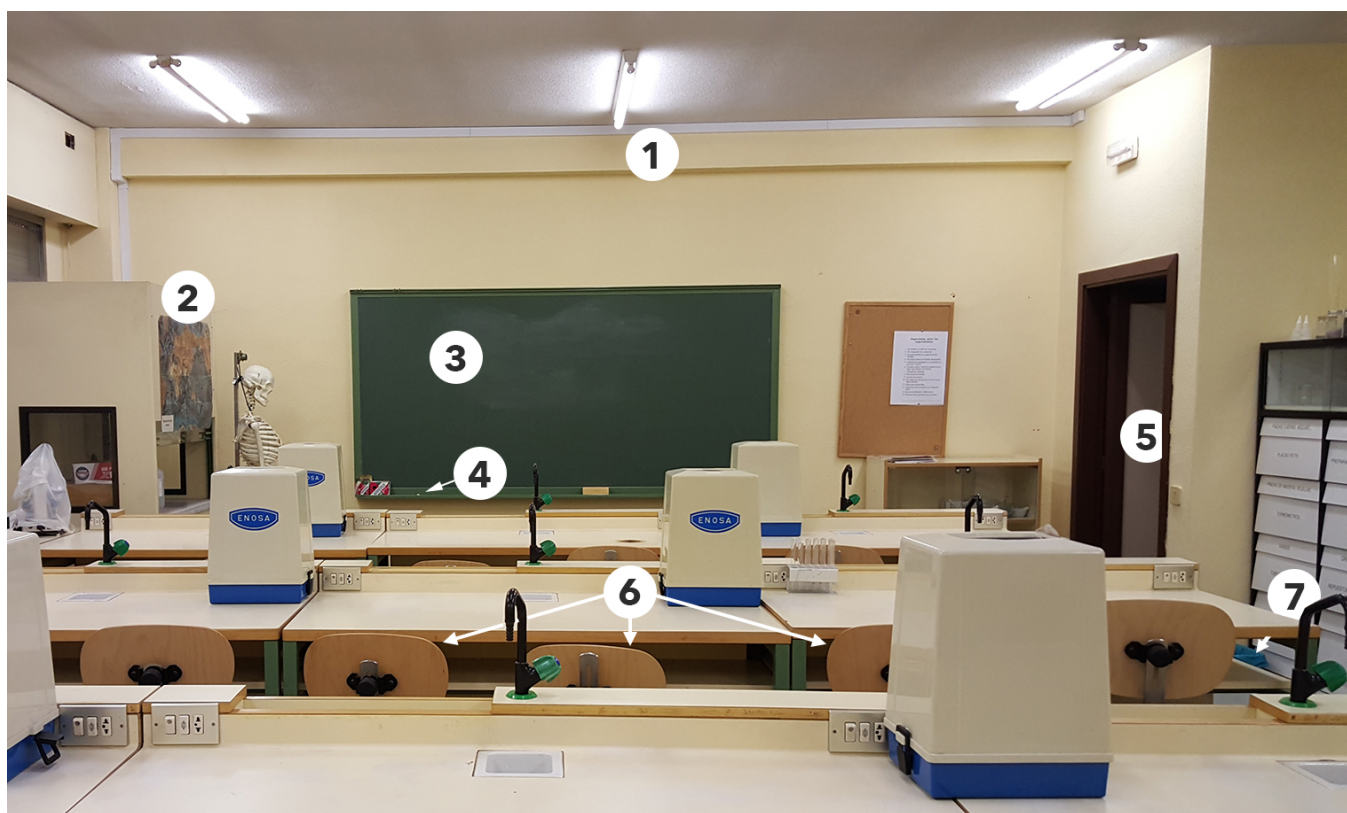


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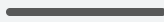
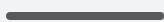
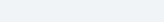
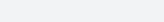
En la clase (in the class)

1. la pared (wall)	▶ 0:00 / 0:01 ——— 🔊 ⋮
2. el estudiante (student, m)	▶ 0:00 / 0:01 ——— 🔊 ⋮
3. la estudiante (student, f)	▶ 0:00 / 0:01 ——— 🔊 ⋮
4. el reloj (clock)	▶ 0:00 / 0:01 ——— 🔊 ⋮
5. el proyector (projector)	▶ 0:00 / 0:01 ——— 🔊 ⋮

6. la mesa (table)	▶ 0:00 / 0:01 ———▶ 🔊 ⋮
7. el pupitre (student's desk)	▶ 0:00 / 0:01 ———▶ 🔊 ⋮
8. la cortina (curtain)	▶ 0:00 / 0:01 ———▶ 🔊 ⋮
9. la ventana (window)	▶ 0:00 / 0:01 ———▶ 🔊 ⋮
10. el profesor, la profesora (professor, m, f)	▶ 0:00 / 0:01 ———▶ 🔊 ⋮



En el salón de clase (in the classroom)

1. la luz (<i>light</i>)	▶ 0:00 / 0:00   ⋮
2. el mapa (<i>map</i>)	▶ 0:00 / 0:00   ⋮
3. la pizarra (<i>chalkboard/ whiteboard</i>)	▶ 0:00 / 0:01   ⋮
4. la tiza (<i>chalk</i>)	▶ 0:00 / 0:01   ⋮
5. la puerta (<i>door</i>)	▶ 0:00 / 0:01   ⋮
6. la silla (<i>chair</i>)	▶ 0:00 / 0:01   ⋮
7. la basura (<i>trash</i>)	▶ 0:00 / 0:01   ⋮

Una palabra útil (*a useful word*):

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

A Practicar

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1.7: Gramática- Número de sustantivos

Objetivos

- Change nouns from singular to plural

Número de los sustantivos (*Number of Nouns*)



un perro



muchos perros

How to make a noun plural:

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

▶ 0:00 / 0:02 ———— 🔊 ⋮

) (chica –

chicas

▶ 0:00 / 0:02 ———— 🔊 ⋮

)

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

▶ 0:00 / 0:02 ———— 🔊 ⋮

)

(reloj – relojes

▶ 0:00 / 0:02 ———— 🔊 ⋮

)

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

▶ 0:00 / 0:02 ———— 🔊 ⋮

)

(luz – luces

▶ 0:00 / 0:02 ———— 🔊 ⋮

)

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

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- Dog walkers in San Martin park in Mexico city. **Authored by:** Gladysgara. **Located at:** https://commons.wikimedia.org/wiki/File:Paseo_de_perros_en_el_Parque_San_Mart%C3%ADn_en_la_Ciudad_de_M%C3%A9xico.jpg. **License:** *CC BY-SA: Attribution-ShareAlike*
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1.8: Gramática- Género de sustantivos

Objetivos

- Identify the gender of nouns

¡OJO! (Watch out!) ¡El género de los sustantivos es importante!



el Papa



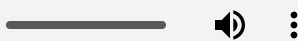
la papa

Género de los sustantivos (Gender of Nouns)

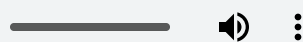
All nouns in Spanish have a gender: masculine or feminine. Except in the case of people or animals, linguistic gender is a convention of language, not a property of the noun. For this reason, you won't be able to guess the gender of a noun based on the object itself; you need to learn the gender along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

1. The gender of nouns:

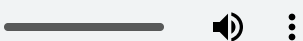
- The definite article meaning "the" is **la** for feminine singular nouns.
 - Most words ending in **-a** are feminine

▶ 0:00 / 0:01   ⋮

la chica

▶ 0:00 / 0:01   ⋮

la silla

▶ 0:00 / 0:01   ⋮

la tiza

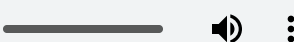
- All words ending in **-sión**, **-ción**, **-tad**, **-dad**, and **-umbre** are feminine.

▶ 0:00 / 0:01   ⋮

la televisión

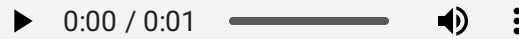
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la educación

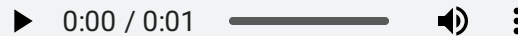
▶ 0:00 / 0:01   ⋮

la dificultad

la universidad

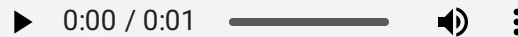


la lumbre

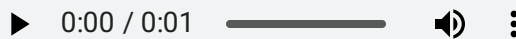


- The definite article meaning “the” is **el** for masculine singular nouns. Notice that *el* without the accent mark is the article... what does *él* mean? That’s right, it means “he”. Don’t confuse *el* and *él*!
 - Most words ending in **-o** are masculine.

el chico



el libro

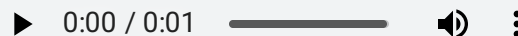


el cuaderno

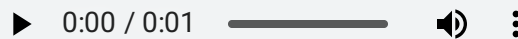


- Many but not all words ending in **-ma** are masculine (the ones that originated from the Greek language are the masculine ones).

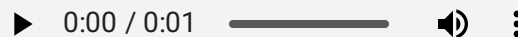
el problema



el clima

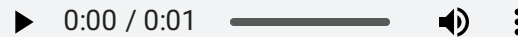


el idioma

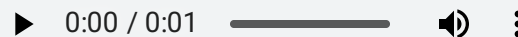


- Many nouns end in **-e**. While statistically more are masculine than feminine, there is no firm rule for these and you need to memorize their gender when learning their meaning.

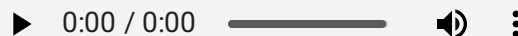
la clase



el diente

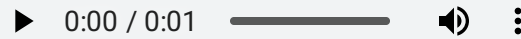


el coche

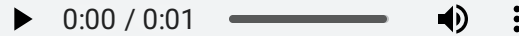


- Many nouns that end in consonants other than **-d** or **-z** are masculine, but again this is not a firm rule and you must memorize their gender.

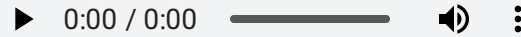
el honor



el hospital

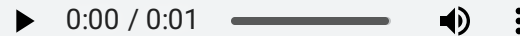


el hotel

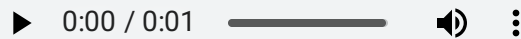


- There are other nouns that do not clearly reveal their gender, so it is important that you memorize them.

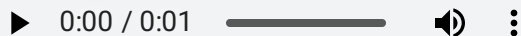
el pupitre



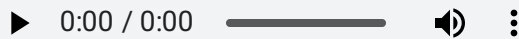
el lápiz



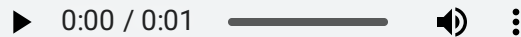
el reloj



la luz

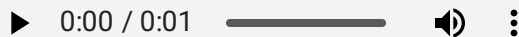


la pared

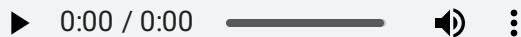


- There are also some exceptions to the above patterns that you have to remember.

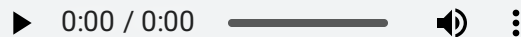
el día



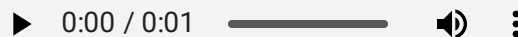
el mapa



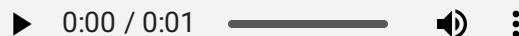
la mano



la foto (short for *la fotografía*)



la moto (short for *la motocicleta*)

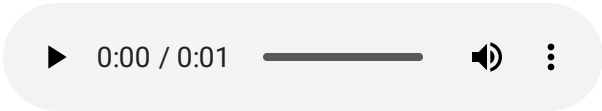
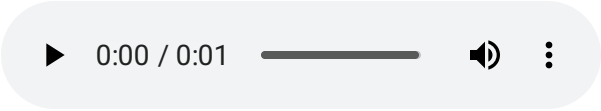
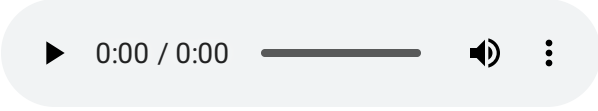
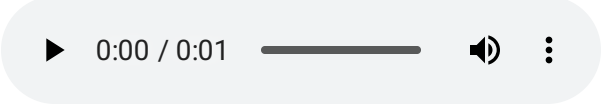
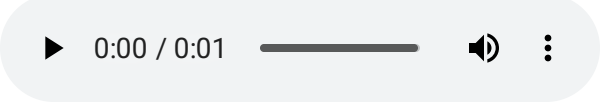
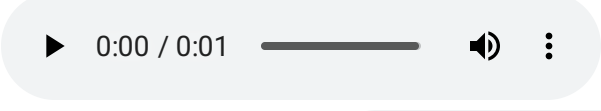
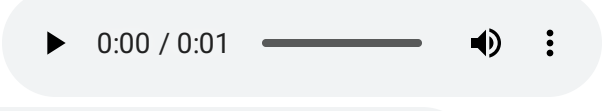
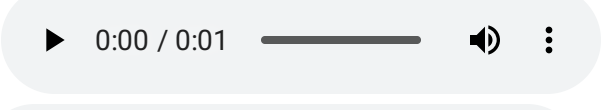
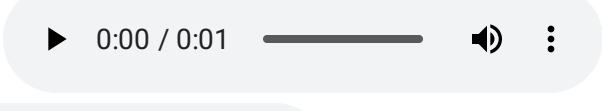
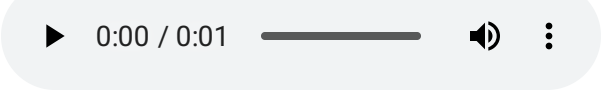


2. People:

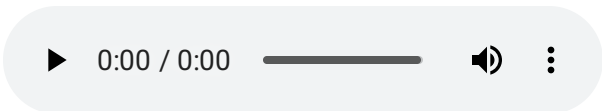
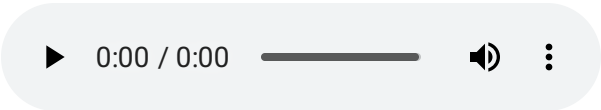
- When referring to people, the biological sex of a person will determine a word's gender regardless of the rules described above. However, as society has become more sensitive to sexism, as well as questions of gender and sexual identity, people have begun

experimenting with ways to adjust the traditional binary-gendered structure of the Spanish language. [Click here to explore some of the experiments in gender-neutral language that Spanish speakers have been developing.](#)

- Some nouns for people will be identical except for the -o or -a ending.

el muchacho (boy)		la muchacha (girl)
		
el niño (male child)		la niña (female child)
		
el maestro (male teacher)		la maestra (female teacher)
		
el compañero de clase (male classmate)		la compañera de clase (female classmate)
		
el amigo (male friend)		la amiga (female friend)
		

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

el hombre (man)		la mujer (woman)
		

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

el estudiante (*male student*)

la estudiante (*female student*)

student)

el dentista (*male dentist*)

la dentista (*female dentist*)

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

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

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

• el caso (*case*)

la casa (*house*)

• el puerto (*port*)

la puerta (*door*)

• el Papa (*the Pope*)

la papa (*potato*)

• el libro (*book*)

la libra (*pound*)

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1.9: Gramática- Género y número de sustantivos

Objetivos

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

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

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

Text only version of questions

Preguntas de análisis:

1. Look at the nouns in bold. How do you know if they are singular or plural?
2. Look at the plural nouns. How do you think you form a plural noun in Spanish?

Objetivos

- Identify the gender of nouns

¡OJO! (Watch out!) ¡El género de los sustantivos es importante!



el Papa



la papa

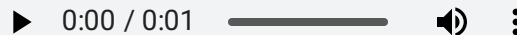
Género de los sustantivos (Gender of Nouns)

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

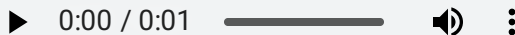
1. The gender of nouns:

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

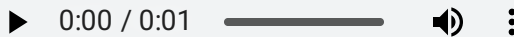
la **chica**



la **silla**

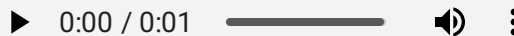


la **tiza**

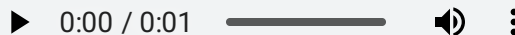


- All words ending in **-sión**, **-ción**, **-tad**, **-dad**, and **-umbre** are feminine.

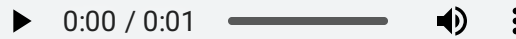
la **televisión**



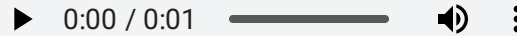
la **educación**



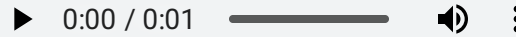
la dificultad



la universidad

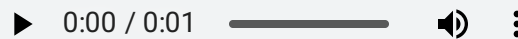


la lumbre

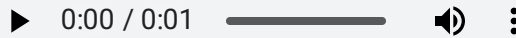


- The definite article meaning “the” is **el** for masculine singular nouns. Notice that *el* without the accent mark is the article... what does *él* mean? That’s right, it means “he”. Don’t confuse *el* and *él*!
 - Most words ending in **–o** are masculine.

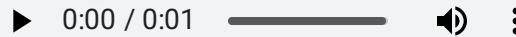
el chico



el libro

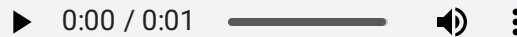


el cuaderno

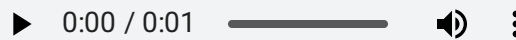


- Many but not all words ending in **–ma** are masculine (the ones that originated from the Greek language are the masculine ones).

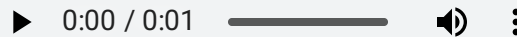
el problema



el clima

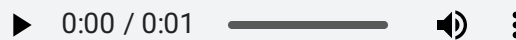


el idioma

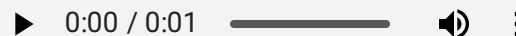


- Many nouns end in **–e**. While statistically more are masculine than feminine, there is no firm rule for these and you need to memorize their gender when learning their meaning.

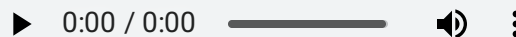
la clase



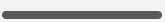
el diente

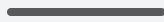


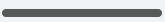
el coche



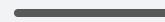
- Many nouns that end in consonants other than -d or -z are masculine, but again this is not a firm rule and you must memorize their gender.

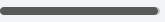
▶ 0:00 / 0:01   ⋮
el honor

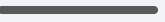
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el hospital

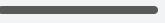
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el hotel

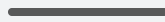
- There are other nouns that do not clearly reveal their gender, so it is important that you memorize them.

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el pupitre

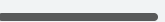
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el lápiz

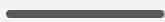
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el reloj

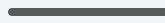
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la luz

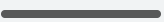
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la pared

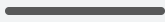
- There are also some exceptions to the above patterns that you have to remember.

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el día

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el mapa

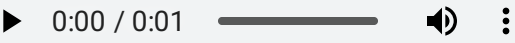
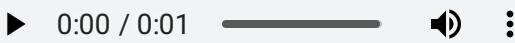
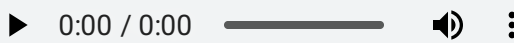
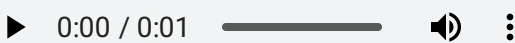
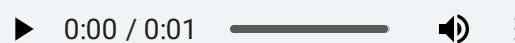
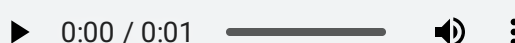
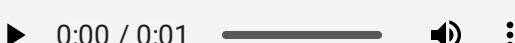
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la mano

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la foto (short for *la fotografía*)

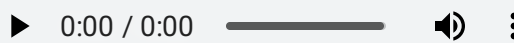
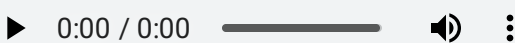
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la moto (short for *la motocicleta*)

2. People:

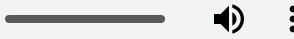
- When referring to people, the biological sex of a person will determine a word's gender regardless of the rules described above. However, as society has become more sensitive to sexism, as well as questions of gender and sexual identity, people have begun experimenting with ways to adjust the traditional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

el muchacho (<i>boy</i>)		la muchacha (<i>girl</i>)
		
el niño (<i>male child</i>)		la niña (<i>female child</i>)
		
el maestro (<i>male teacher</i>)		la maestra (<i>female teacher</i>)
		
el compañero de clase (<i>male classmate</i>)		la compañera de clase (<i>female classmate</i>)
		
el amigo (<i>male friend</i>)		la amiga (<i>female friend</i>)
		

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

el hombre (<i>man</i>)		la mujer (<i>woman</i>)
		

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

▶ 0:00 / 0:01 

el estudiante (*male student*)

la estudiante (*female*

▶ 0:00 / 0:01 

student)

▶ 0:00 / 0:01 

el dentista (*male dentist*)

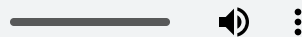
la dentista (*female dentist*)

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

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

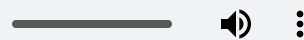
Remember! The gender of nouns that do not refer to people is an inherent characteristic that cannot be changed. If you change the gender ending of an inanimate object, you can be changing the meaning of the noun to another legitimate word in Spanish.

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• el caso (*case*)

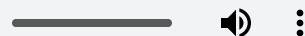
la casa (*house*)

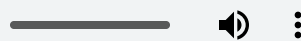
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• el puerto (*port*)

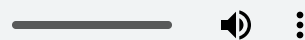
la puerta (*door*)

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• el Papa (*the Pope*)

la papa (*potato*)

▶ 0:00 / 0:01 

▶ 0:00 / 0:01 

• el libro (*book*)

la libra (*pound*)

▶ 0:00 / 0:01 

Objetivos

- Change nouns from singular to plural

Número de los sustantivos (*Number of Nouns*)



un perro



muchos perros

How to make a noun plural:

- If a word ends in a vowel, add **-s** (cuaderno – cuadernos) (chica – chicas)

▶ 0:00 / 0:02
- If a word ends in a consonant, add an **-es** (marcador – marcadores) (reloj – relojes)

▶ 0:00 / 0:02
- If a word ends in **-z**, change the “z” to c and add **-es** (lápiz- lápices) (luz – luces)

▶ 0:00 / 0:02

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

A Practicar

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1.10: Los sustantivos y los artículos

Nouns and articles

Nouns

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

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

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

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

Masculine	English	Feminine	English
el joven	<i>young man</i>	la joven	<i>young woman</i>
el estudiante	<i>student (male)</i>	la estudiante	<i>student (female)</i>
el turista	<i>tourist (male)</i>	la turista	<i>tourist (female)</i>

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

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

Examples:

el canguro macho; el canguro hembra; los canguros machos; los canguros hembras

la ballena macho; la ballena hembra; las ballenas machos; las ballenas hembras

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

General guidelines for nouns referring to places and things

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

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

Masculine	English	Feminine	English	Exceptions	English	Exceptions	English
el libro	<i>book</i>	la escuela	<i>school</i>	la mano	<i>hand</i>	el día	<i>day</i>
el problema	<i>problem</i>	la lección	<i>lesson</i>	la foto	<i>photo</i>	el alerta	<i>alert</i>
el mapa	<i>map</i>	la televisión	<i>television (station)</i>	la suma	<i>sum</i>	el camión	<i>truck</i>
el planeta	<i>planet</i>	la comunidad	<i>community</i>	la sopa	<i>soup</i>	el césped	<i>grass (lawn)</i>
el estante	<i>shelf</i>	la clase	<i>class</i>	la chaqueta	<i>jacket</i>	la análisis	<i>analysis</i>
el papel	<i>paper</i>	la libertad	<i>liberty</i>	la miel	<i>honey</i>	el lápiz	<i>pencil</i>
el examen	<i>exam</i>	la dosis	<i>dose</i>	la imagen	<i>image</i>	el arroz	<i>rice</i>
el color	<i>color</i>	la artritis	<i>arthritis</i>	la flor	<i>flower</i>		
el autobús	<i>bus</i>	la luz	<i>light</i>	la tos	<i>cough</i>		

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

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

Articles

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

Definite Articles:

Indefinite Articles:

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

Plural of nouns

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

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

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

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

Singular	→	Plural
el <u>lápiz</u>	→	los <u>lápices</u>
el autob <u>ús</u>	→	los autob <u>uses</u>
la lecci <u>ón</u>	→	las lecciones

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

1 muchacho + 2 muchachas = 3 muchachos OR los muchachos

Gender-neutral individuals

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

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Fill in the correct indefinite articles [un, una, unos, unas] for the nouns in the picture. **Note:** Hay = there is/there are

1. Hay teléfono en el escritorio.
2. Hay cuadernos en el estante.
3. Hay computadora encima del escritorio.
4. Hay lápices en el escritorio.
5. Hay plumas encima del escritorio.
6. Hay escritorio.
7. Hay silla.
8. Hay cuadernos.
9. Hay florero (vase).
10. Hay ventana (*window*).

☒ Check

Rewrite the previous 10 nouns and articles by changing what is plural to singular, and what is singular to plural.

Modelo: unas televisiones = una televisión.

1. un teléfono =
2. unos cuadernos =
3. una computadora =
4. unos lápices =
5. unas plumas =
6. un escritorio =
7. una silla =
8. unos cuadernos =
9. un florero =
10. una ventana =

☒ Check

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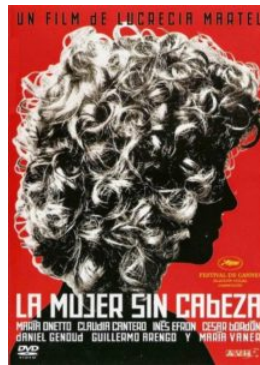
H-P

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1.11: Gramática- Artículos indefinidos y definidos / Hay

Objetivos

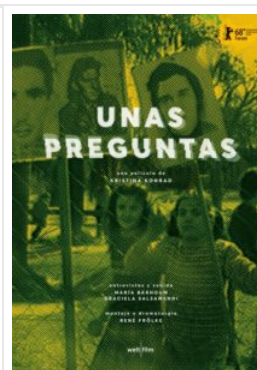
- Select the appropriate definite or indefinite article for the context



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

	masculino	femenino
singular	el	la
plural	los	las

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



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

	masculino	femenino
singular	un	una
plural	unos	unas

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

El verbo hay

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



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

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

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

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

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

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



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1.12: En contexto- Artículos indefinidos y definidos / Hay

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

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

Preguntas de análisis:

Preguntas de análisis:

1. Circle the definite articles and underline indefinite articles in the text.
2. Which article comes after **hay**? What if the noun is singular or plural?
3. Following the information above, write the definite and indefinite articles that correspond to the following nouns:

Definite article	Indefinite article	Noun
		facultad
		mochilas
		mapas
		profesor

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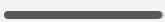
1.13: Putting It Together- ¡Hola! ¿Cómo te llamas?

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

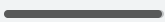
Vocabulario: Saludos y respuestas

Saludos y respuestas (*Greetings and Responses*)

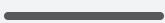
Hola *Hello*

▶ 0:00 / 0:00   ⋮

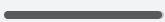
Estoy muy bien. *I am very well.*

▶ 0:00 / 0:00   ⋮

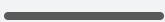
Buenos días *Good morning*

▶ 0:00 / 0:01   ⋮

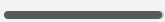
Estoy bastante bien. *I am quite well.*

▶ 0:00 / 0:01   ⋮

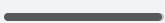
Buenas tardes *Good afternoon*

▶ 0:00 / 0:01   ⋮

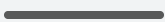
Buenas noches *Good evening*

▶ 0:00 / 0:01   ⋮

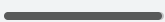
Estoy más o menos. *I am ok.*

▶ 0:00 / 0:01   ⋮

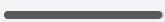
Estoy regular. *I am ok.*

▶ 0:00 / 0:01   ⋮

Estoy mal. *I'm sick / I'm not doing well.*

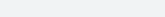
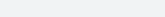
▶ 0:00 / 0:00   ⋮

¿Cómo está (usted)? (formal) *How are you?*

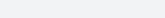
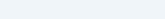
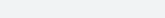
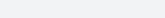
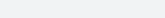
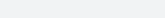
▶ 0:00 / 0:01   ⋮

¿Cómo estás (tú)? (informal) *How are you?*

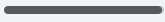
▶ 0:00 / 0:01   ⋮

¿Qué tal? (informal) <i>How's it going?</i>	▶ 0:00 / 0:01   ⋮
Gracias, ¿y usted? (formal) <i>Thank you, and you?</i>	▶ 0:00 / 0:01   ⋮
Gracias, ¿y tú? (informal) <i>Thank you, and you?</i>	▶ 0:00 / 0:01   ⋮
Estoy bien. <i>I am well.</i>	▶ 0:00 / 0:00   ⋮

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

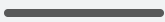
Presentaciones (<i>Introductions</i>)	▶ 0:00 / 0:01   ⋮
¿Cómo se llama usted? (formal) <i>What is your name?</i>	▶ 0:00 / 0:01   ⋮
¿De dónde es usted? (formal) <i>Where are you from?</i>	▶ 0:00 / 0:01   ⋮
¿Cómo te llamas? (informal) <i>What is your name?</i>	▶ 0:00 / 0:01   ⋮
¿De dónde eres? (informal) <i>Where are you from?</i>	▶ 0:00 / 0:01   ⋮
Esta es... <i>This is...</i> (introducing a female)	▶ 0:00 / 0:01   ⋮
Este es... <i>This is...</i> (introducing a male)	▶ 0:00 / 0:01   ⋮

Este es Pablo y esta es María. *This is Pablo and this is María.*

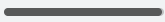
▶ 0:00 / 0:03   ⋮

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

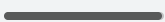
Soy de Perú. *I am from Peru.*

▶ 0:00 / 0:01   ⋮

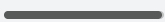
Me llamo... *My name is / I call myself...*

▶ 0:00 / 0:00   ⋮

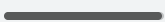
Mi nombre es... *My name is...*

▶ 0:00 / 0:01   ⋮

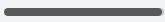
Te presento a... (informal) *May I present...*

▶ 0:00 / 0:01   ⋮

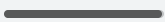
Pedro, te presento a Pablo. *Pedro, may I present Pablo. / Pedro, I'd like to introduce Pablo.*

▶ 0:00 / 0:02   ⋮

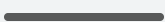
Encantado *Delighted / Nice to meet you.* (say if you are male.)

▶ 0:00 / 0:01   ⋮

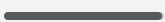
Encantada *Delighted/Nice to meet you.* (say if you are female.)

▶ 0:00 / 0:01   ⋮

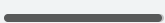
Encantada de conocerte. (informal) *Nice to meet you.*

▶ 0:00 / 0:02   ⋮

El gusto es mío. *The pleasure is mine.*

▶ 0:00 / 0:01   ⋮

Mucho gusto *Nice to meet you.*

▶ 0:00 / 0:01   ⋮

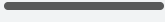
Igualmente *Same / Likewise*

▶ 0:00 / 0:01   ⋮

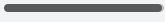
Sra. (señora) *Mrs.*

▶ 0:00 / 0:01   ⋮

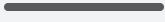
Sr. (señor) *Mr.*

▶ 0:00 / 0:01   ⋮

Srta. (señorita) *Miss*

▶ 0:00 / 0:01   ⋮

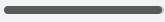
Sr. López, le presento a Pablo. *Mr. Lopez, may I present Pablo / let me introduce you to Pablo.*

▶ 0:00 / 0:03   ⋮

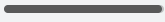
Le presento a ... (formal) *May I present... / Let me introduce you to...*

Despedidas (Farewells)

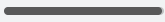
Adiós *Goodbye*

▶ 0:00 / 0:00   ⋮

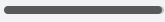
Chao (sometimes spelled **chau**) *'Bye*

▶ 0:00 / 0:00   ⋮

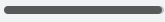
Hasta luego *See you later*

▶ 0:00 / 0:01   ⋮

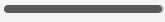
Hasta mañana *See you tomorrow*

▶ 0:00 / 0:01   ⋮

Hasta pronto *See you soon*

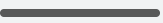
▶ 0:00 / 0:01   ⋮

¡Nos vemos! *See you (later)*

▶ 0:00 / 0:01   ⋮

Vocabulario: En el salón de clase

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

▶ 0:00 / 0:01   ⋮



1. la mochila (*backpack*)

▶ 0:00 / 0:01 ——— 🔊 ⋮

2. el diccionario (*dictionary*)

▶ 0:00 / 0:02 ——— 🔊 ⋮

3. la computadora (*computer*)

▶ 0:00 / 0:02 ——— 🔊 ⋮

4. la calculadora (*calculator*)

▶ 0:00 / 0:01 ——— 🔊 ⋮

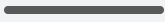
5. el teléfono (*telephone*)

▶ 0:00 / 0:01 ——— 🔊 ⋮

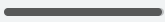
6. el libro (*book*)

▶ 0:00 / 0:01 ——— 🔊 ⋮

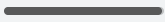
7. **el marcador** (*marker*)

▶ 0:00 / 0:02   ⋮

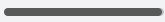
8. **el cuaderno** (*notebook*)

▶ 0:00 / 0:01   ⋮

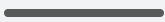
9. **el bolígrafo** (*pen*)

▶ 0:00 / 0:01   ⋮

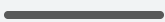
10. **el lápiz** (*pencil*)

▶ 0:00 / 0:01   ⋮

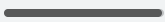
11. **la carpeta** (*folder/ binder*)

▶ 0:00 / 0:01   ⋮

12. **el papel** (*paper*), **la hoja de papel** (*piece of paper*)

▶ 0:00 / 0:01   ⋮

13. **el escritorio** (*desk*)

▶ 0:00 / 0:01   ⋮



▶ 0:00 / 0:01 ——— 🔊 ⋮

En la clase (in the class)

1. **la pared** (wall)

▶ 0:00 / 0:01 ——— 🔊 ⋮

2. **el estudiante** (student, m)

▶ 0:00 / 0:01 ——— 🔊 ⋮

3. **la estudiante** (student, f)

▶ 0:00 / 0:01 ——— 🔊 ⋮

4. **el reloj** (clock)

▶ 0:00 / 0:01 ——— 🔊 ⋮

5. **el proyector** (projector)

▶ 0:00 / 0:01 ——— 🔊 ⋮

6. la mesa (table)

▶ 0:00 / 0:01 ———▶ 🔊 ⋮

7. el pupitre (student's desk)

▶ 0:00 / 0:01 ———▶ 🔊 ⋮

8. la cortina (curtain)

▶ 0:00 / 0:01 ———▶ 🔊 ⋮

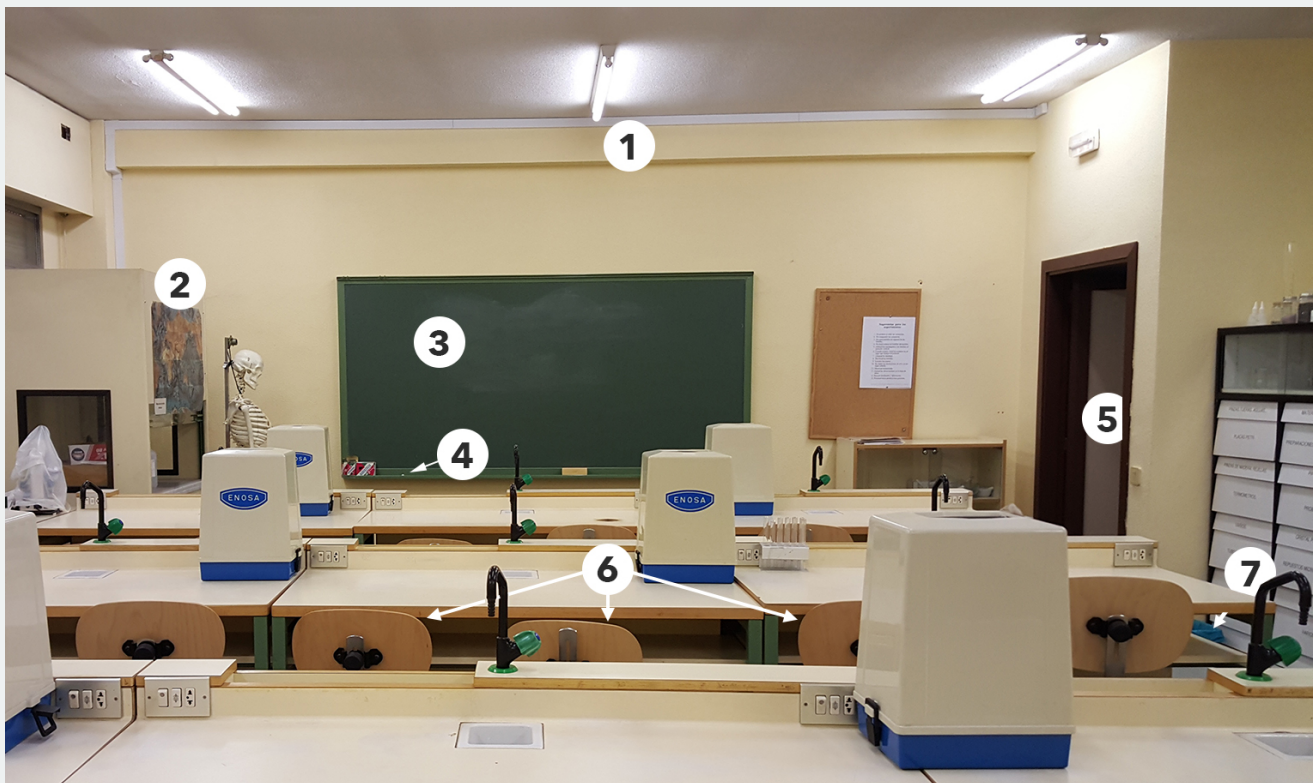
9. la ventana (window)

▶ 0:00 / 0:01 ———▶ 🔊 ⋮

10. el profesor, la profesora (professor, m, f)

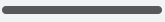
▶ 0:00 / 0:01 ———▶ 🔊 ⋮

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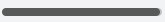


En el salón de clase (in the classroom)

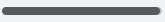
1. **la luz** (*light*)

▶ 0:00 / 0:00   ⋮

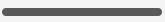
2. **el mapa** (*map*)

▶ 0:00 / 0:00   ⋮

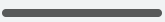
3. **la pizarra** (*chalkboard/ whiteboard*)

▶ 0:00 / 0:01   ⋮

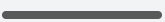
4. **la tiza** (*chalk*)

▶ 0:00 / 0:01   ⋮

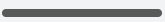
5. **la puerta** (*door*)

▶ 0:00 / 0:01   ⋮

6. **la silla** (*chair*)

▶ 0:00 / 0:01   ⋮

7. **la basura** (*trash*)

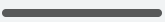
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Una palabra útil (*a useful word*):

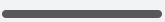
hay (*there is / there are; “hay” is an invariable verb that is only used to talk about the existence or presence, or the quantity of things.*)

Vocabulario: Números 0-31

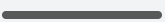
0 cero

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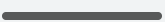
1 uno

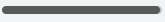
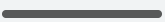
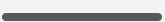
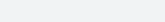
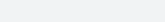
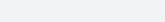
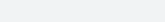
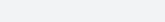
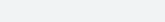
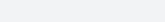
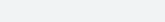
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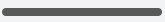
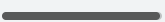
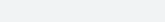
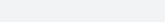
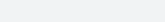
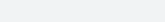
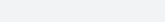
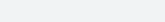
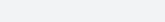
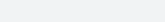
2 dos

▶ 0:00 / 0:01   ⋮

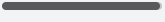
3 tres

▶ 0:00 / 0:01   ⋮

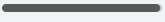
4 cuatro	▶ 0:00 / 0:01   ⋮
5 cinco	▶ 0:00 / 0:01   ⋮
6 seis	▶ 0:00 / 0:01   ⋮
7 siete	▶ 0:00 / 0:01   ⋮
8 ocho	▶ 0:00 / 0:00   ⋮
9 nueve	▶ 0:00 / 0:01   ⋮
10 diez	▶ 0:00 / 0:01   ⋮
11 once	▶ 0:00 / 0:01   ⋮
12 doce	▶ 0:00 / 0:01   ⋮
13 trece	▶ 0:00 / 0:00   ⋮
14 catorce	▶ 0:00 / 0:01   ⋮
15 quince	▶ 0:00 / 0:01   ⋮
16 dieciséis	▶ 0:00 / 0:01   ⋮

17 diecisiete	▶ 0:00 / 0:01   ⋮
18 dieciocho	▶ 0:00 / 0:01   ⋮
19 diecinueve	▶ 0:00 / 0:01   ⋮
20 veinte	▶ 0:00 / 0:01   ⋮
21 veintiuno	▶ 0:00 / 0:01   ⋮
22 veintidós	▶ 0:00 / 0:01   ⋮
23 veintitrés	▶ 0:00 / 0:01   ⋮
24 veinticuatro	▶ 0:00 / 0:01   ⋮
25 veinticinco	▶ 0:00 / 0:01   ⋮
26 veintiséis	▶ 0:00 / 0:01   ⋮
27 veintisiete	▶ 0:00 / 0:01   ⋮
28 veintiocho	▶ 0:00 / 0:01   ⋮
29 veintinueve	▶ 0:00 / 0:01   ⋮

30 treinta

▶ 0:00 / 0:00   ⋮

31 treinta y uno

▶ 0:00 / 0:01   ⋮

Use definite and indefinite articles

Definite articles:

	masculino	femenino
singular	el	la
plural	los	las

Indefinite articles:

	masculino	femenino
singular	un	una
plural	unos	unas

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CHAPTER OVERVIEW

Capítulo 2

Learning Objectives

- Talk about identity and nationality
- Use vocabulary for days, months, numbers (30–100), and colors
- Describe people and objects using adjectives with correct agreement
- Ask and answer questions about dates and origins
- Explore Hispanic communities in the United States

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CHAPTER OVERVIEW

Capítulo 3

Learning Objectives

- Talk about classes, schedules, and daily activities
- Conjugate and use regular -ar, -er, and -ir verbs
- Ask and answer questions using "¿qué?" and "¿cuál?"
- Use the verb *tener* and expressions with *tener*
- Tell time and use basic adverbs
- Explore university life and culture in Spanish-speaking countries

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CHAPTER OVERVIEW

Capítulo 4

Learning Objectives

- Describe family members, homes, and pets
- Use possessive adjectives and ask questions with "*¿cuánto(s)?*" and "*¿quién(es)?*"
- Talk about location using *estar* and prepositions
- Discuss travel, transportation, and future plans with *ir* + *a* + *infinitive*
- Express obligations and needs using *tener* and *tener* + *que*
- Explore vocabulary related to navigating a city

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Capítulo 5

Learning Objectives

- Talk about weather, clothing, and seasonal activities
- Use expressions of time and numbers 100 and above
- Identify and use demonstrative adjectives
- Express likes and preferences using the verb *gustar* with nouns and infinitives
- Describe pastimes and favorite activities
- Build sentences combining *gustar*, hobbies, and expressions of desire

Contenido

- 5.1 Vocabulario - El clima
- 5.2 En contexto - El clima
- 5.3 Ejercicios - El clima
- 5.4 Vocabulario - La ropa
- 5.5 Vocabulario - Expresiones de tiempo
- 5.6 Vocabulario - Los números 101+
- 5.7 Ejercicios - Los números 101+
- 5.8 Introducción - Los demostrativos
- 5.9 El verbo "gustar"
- 5.10 Vocabulario - Los pasatiempos
- 5.11 En contexto - Gustar + infinitivo
- 5.12 Gramática - El verbo gustar + infinitivo
- 5.13 En contexto - Gustar + infinitivo
- 5.14 Ejercicios - El verbo gustar + infinitivo
- 5.15 Gramática - El verbo gustar + sustantivos
- 5.16 En contexto - El verbo gustar + sustantivos
- 5.17 Ejercicios - El verbo gustar + sustantivos / Querer y gustar

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CHAPTER OVERVIEW

Capítulo 6

Learning Objectives

- Describe daily routines using reflexive verbs and pronouns
- Identify parts of the body and use related vocabulary
- Use adverbs of frequency to describe habitual actions
- Conjugate and use stem-changing verbs (o-ue, e-ie, e-i)
- Form and ask questions accurately in Spanish
- Explore the cultural significance of the Camino de Santiago

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CHAPTER OVERVIEW

Capítulo 7

Learning Objectives

- Understand and use *ser* and *estar* to describe identity, emotions, and conditions
- Use vocabulary related to emotions and physical states
- Form sentences using the present progressive tense
- Recognize and conjugate irregular verbs in the "yo" form
- Describe ongoing actions and states accurately in Spanish

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CHAPTER OVERVIEW

Capítulo 8

Learning Objectives

- Identify and use direct objects and direct object pronouns
- Understand and apply the personal "a" in Spanish
- Use vocabulary related to food and meals
- Differentiate between *saber* and *conocer*
- Form sentences in the preterite tense
- Make comparisons using comparatives and superlatives
- Explore cultural aspects of traditional and fast foods

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