SPAN 101: ELEMENTARY SPANISH I 2E



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SPAN 101

Elementary Spanish I Textbook (2nd Ed)



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1: CAPÍTULO 1

Learning Objectives

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

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1.1: ¿Eres estudiante?

El verbo ser

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

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

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

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

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

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

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

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Los colores

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

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

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J. Balvin – "**Blanco**"

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

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Shakira – "**Amarillo**"

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

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1.2: ¡Hola! ¿Cómo te llamas?

¡Bienvenidos!

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

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

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

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

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

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

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

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

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

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

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

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

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

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

YouTube Video

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Anakena – "**Cinco**"
Anakena is a Caribbean alt-folk/pop band from Venezuela.
Click here to read an article about the Anakena.

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

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

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

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1.3: Vocabulario- ¡Bienvenidos a la clase!

Objetivos

Identify and use common greetings and goodbyes.



El Nuevo Estudiante

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

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

Actividad 1.3.A

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Text-only version of questions

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

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

4. How do they say goodbye?

Actividad: Listen and read the scripts below.



A typical familiar conversation:

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



This same conversation might include some variations:

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



Look at the differences if one person introduces two others:

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



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

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



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



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

Here are two friends ending a conversation:
...
Miguel: Pues... nos vemos.
Paulino: ¡Chao, hasta luego!



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

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

Vocabulario: Saludos y respuestas

Saludos y respuestas (*Greetings and Responses*)

Listen to, read, and repeat the vocabulary *en español* below. Practice several times a day to better memorize vocabulary.

Hola *Hello*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
Estoy muy bien. *I am very well.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
Buenos días *Good morning*	
Estoy bastante bien. *I am quite well.*	
Buenas tardes *Good afternoon*	
Buenas noches *Good evening*	
Estoy más o menos. *I am ok.*	
Estoy regular. *I am ok.*	
Estoy mal. *I'm sick / I'm not doing well.*	

¿Cómo está (usted)? (formal) *How are you?*	
¿Cómo estás (tú)? (informal) *How are you?*	
¿Qué tal? (informal) *How's it going?*	
Gracias, ¿y usted? (formal) *Thank you, and you?*	
Gracias, ¿y tú? (informal) *Thank you, and you?*	
Estoy bien. *I am well.*	

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

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

¿De dónde eres? (informal) Where are you from?	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Esta es... *This is*... (introducing a female)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Este es... *This is*... (introducing a male)	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Este es Pablo y esta es María. *This is Pablo and this is María.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

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

Soy de Perú. *I am from Peru.*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
Me llamo... *My name is / I call myself...*	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

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

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

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

Despedidas (*Farewells*)

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

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1.4: Gramática- ¿Formal o informal?

Objetivos

- Identify formal and informal greetings

What differences do you notice between these two dialogues?



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



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

As you can see from the above examples, some of the differences between formal and informal conversations are clearly defined, such as the use of the pronoun ***usted*** instead of ***tú***, and ***le*** instead of ***te***, while others are more subtle or contextual. Here are are few examples:

formal: Buenas tardes, señora Reyes. *informal*: ¿Qué tal, Socorro?

formal: ¿Cómo se llama usted? *informal*: ¿Cómo te llamas (tú)?

formal: Le presento a mi amigo Juan Preciado? *informal*: Te presento a mi amigo Juan Preciado.

formal: Estoy bien, ¿y usted? *informal*: Estoy bien, ¿y tú?

In the exercises on the next page, we'll work on the more explicit differences between formal and informal Spanish.

YouTube Video

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View this YouTube Video online

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

Note that there may be multiple exercises per module. (see circles at base of module)

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1.5: Vocabulario- En el salón de clases

Objetivos

- Identify common objects in the classroom

Vocabulario

Audio

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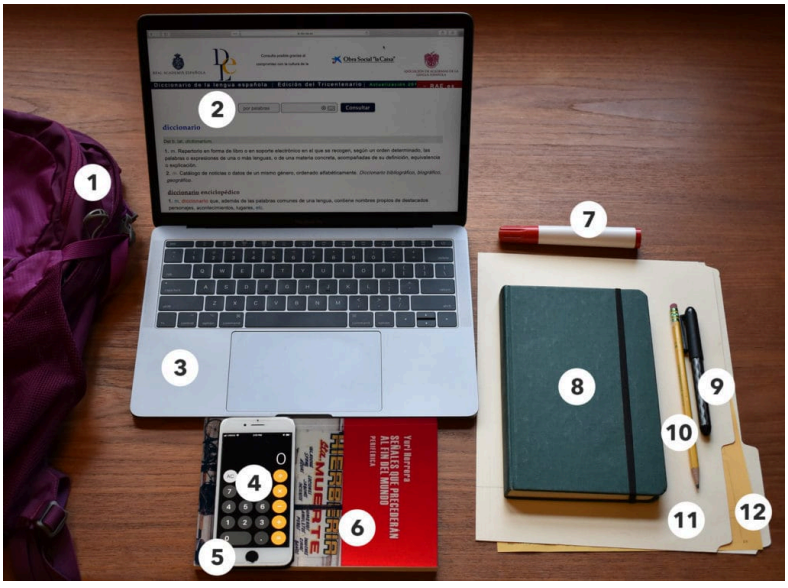
Listen to, read, and repeat the vocabulary *en español* below. Practice several times a week to better memorize vocabulary.

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

Audio

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View this Audio online



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

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

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

14. **la tarea** (*homework*)	~no sound example available~ *ta-re-a*



En la clase (*in the class*)

Audio

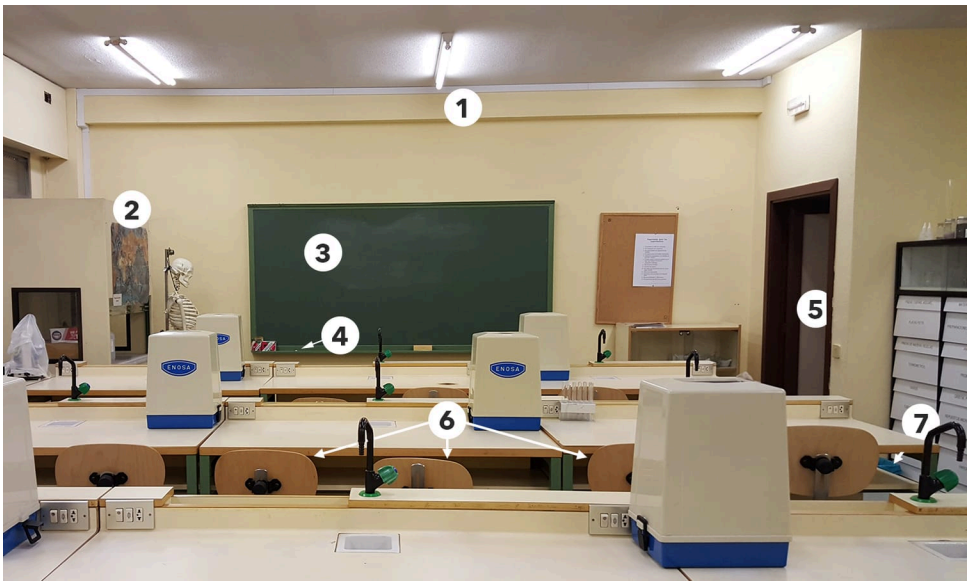
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View this Audio online

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

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

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



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

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

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

Una palabra útil (*a useful word*):

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

A Practicar

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1.6: Ejercicios- ¡Bienvenidos a la clase!

Objetivos

- Identify common greetings and goodbyes
- Identify appropriate responses to spoken greetings and goodbyes
- Identify formal and informal greetings
- Recognize the sounds of letters in Spanish

A. Saludos y respuestas

Actividad 1.6.A

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B. Saludos y respuestas

Actividad 1.6.B

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C. Saludos y respuestas

Actividad 1.6.C

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D. ¿Formal o informal?

Actividad 1.6.D

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E. ¿Cuál usamos?

Actividad 1.6.E

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F. El alfabeto.

Actividad 1.6.F

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Text only

A. Saludos y respuestas

1.

Señor Sánchez: Buenos días.
Señor Ramírez: Buenos días, ____ Martín Ramírez.
Señor Sánchez: Mucho gusto, me llamo Pedro Sánchez.
Señor Ramírez: ____

- te llamas
- cómo se llama
- me llamo
- mi nombre

- El gusto es mío
- ¿De dónde eres?
- ¿Cómo estás?
- Buenos días.

2.

Marta: ¡Hola! ¿Cómo te llamas?
Aaman: _____. Me llamo Aaman.

- Buenas días
- Buenas tardes
- Hasta luego
- Nos vemos

3.

Señora Peña: Buenos días, señor Gómez. ¿Cómo está usted?
Señor Gómez: _____, señorita Peña. ¿Y usted?

- Cómo se llama, gracias.
- De dónde eres, gracias
- Igualmente, gracias
- Más o menos, gracias

4.

Profesor: Profesora Hernández, le presento a mi estudiante Julio.
Julio: _____.
Profesora: El gusto es mío.

- Mucho gusto
- Muy bien
- Igualmente
- Mi nombre es Julio

5.

Pedro: Hola, Juana. Te presento a mi amiga, Sarita.
Juana: Mucho gusto.
Sarita: _____.

- Encantada
- Encantado
- De dónde eres
- Incandescente

6.

Estudiante: Bueno, profesor, adiós.
Profesor: Muy bien, _____.

- ¿Qué tal?
- mucho gusto
- hasta mañana
- le presento

B. Saludos y respuestas

1. Rasima: Hola, Clarissa. Te presento a mi amiga, Felipa.
   Clarissa: (Shaking hands with Felipa) _____. (Nice to meet you)
2. Profesora: ¡Hola! Yo soy la profesora Araújo. ¿_____ usted?
   Jenelle: Me llamo Jenelle Rodríguez, soy estudiante de su clase.
3. Estudiante: Bueno, profesora, adiós.
   Profesora: Muy bien, _____. (See you tomorrow)
4. Julia: ¡Hola! ¿_____? (How's it going?)
   Trúc: Muy bien, gracias. ¿Y tú?
5. _____, señorita. (Good morning)
6. _____, señora. (Good afternoon)
7. Xiomara: ¿_____? (Where are you from?)
   Anastasio: Soy de El Salvador. ¿Y tú?
8. Fabiana: ¡Chao!
   Plácido: ¡_____! (See you later)

C. Saludos y respuestas

1.
   - Me llamo Marcos.
   - Muy bien, ¡gracias! ¿Y tú?
   - Igualmente.
   - Soy de Lima Perú.
2.
   - Igualmente, ¡gracias!
   - Muy bien, ¡gracias! ¿Y tú?
   - Encantada, ¡gracias!
   - Bien, ¡gracias! ¿Y usted?
3.
   - Igualmente, ¡gracias!
   - Me llamo Marta.
   - No muy bien. Muy mal
   - Mucho gusto.
4.
   - Muy bien.
   - Me llamo Jada.
   - Soy de España.
   - Este es Keiko
5.
   - Soy de Puerto Rico.
   - Esta es Julia.
   - Me llamo Nikolai
   - Muy bien.
6.
   - Muy bien, ¡gracias! ¿Y tú?
   - Te presento a Roberto.
   - El gusto es mío
   - ¡Nos vemos!
7.
   - Igualmente
   - ¡Qué tal!
   - Me llamo Juana.
   - ¡Adiós!
8.
   - Bien, gracias. ¿Y usted?
   - Mi nombre es Ana.
   - ¡Chao!
   - ¿De dónde eres?

D. ¿Formal o informal?

1. Alejandra: ¿Cómo está?
   Benito: Bien, gracias. ¿Y usted?
   - informal

    - formal
2. Alberto: ¿Qué tal?
   Belinda: Bien, gracias.
    - informal
    - formal
3. Antonio: ¿De dónde eres?
   Belen: Soy de Venezuela.
    - formal
    - informal
4. Alejandro: ¿Cómo se llama usted?
   Belen: Me llamo Belen.
    - formal
    - informal
5. Binh: ¡Hola! Soy Binh. ¿Y tú? ¿Cómo te llamas?
   Annette: Mi nombre es Annette. Mucho gusto.
    - informal
    - formal
6. Alberto: Buenas tardes, Señora Chen. ¿Cómo está usted?
   Señora Chen: Bien, gracias. ¿Y usted?
    - informal
    - formal
7. Ady: OK, Davon. ¡Hasta luego!
   Davon: ¡Chao, Ady!
    - informal
    - formal
8. Annette: ¿De dónde es usted?
   Benito: Soy de Perú.
    - formal
    - informal

E. ¿Cuál usamos?

1. Which form would you use to speak to your teacher?
    - ¿Cómo se llama?
    - ¿Cómo te llamas?
2. Which form would you use to speak to your sister's mother-in-law?
    - ¿Cómo está?
    - ¿Cómo estás?
3. Which form would you use to speak to your friend's 10-year-old cousin?
    - ¿Cómo se llama?
    - ¿Cómo te llamas?
4. Which form would you use to speak to the person who is interviewing you for a job?
    - Bien, ¿y usted?
    - Bien, ¿y tú?
5. Which form would you use to speak to your friend?
    - ¿Cómo estás?
    - Cómo está?
6. Which form would you use to speak to an older stranger on the train?
    - ¿De dónde es usted?
    - ¿De dónde eres?

F. El alfabeto.

Fill in the blank with the spelled-out word you hear.

1.

2. **Audio**

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View this Audio online

3. **Audio**

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4. **Audio**

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5. **Audio**

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6. **Audio**

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Audio

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

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1.7: Vocabulario- El alfabeto

Objetivos

- Recognize the sounds of letters in Spanish

Listen to, read, and repeat the *alfabeto en español* below. Practice several times a day to better memorize vocabulary.

EL ALFABETO

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View this Audio online

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



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

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

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

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

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

Digraphs

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

ch (ce-hache)

ll (doble ele)

qu (cu-u)

rr (doble erre)

Note that some of these will differ greatly from the way the sound in English.

Accent marks

Spanish only uses the acute accent mark (or *tilde*), 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?

Answer available at the end of this section.

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Answers

EL ALFABETO

Add texts here. Do not delete this text first.

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

Most programs will have a menu option to Insert Special Character, and you can scroll through until you find the one you want to use.

The **Windows operating system** lets you toggle between different language keyboards, and the one for Spanish has keys for the ñ, for example (it's where the semicolon is on the qwerty keyboard), and shortcuts for putting accent marks on vowels (tap the apostrophe and then e to produce é, for example). Here's a youtube video explaining how it works: https://youtu.be/tHx20SBc4jI.

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

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

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

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1.8: Gramática- Género y número de sustantivos

Objetivos

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

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

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

Actividad 1.8.A

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Text only version of questions

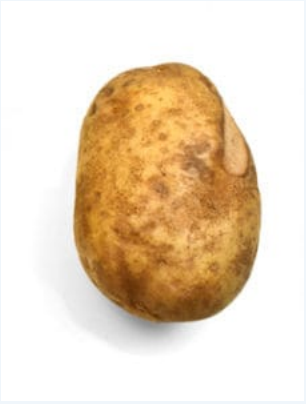
Preguntas de análisis:

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

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

Objetivos

- Identify the gender of nouns

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

Género de los sustantivos (Gender of Nouns)

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

1. The gender of nouns:

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

la chic**a**

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la sill**a**

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la tiz**a**

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

  la televi**sión**

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la educa**ción**

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la dificul**tad**

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la universi**dad**

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la l**umbre**

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

el chic**o**

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el libr**o**

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el cuaderno

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

el problema

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el clima

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el idioma

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

la clas**e**

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el dient**e**

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el coch**e**

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

el honor

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el hospital

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el hotel

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

el pupitre

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el lápiz

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el reloj

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la luz

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la pared

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

  el día

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el mapa

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la mano

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la foto (short for *la fotografía*)

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la moto (short for *la motocicleta*)

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2. People:

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

el muchacho (*boy*)

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la muchacha (*girl*)

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el niño (*male child*)

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la niña (*female child*)

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el maestro (*male teacher*)

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la maestra (*female teacher*)

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el compañero de clase (*male classmate*)

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la compañera de clase (*female classmate*)

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el amigo (*male friend*)

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la amiga (*female friend*)

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

el hombre (*man*)

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la mujer (*woman*)

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

el estudiante (*male student*)

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la estudiante (*female student*)

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el dentista (*male dentist*)

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la dentista (*female dentist*)

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

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

- el caso (*case*)

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  la casa (*house*)

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- el puerto (*port*)

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  la puerta (*door*)

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- el Papa (*the Pope*)

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la papa (*potato*)

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- el libro (*book*)

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la libra (*pound*)

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Objetivos

- Change nouns from singular to plural

Número de los sustantivos (*Number of Nouns*)



un perro



muchos perros

How to make a noun plural:

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

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) (chica – chica**s**

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)

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

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) (reloj – reloj**es**

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)

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

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) (luz – luc**es**

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)

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

A Practicar

Note that there may be multiple exercises per module. (see circles at base of module)

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1.9: Los sustantivos y los artículos

Nouns and articles

(**study & remember the vocabulary below and in each section**)

Nouns (*Sustantivos*)

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

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

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

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

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

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

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

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

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

General guidelines for nouns referring to places and things

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

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

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

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

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

Articles (*Artículos*)

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

Definite Articles: Indefinite Articles:

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

Plural of nouns

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

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

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

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

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

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

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

Gender-neutral individuals

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

A Practicar

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1.10: Gramática- Artículos indefinidos y definidos / Hay

Objetivos

- Select the appropriate definite or indefinite article for the context







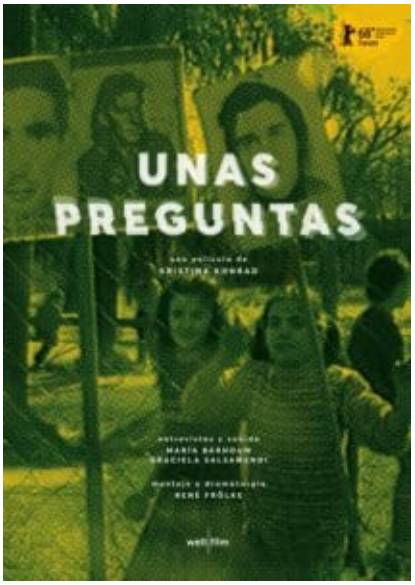
Definite articles (*the*) are used with **specific** nouns. They also tell us whether a noun is masculine or feminine AND plural or singular. They can be expressed in four ways:

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

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







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

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

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

El verbo hay

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



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

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

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

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

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

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

YouTube Video

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A Practicar

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1.11: Vocabulario- Números 0-31

Objetivos

- Form numbers up to 31

Los números 0-31

Listen to, read, and repeat the numbers *en español* below. Practice several times a day to better memorize vocabulary.












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

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

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

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

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

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

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



Los burros de Don Tomás

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

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

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

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

A Practicar

Note that there may be multiple exercises per module. (see circles at base of module)

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1.12: Ejercicios- En el salón de clases y los números

Objetivos

- Identify common objects in the classroom
- Form numbers up to 31
- Recognize spoken numbers

A. ¿Lógico o Ilógico?

Actividad 1.12.A

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View this Interactive Content online

B. En la clase

Actividad 1.12.B

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C. No tengo... *(I don't have...)*

Actividad 1.12.C

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D. Números 0-31

Actividad 1.12.*D*

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E. Números 0-31

Actividad 1.12.*E*

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F. Un poco de matemáticas

Actividad 1.12.*F*

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Text Only

A. ¿Lógico o Ilógico?

Write whether each statement is **L** (*lógico* – logical) or **IL** (*ilógico* – illogical).

1. _____ Hay una mesa en mi mochila.
2. _____ Hay un mapa en la pared.
3. _____ Hay ventanas en la tiza.
4. _____ Hay una silla en el bolígrafo.
5. _____ Hay una ventana en la pared.
6. _____ Hay un lápiz en mi mochila.
7. _____ Los estudiantes estudian (*study*) en la puerta.
8. _____ Hay papel en la carpeta.

B. En la clase

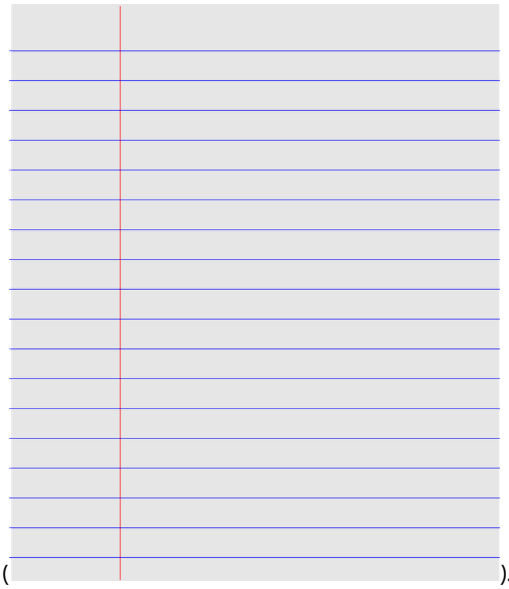
Circle the word that does not belong in each set of words

1. la carpeta – el lápiz – el bolígrafo – el marcador
2. el pupitre – la cortina – la mesa – la silla
3. el profesor – el estudiante – la tiza – la clase
4. el papel – el teléfono – la computadora – la calculadora
5. el diccionario – el libro – el cuaderno – la luz
6. el reloj – el mapa – el escritorio – la pizarra
7. la pared – la mochila – la ventana – la puerta

C. No tengo... *(I don't have...)*

Fill in the missing words.

1. Teresa: ¡Hola Carlos! ¿Cómo estás?
   Carlos: Muy bien, gracias, Teresa. ¿Y tú?

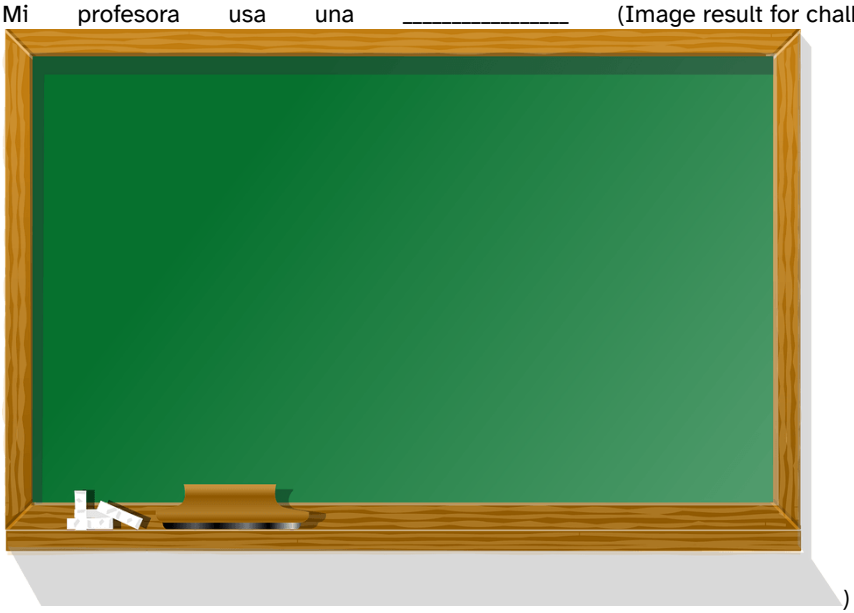


   Teresa: Muy bien, gracias. Oye, No tengo _____ ( ). ¿Tú tienes? (*do you have any?*)



   Carlos: No, no tengo. Pero tengo un _____ ( ).

2. Mi profesora usa una _____ (Image result for chalk) en la _____ (



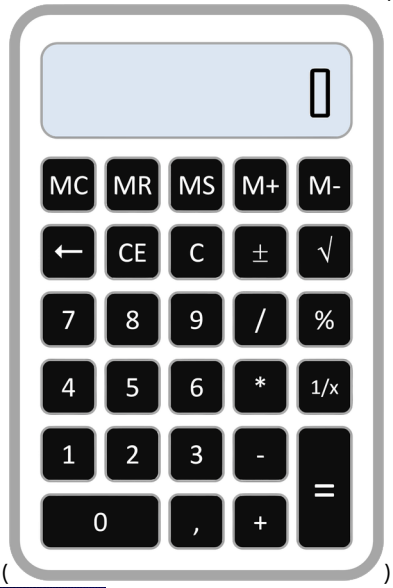
) de la clase.



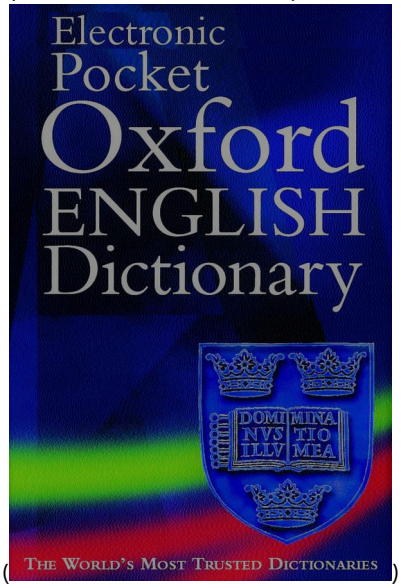
3. Rodrigo: ¿Hay una _____ ( ) en tu clase?
   Miguel: No, pero hay un _____ (



)

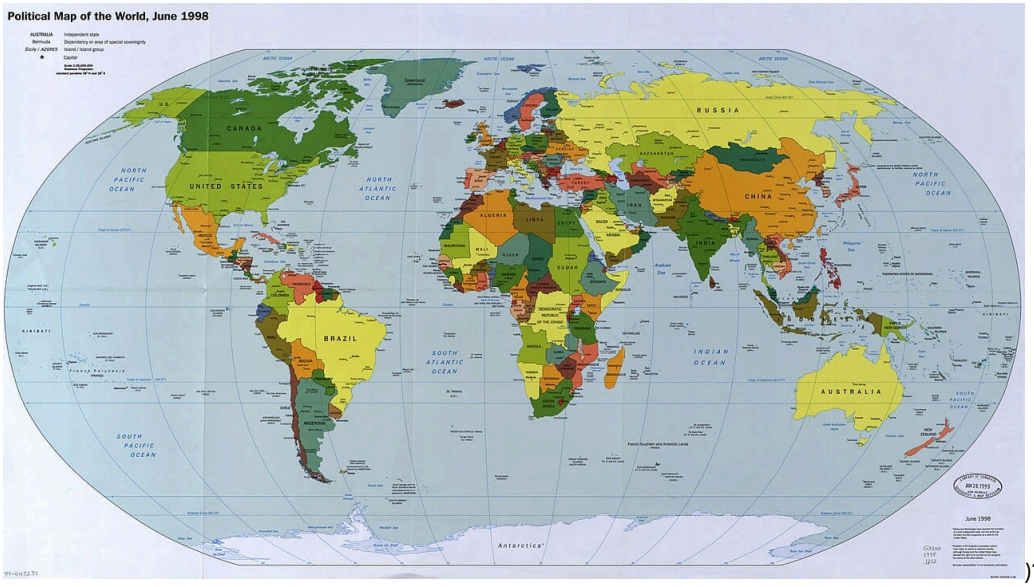


4. Yo necesito (*need*) una _____ ( ) para mi clase de matemáticas y un _____ (



) para mi clase de español.

5. Carlota: Ana, ¿en tu salón de clase hay un _____ (



)?

Ana: No, hay dos. Hay uno de Latinoamérica y uno de Estados Unidos.

D. Números 0-31 A

1. Which is the correct written form of the number 6?
   - tres
   - siete
   - trece
   - seis
2. Which is the correct written form of the number 12?
   - doce
   - once
   - dos
   - trece
3. Which is the correct written form of the number 15?
   - cincuenta
   - cinco
   - quince
   - dieciséis
4. Which is the correct written form of the number 17?
   - diecisiete
   - seis
   - siete
   - setenta
5. Which is the correct written form of the number 21?
   - treinta y uno
   - veinte
   - ventiuno
   - veintidós
6. Which is the correct written form of the number 8?
   - seis
   - siete
   - ochenta
   - ocho
7. Which is the correct written form of the number 29?
   - veintiocho
   - veintinueve
   - diecinueve
   - nueve

8. Which is the correct written form of the number 14?
    - cuarenta
    - cuatro
    - catorce
    - quince
9. Tres más (+) dos es igual a (=) _____.
    - doce
    - cinco
    - treinta
    - veintidós
10. Nueve menos tres son _____.
    - trece
    - seis
    - siete
    - once
11. Cuatro más ocho son _____.
    - cinco
    - doce
    - quince
    - trece
12. Quince más cinco son _____.
    - catorce
    - veinte
    - veinticinco
    - diecinueve
13. Diecinueve menos diez son _____.
    - ocho
    - diez
    - nueve
    - cero
14. Veinte más seis son _____.
    - veintiséis
    - catorce
    - veintisiete
    - veinticinco
15. Diecisiete menos dos son _____.
    - dieciséis
    - quince
    - nueve
    - veinticinco
16. Veinticuatro más seis son _____.
    - treinta
    - dieciocho
    - siete
    - dieciséis

E. Números 0-31

Form numbers up to 31

1. Escribe en letra el número: 16_____
2. Escribe en letra el número: 20_____
3. Escribe en letra el número: 22_____
4. Escribe en letra el número: 30_____
5. Escribe en letra el número: 23_____
6. Escribe en letra el número: 0_____
7. Escribe en letra el número: 13_____
8. Escribe en letra el número: 7_____

F. Un poco de matemáticas

Solve the following basic math problems and write in letters the resulting number.

1. 5 + 2 = ___; _____
2. 30 ÷ 10 = ___; _____
3. 3 x 4 = ___; _____
4. 30 – 8 = ___; _____
5. 15 + 10 = ___; _____

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1.13: Gramática- Los pronombres de sujeto

Objetivos

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

Verb Conjugation - La Conjugación de Verbos

¡Ser, o no ser, es la cuestión! As this famous line shows, “to be” might be the most important verb out there, which is why it’s the first verb we’ll cover. The phrase “to be” is in the infinitive, the basic or uninflected form of a verb. In English the infinitive is a phrase that includes “to”: “to speak,” “to write,” “to live,” “to be.” A Spanish infinitive is only one word, and it ends in -ar, or -er, or -ir.

When you use verbs in both languages, you will use the form that matches the subject. This is called conjugating a verb. In English, many of our verb conjugations do not change when different subjects are used. For example, “to write”: “I write, you write, they write, we write.” However: “she writes.” In Spanish, the conjugation is more elaborate, with six different verb endings to choose from depending on who is doing the action. The Spanish ser, like the English “to be,” is irregular. This means that the conjugation doesn’t follow the typical pattern. “I am, you are, he is; soy, eres, es“. With irregular verbs, you just have to memorize all the forms. We’ll work on that in this section. In order to understand verb conjugation in Spanish, you’ll also have to learn the subject pronouns. The subject of a sentence is the person, place, or thing performing the action of the sentence. Subject pronouns are words that can be used as the subject of a sentence rather than repeating the noun or name (Click here for an explanation of pronouns in English). In the following section, we’ll work on subject pronouns and the verb ser.



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

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

Preguntas de análisis:

Actividad 1.13.A

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Preguntas de análisis:

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

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

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

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

Objetivos

- Change personal nouns into subject pronouns

Listen to, read, and repeat the phrases *en español* below. Practice several times a day to better memorize vocabulary.



Pronombres de sujeto

Audio

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

In Spanish, the singular subjects are:

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

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

Plural subjects are:

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

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

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

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

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

More detailed explanation of the subject pronouns in Spanish

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

First Person

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

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

Second Person

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

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

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

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

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

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

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

Third Person

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

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

A Practicar

Remember that there may be multiple exercises per module. (see circles at base of module)

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1.14: Gramática- El verbo ser / Ser + de

Objetivos

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

El verbo *ser*

Listen to, read, and repeat the verb conjugation *en español* below. Practice several times a day to better memorize vocabulary.



aumento = increase; las aulas: classrooms

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

Begin practicing conjugating the verb ***ser.*** Remember to memorize the conjugation pattern and to read say them aloud (with the book and without the book). Note the conjugation pattern & memorize verb conjugations using this very pattern to facilitate memorization.

yo soy **nosotras** somos

tú eres (**vos sos**) **vosotras** sois

ella/él/usted es **ellas/él/ustedes** son

*We will not learn the **vos** forms of verb conjugation, but it is important to note of its common use in Central America and South America.

Examples of conjugating with singular subjects:

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

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- Tú **eres** (*You are*)

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- él **es**

Audio

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/ ella **es**

Audio

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/ usted **es**

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

Examples of conjugating with plural subjects:

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

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

  Audio

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- ellos **son**

  Audio

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  / ellas **son**

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  / ustedes **son**

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

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

él es

Audio

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ellos son

Audio

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/ ella es

Audio

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/ ellas son

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/ usted es

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/ ustedes son

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



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

Using *ser*

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

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

> **Audio**
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  - **Es** mi cuaderno.

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

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

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

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

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

Audio

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  - La profesora **es** inteligente.

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

Possession with *ser*

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

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

A Practicar

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1.15: Gramática- ¿Qué hora es?

Objetivos

- Tell the time

La hora

Remember to read & repeat all vocabulary *en español* & to practice several times a day to better memorize vocabulary.



Time is constructed using the following structure:

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

2:10 a.m. →

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

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

¿Qué hora es?

5:00 →

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

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

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

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

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

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

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

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

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

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

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Es la una. (or

Audio

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View this Audio online

Es la una en punto.).

La hora de eventos

The question

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

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



¿Qué hora es 19:00h?

A.M. o P.M.

de la mañana - in the morning
de la tarde - in the afternoon/evening
de la noche - at night

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

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



A Practicar

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

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

Vocabulario: Saludos y respuestas

Saludos y respuestas (*Greetings and Responses*)

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

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

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

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

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

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

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

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

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

Despedidas (*Farewells*)

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

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

Vocabulario: En el salón de clase

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

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View this Audio online



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

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

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



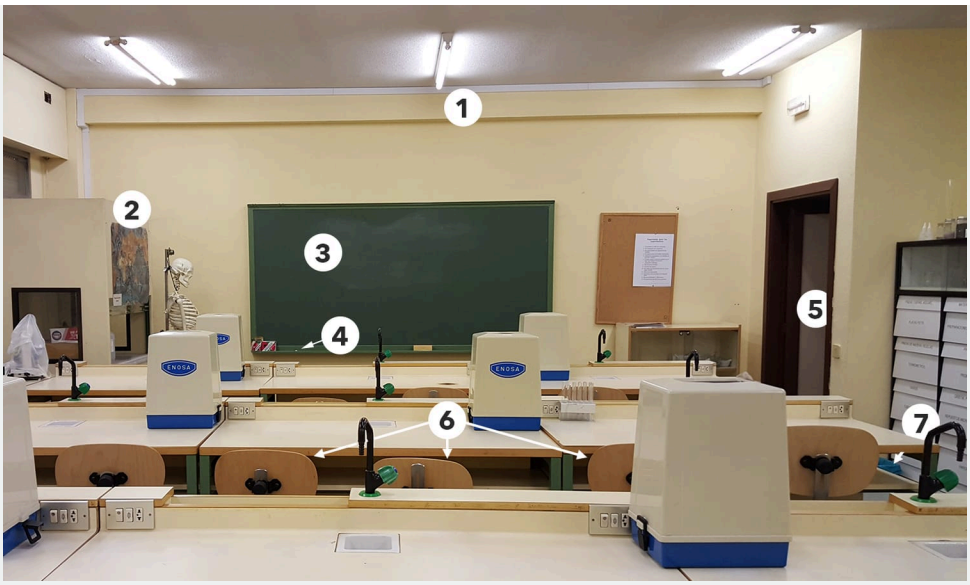
En la clase (*in the class*)

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View this Audio online

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

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



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

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

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

Una palabra útil (*a useful word*):

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

Vocabulario: Números 0-31

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

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

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

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

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

Use definite and indefinite articles

Definite articles:

	masculino	femenino
singular	el	la
plural	los	las

Indefinite articles:

	masculino	femenino
singular	un	una
plural	unos	unas

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1.17: Cultura- Los hispanos en los Estados Unidos

Objetivos

In this section, you will...

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

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

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



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

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



Julia Álvarez

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



Luchita Hurtado

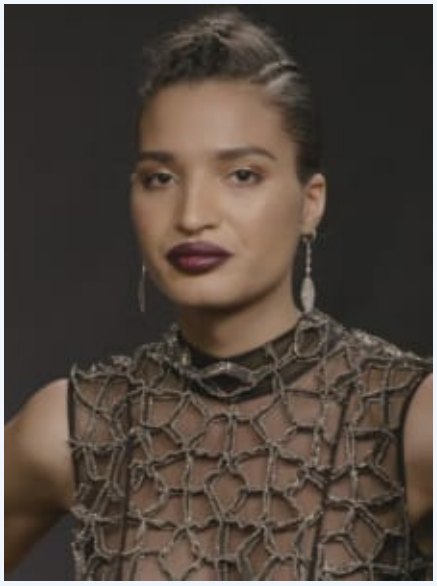
Luchita Hurtado (Caracas, Venezuela, 28 de octubre de 1920) es una pintora venezolana, cuyo estilo artístico ha estado inmerso entre el surrealismo, y la abstracción informalista. (More about Luchita Hurtado on Wikipedia) Click here to read an article about Hurtado in the L.A. Times

	**Gwen Ifill** Gwendolyn L. Ifill (/ˈaɪfəl/ EYE-fəl; September 29, 1955 – November 14, 2016) was an American journalist, television newscaster, and author. In 1999, she became the first woman of African descent to host a nationally televised U.S. public affairs program with Washington Week in Review. Ifill was born in the Queens neighborhood of Jamaica in New York City, the fifth of six children of African Methodist Episcopal (AME) minister (Oliver) Urcille Ifill, Sr., a Panamanian of Barbadian descent who emigrated from Panama, and Eleanor Ifill, who was from Barbados. (More about Gwen Ifill on Wikipedia)
	**Lin-Manuel Miranda** Lin-Manuel Miranda (Nueva York, 16 de enero de 1980) es un compositor, letrista, actor, cantante, dramaturgo y productor estadounidense, creador y protagonista de los musicales de Broadway In the Heights y Hamilton. Lin-Manuel Miranda nació en el barrio neoyorquino de Washington Heights en Manhattan y creció en Inwood. Es de origen puertorriqueño. (Wikipedia)



Mario J. Molina

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



Indya Moore

Indya Adrianna Moore (Nueva York, 17 de enero de 1995) es una actriz, modelo y activista por los derechos de las personas trans estadounidense. Es conocida por su papel de Angel Evangelista en la serie de televisión de la cadena FX Pose. La revista Time la nombró una de las 100 personas más influyentes del mundo en 2019. Originaria del Bronx, la madre de Indya Moore es puertorriqueña y su padre también es originario del Caribe. Moore es una persona transgénero y no binaria. (More about Indya Moore on Wikipedia)



Ellen Ochoa

Ellen Ochoa (Los Ángeles, California; 10 de mayo de 1958) es una física, científica y una astronauta de la NASA. Sus abuelos paternos eran mexicanos. Fue la primera mujer de origen hispano en haber viajado al espacio.



David Ortiz

David Ortiz (Santo Domingo, República Dominicana; 18 de noviembre de 1975), es un exjugador profesional de béisbol dominicano. Jugaba como bateador designado y primera base y desarrolló su carrera en los Minnesota Twins y en los Boston Red Sox de las Grandes Ligas de Béisbol (MLB). (More about David Ortiz on Wikipedia)



Sonia Sotomayor

Sonia Sotomayor (Nueva York, Estados Unidos, 25 de junio de 1954) es una Juez Asociada en la Corte Suprema de los Estados Unidos. Sotomayor es hija de padres puertorriqueños.

* Note: ¿Quiénes somos los latinos o hispanos?

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

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

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

Hispanics and Identity

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

Source: Pew Research Center: Hispanic Identity.

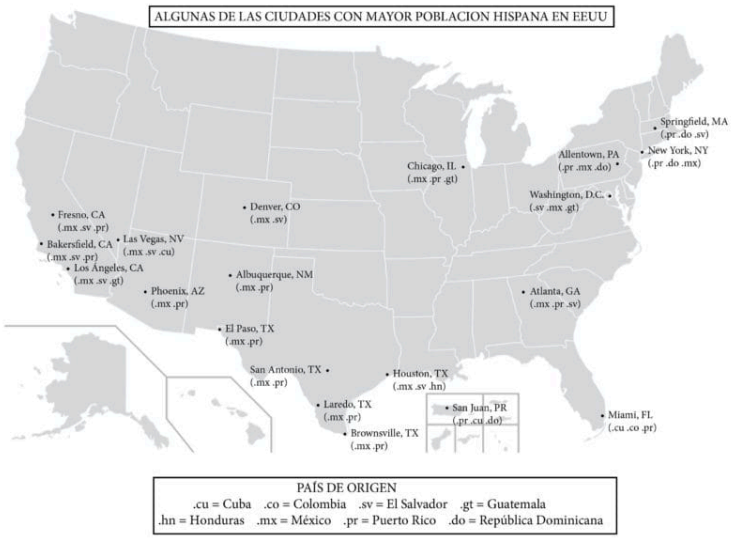
Actividades

Paso 1: Interactive activity

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

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

Paso 2: Analysis and comparative activities



Algunas de las Ciudades con Mayor Población Hispana en EEUU

Bakersfield, CA: .mx, .sv, .pr
Fresno, CA: .mx, .sv, .pr
Los Angeles, CA: .mx, .sv, .gt
Los Vegas, NV: .mx, .sv, .cu
Phoenix, AZ: .mx, .pr
El Paso, TX: .mx, .pr
Albuquerque, NM: .mx, .pr
Denver, CO: .mx, .sv
San Antonio, TX: .mx, .pr
Laredo, TX: .mx, .pr
Houston, TX: .mx, .sv, .hn
Brownsville, TX: .mx, .pr
Chicago, IL: .mx, .pr, .gt
Atlanta, GA: .mx, .pr, .sv
Washington, DC: .sv, .mx, .gt
Miami, FL: .cu, .co, .pr
Allentown, PA: .pr, .mx, .do
New York, NY: .pr, .do, .mx
Springfield, MA: .pr, .do, .sv

A. Letras del alfabeto

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

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

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

B. Números

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

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

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

Lista de códigos de área de teléfono:

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

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

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

- Los Angeles, CA: 747, 818, 310, 424, 213, 323
- Miami, FL: 305, 786
- New York, NY: 917, 347, 718, 929, 212, 332, 646
- Phoenix, AZ: 602, 623, 480
- San Antonio, TX: 210, 726

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

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- PIcture of Indya Moore. **Authored by**: Peabody Awards. **Located at**: https://commons.wikimedia.org/wiki/File:Indya_Moore.png. **License**: *CC BY-SA: Attribution-ShareAlike*
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2: CAPÍTULO 2

Learning Objectives

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

2.1: ¿Tienes prisa?

2.2: Vocabulario- La universidad

2.3: Vocabulario- Días y meses

2.4: Gramática- La fecha / ¿Cuándo?

2.5: Lección- Pronunciación de las vocales (A, E, I, O, U)

2.6: Vocabulario- Verbos en -ar

2.7: Gramática- Conjugación de verbos en -ar

2.8: El verbo "gustar"

2.9: En contexto- Gustar + infinitivo

2.10: Gramática- El verbo gustar + infinitivo

2.11: Ejercicios- El verbo gustar + infinitivo

2.12: En contexto- El verbo gustar + sustantivos

2.13: Gramática- El verbo gustar + sustantivos

2.14: Ejercicios- El verbo gustar + sustantivos / Gustar y querer

2.15: Gramática- Todas las preguntas

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

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

2.18: Vocabulario- Números 30-100 (con ejercicios)

2.19: Vocabulario- Los números 101 +

2.20: Ejercicios- Los números 101 +

2.21: Cultura en vivo. España

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2.1: ¿Tienes prisa?

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

What do these song titles have in common?

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

YouTube Video

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

YouTube Video

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

YouTube Video

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

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Por Instinto – "**La mala educación**"
Por Instinto is a punk/rock band from Madrid.

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

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2.2: Vocabulario- La universidad

Objetivos

- Recognize the vocabulary of locations and courses at the university

Vocabulario: La universidad

Listen to, read, and repeat the vocabulary *en español* below. Practice several times a day to better memorize vocabulary.

Lugares de la universidad

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El auditorio

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La biblioteca

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La cafetería

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El centro estudiantil

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El estadio

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to access it online.

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El gimnasio

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El laboratorio

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

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La residencia estudiantil

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La librería

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Vocabulario de la universidad

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View this Audio online

el curso (*course*)

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el examen,

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la prueba (*test, exam*)

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el horario (*schedule*)

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el semestre (*semester*)

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el trabajo (*assignment*)

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el compañero de clase /

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

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la nota (*grade*)

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la especialización (*major*)

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la tarea (*homework*)

Los cursos en la universidad

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El arte (*Art*)



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Las artes escénicas (*Performing Arts*)



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La biología (*Biology*)



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Las ciencias políticas (*Political science*)



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Las ciencias sociales (*Social Sciences*)



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La comunicación (*Communications*)



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La criminología (*Criminal justice*)



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La economía (*Economics*)



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La educación (*Education*)



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La educación física (*Physical Education*)



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La educación primaria (*Elementary education*)



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La enfermería (*Nursing*)



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La filosofía (*Philosophy*)



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Las finanzas (*Finance*)



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La historia (*History*)



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La historia de la música (*Music History*)



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La informática (*Computer science*)



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La ingeniería (*Engineering*)



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El inglés (*English*)



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Las lenguas (*Languages*)



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La literatura (*Literature*)



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El márketing,

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la mercadotecnia (*Marketing*)



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Las matemáticas (*Mathematics*)



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La música (*Music*)



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Los negocios (*Business*)



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



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La psicología (*Psychology*)



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La química (*Chemistry*)



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La religión comparada (*Religion*)



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La sociología (*Sociology*)

Text only version:

Lugares de la universidad (Places at the University)

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

Vocabulario de la universidad (Vocabulary of University)

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

- la tarea (homework)

Los cursos en la universidad (Courses at the University)

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

A Practicar

Note that there may be multiple exercises per module. (see circles at base of module)

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2.3: Vocabulario- Días y meses

Objetivos

Identify months and days

Días y meses

Listen to, read, and repeat the vocabulary *en español* below. Practice several times a day to better memorize vocabulary.

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

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View this Audio online

1. lunes

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   View this Audio online

2. martes

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

   View this Audio online

3. miércoles

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4. jueves

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5. viernes

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6. sábado

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7. domingo

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Meses del año (*Months of the year*)

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1. enero

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2. febrero

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3. marzo

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4. abril

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5. mayo

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6. junio

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7. julio

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8. agosto

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9. septiembre

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10. octubre

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11. noviembre

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View this Audio online

12. diciembre

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

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-Pablo Neruda

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

Palabras útiles

hoy (*today*)

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

Audio

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

Audio

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ayer (*yesterday*)

Audio

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anteayer (*the day before yesterday*)

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mañana (*tomorrow*)

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pasado mañana (*the day after tomorrow*)

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en tres días (*in three days*)

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que viene (*next, coming*)

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el lunes que viene (*next Monday*)

Audio

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siempre (*always*)

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

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A. Meses del año

Actividad 2.3.A

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B. Días de la independencia

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

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

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

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

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

Actividad 2.3.B

C. Días de la semana

Note that there may be multiple exercises per module. (see circles at base of module)

Actividad 2.3.C

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Text Only

A. Meses del año

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

B. Días de la independencia

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

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

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

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

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

C. Días de la semana

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

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

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2.4: Gramática- La fecha / ¿Cuándo?

¿Cuál es la fecha? What is the date?*



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

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



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

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

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

Objetivos

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

La fecha

Listen to, read, and repeat the phrases *en español* below.

The verb *ser* is used to give dates:

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

Audio

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

Audio

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

Audio

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

Audio

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

Audio

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

Audio

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More about using dates in Spanish:

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

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

You may also spell out numbers when writing dates:

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

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

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

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

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

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

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

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

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

Cuándo

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

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

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

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

Objetivos

- Tell the date
- Understand spoken dates

A.  La fecha

Note that there may be multiple exercises per module. (see circles at base of module)

Actividad \(\PageIndex{A}\)

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B. La fecha

Actividad \(\PageIndex{B}\)

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C. La fecha

Actividad \(\PageIndex{C}\)

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D. Escuchar: La fecha

Actividad \(\PageIndex{D}\)

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Text Only

Tell the date

1. 

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

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

3. 

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

4. 

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

5. 

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

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

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

8. 

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

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

10. 

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

11. 

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

12. 

Hoy es el cinco ____ noviembre.
    - de
    - y
    - en
    - por
13. 

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

14. 

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

15. 

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

16. 

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

Tell the date

1. 

Es el catorce de _____.

2. 

Hoy es el veintitrés _____ septiembre.

3. 

Es el _____ de agosto.

4. 

Hoy es _____ veintinueve de julio.

5. 

Es el dieciocho de _____.

6. 

Es el _____ de marzo.

7. 

Hoy es el veinticinco de _____.

8. 

Hoy es el cuatro de _____.

Understand spoken dates

1. Which date is the speaker talking about?









2. Which date is the speaker talking about?









3. Which date is the speaker talking about?









4. Which date is the speaker talking about?









5. Which date is the speaker talking about?









6. Which date is the speaker talking about?









7. Which date is the speaker talking about?









8. Which date is the speaker talking about?









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2.5: Lección- Pronunciación de las vocales (A, E, I, O, U)

Repasamos (we review) las vocales (vowels): Hay cinco (5) vocales en el español que a veces se pronuncian de maneras diferentes.	*We're reviewing the vowels:* *There are five vowels in Spanish that are sometimes pronounced in different ways.*

A a **(sounds like the English "aha!" or "ah")**	***adiós, agua, hasta (la h es muda)***
E e **(sounds like the English "Led")**	***ése, entre, elefante***
O o **(sounds like the English "dodo")**	***pronto, ojo, hola***
I i **(sounds like the English "e" in "evil," or the English "ee")**	***sí, interesante, mi***
U u* **(sounds like the English "u" in "dude")**	***usted, uno, muy***
*Recuerde que la <u> no se pronuncia en las combinaciones: **gue, gui, que, qui** (ver §2). Remember that the "u" is silent en the combinations: **que, qui, gue, gui.**	
► Puede escuchar estas vocales en: Wikcionario: Sonidos básicos del español.	

► **Watch the video linked below to see and watch a presentation on the above lesson:**

How to Pronounce Spanish Vowels - Video

YouTube Video

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2.6: Vocabulario- Verbos en -ar

Verbos en -ar

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

In this vocabulary section, we won't be working on the conjugations yet (that comes in the next section). For now, we'll just learn the meaning of the verbs.

And, in order to tell time in the section after that, we'll learn to count to 100 now.

Objetivos

- Identify the meanings of common -ar verbs

Remember to read & repeat all vocabulary *en español* & to practice several times a day to better memorize vocabulary.

verbos regulares con –AR:



ayudar

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bailar

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buscar (*to look for*)

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caminar

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cantar

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cocinar

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comprar

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descansar (*to rest*)

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desear (*to wish*)

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enseñar

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escuchar

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esquiar

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estudiar

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ganar

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to access it online.

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hablar

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llamar

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llegar

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mandar

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mirar

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nadar

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necesitar (*to need*)

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practicar

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preguntar

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regresar

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tomar

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trabajar

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usar (*to use*)

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viajar

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Answers

verbos regulares con –AR:

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

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2.7: Gramática- Conjugación de verbos en -ar

Conjugación de verbos en -ar

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

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

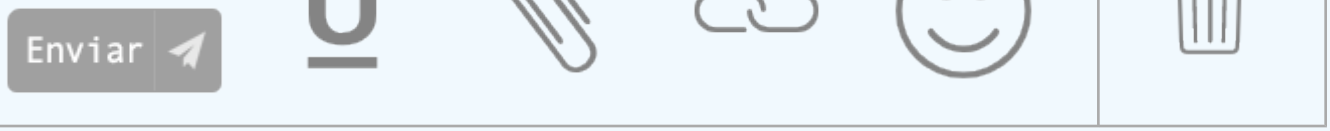
The following section will focus on conjugating -ar verbs by working with just a few verbs. After learning the basic patterns, we'll move on to the full list.

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

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

En contexto

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

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


Preguntas de análisis:

Actividad 2.7.A

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Preguntas de análisis:

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

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

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

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

Objetivos

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

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

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

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

(**conjugate all verbs using the pattern below**)

yo ___ nosotras/nosotros ___

tú ___ vosotras/vosotros ___

ella/él/usted ___ nosotras/nosotros ___

Hablar:

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(yo) habl**o**

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(nosotros) habl**amos**

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(tú) habl**as**

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(vosotros) habl**áis***

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(él / ella / usted) habl**a**

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(ellos / ellas / ustedes) habl**an**

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

Ejemplos

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:

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

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

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

  Audio

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

Audio

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Here's that list of -ar verbs:

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

Objetivos

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

A Practicar

Actividad 2.7.A

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2.8: El verbo "gustar"

The verb "gustar"

Observations

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

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

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

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

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

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

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

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

1. It always uses an indirect object pronoun.

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

Complete conjugation

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

With verbs:

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

With singular nouns:

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

With plural nouns:

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

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

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

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

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

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

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2.9: En contexto- Gustar + infinitivo

Gustar + infinitivo

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

Objetivos

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

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

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

Actividad $2.9.A$

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Actividad 2.9.B

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

Preguntas de análisis

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

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

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2.10: Gramática- El verbo gustar + infinitivo

Objetivos

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

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

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

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



No le gusta nadar.

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

- **Audio**

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

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

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

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

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

Useful phrases when talking about things you like or dislike:

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

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

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A mí también. (*Me too / I do too.*)

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

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

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

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

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¿Te gusta...? (*Do you like to...?*)

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¿Y a ti? (*And you?*)

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ni (*neither, nor*)

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o (*or*)

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sí (*yes*)

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con (*with*)

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y (*and*)

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pero (*but*)

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2.11: Ejercicios- El verbo gustar + infinitivo

Objetivos

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

A. Gustar + infinitive

Actividad 2.11.A

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B. Gustar + infinitive

Actividad 2.11.B

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C. Escuchar: Gustar + infinitive

Actividad 2.11.C

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A. Gustar + infinitive

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

B. Gustar + infinitive

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

C. Gustar + infinitive

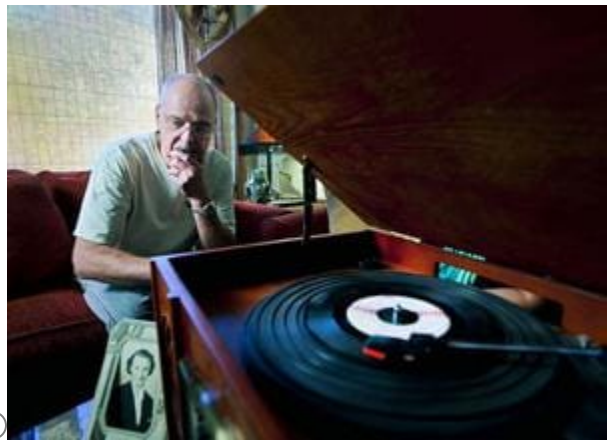
1. Which picture corresponds to the spoken description?

Audio

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2. Which picture corresponds to the spoken description?

Audio

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3. Which picture corresponds to the spoken description?

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4. Which picture corresponds to the spoken description?

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5. Which picture corresponds to the spoken description?

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6. Which picture corresponds to the spoken description?

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7. Which picture corresponds to the spoken description?

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8. Which picture corresponds to the spoken description?

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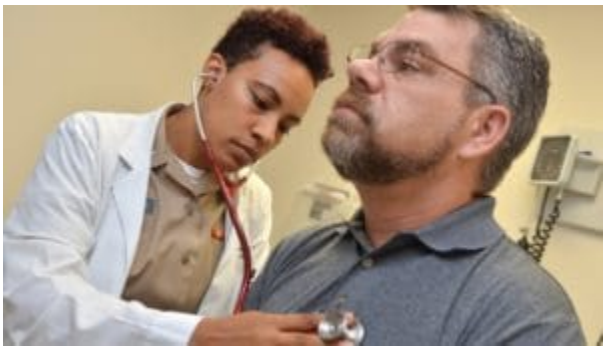
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2.12: En contexto- El verbo gustar + sustantivos

Objetivos

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



Enrique va al médico para hablar sobre su salud mental.

Médico:	Hola, Enrique. ¿Cómo estás hoy?
Enrique:	Bien. ¿Y usted?
Médico:	Muy bien, gracias. ¿Cómo puedo ayudarte?
Enrique:	Quiero mejorar mi salud mental. Me siento perezoso todo el tiempo.
Médico:	Ok. ¿Tienes un pasatiempo que te gusta hacer frecuentemente?
Enrique:	Normalmente, me gusta andar en bicicleta. Pero estamos en invierno y no me gusta el frío.
Médico:	Pienso que necesitas un deporte para el invierno. ¿Te gusta la nieve?
Enrique:	No mucho, por eso me gustan los videojuegos durante el invierno.
Médico:	Te entiendo
Enrique:	Tristemente me gusta la comida chatarra como papas fritas y pizza. No me gustan los vegetales.
Médico:	Si quieres sentirte mejor, necesitas comer mejor comida. Te voy a poner en contacto con una nutricionista. ¿Qué piensas?
Enrique:	Ok, muchas gracias.
Médico:	Ok y mientras tanto, necesitas buscar un pasatiempo para hacer ejercicio.
Enrique:	Vale, muchas gracias, señor.

Preguntas de análisis:

Actividad 2.12.A

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Preguntas de análisis:

Underline all of the uses of “gustar” in the conversation. How is “gustar” conjugated? Why would someone say “Me gusta la banana pero no me gustan las naranjas”? To whom do the verbs refer? What is the difference between “gustar” and “querer”?

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2.13: Gramática- El verbo gustar + sustantivos

Objetivos

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

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

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

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

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

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

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

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

- Audio

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  View this Audio online

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

- Audio

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

Audio

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

Audio

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

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

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

Audio

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  View this Audio online

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

- Audio

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  View this Audio online

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

- Audio

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

- Audio

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

- Audio

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

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

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

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

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

Audio

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

Audio

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

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

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

Some other words that work the same way as gustar:

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

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

Audio

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

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

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

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

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2.14: Ejercicios- El verbo gustar + sustantivos / Gustar y querer

Objetivos

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

A. El verbo gustar + sustantivos

Actividad 2.14.A

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B. El verbo gustar + sustantivos

Actividad 2.14.B

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C. El verbo gustar + sustantivos

Actividad 2.14.C

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D. Escuchar: El verbo gustar + sustantivos

Actividad 2.14.D

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A. El verbo gustar + sustantivos

1. A Marta le ____ los animales.
   - gusta
   - gustar
   - gustan
   - gusto
2. A los chicos les ____ la película nueva.
   - gusta
   - gustar
   - gustan
   - gusto
3. A vosotros os ____ las películas graciosas.
   - gusta
   - gustar
   - gustan
   - gusto
4. A los profesores les ____ las conferencias.
   - gusta
   - gustar
   - gustan
   - gusto
5. A Marcos le ____ la novia de su hermano.
   - gusta
   - gustar
   - gustan
   - gusto

B. El verbo gustar + sustantivos

1. A los estudiantes ____ gustan las clases fáciles.
   - les
   - le
   - me
   - nos
2. A ellos ____ gusta la amiga de Pablo.
   - te
   - les
   - me
   - le

3. A tí no ____ gusta la mejor amiga de María.
   - te
   - me
   - le
   - nos
4. A vosotras ____ gustan los zoológicos.
   - os
   - nos
   - le
   - me
5. A Maite y Pablo ____ gusta el pelo largo y negro de Antonia.
   - le
   - me
   - les
   - nos
6. A tí ____ gustan los perros.
   - te
   - le
   - les
   - me
7. A nosotras ____ gusta la clase de Biología.
   - nos
   - me
   - le
   - les

C. El verbo gustar + sustantivos

1. A mí me _____ tu sobrino.
2. A tí _____ gustan los gatos negros.
3. A ellos _____ gusta el básquetbol.
4. A Ana _____ gustan los deportes.
5. A nosotros _____ gusta el juego nuevo de María.
6. A tí te _____ tu familia.
7. A ellos les _____ las comidas corridas (*fast food*).
8. A ellas les _____ el chico nuevo de la clase.

D. El verbo gustar + sustantivos

1. **Audio**

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   ¿Qué has oído? (*What did you hear?*)

   - les gusta
   - le gustan
   - le gusta
   - les gustan
2.

Audio

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¿Qué has oído? (*What did you hear?*)

- le gustan
- les gustan
- le gusta
- les gusta

3. **Audio**

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¿Qué has oído? (*What did you hear?*)

- le gustan
- les gustan
- le gusta
- les gusta

4. **Audio**

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¿Qué has oído? (*What did you hear?*)

- nos gusta
- os gustan
- nos gustan
- os gusta

5.

Audio

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¿Qué has oído? (*What did you hear?*)

- me gustan
- te gustan
- te gusta
- me gusta

6. **Audio**

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¿Qué has oído? (*What did you hear?*)

- le gusta
- le gustan
- les gusta
- les gustan

7. **Audio**

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¿Qué has oído? (*What did you hear?*)

- le gustan
- les gusta
- les gustan
- le gusta

8.

Audio

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¿Qué has oído? (*What did you hear?*)

- les gustan
- le gustan
- le gusta
- les gusta

E. Querer y gustar

1. Ella _____ un helado.
   - quiere
   - gustan
   - gusta
   - quiero
2. A él le _____ la chica.
   - gusta
   - quieres
   - quiere
   - gustan
3. A ellos les _____ el auto antiguo.
   - gustan
   - quieren
   - quiere
   - gusta
4. Yo _____ un postre.
   - quieres
   - gusta
   - gustan
   - quiero
5. Vosotros _____ nuevos amigos.
   - gustan
   - quieren
   - gusta
   - queréis
6. Tú _____ una mascota.
   - quieres
   - gusta
   - gustan
   - quiere
7. A ustedes les _____ las películas.
   - gusta
   - gustan
   - quiere
   - quieren
8. A vosotras os _____ los chicos.
   - gusta
   - gustan

- quieren
- queréis

9. La señora ____ tener otra hija más.
   - quieres
   - gustan
   - gusta
   - quiere
10. A nosotros nos ____ los libros clásicos.
   - gustan
   - gusta
   - queremos
   - quieren
11. Los trabajadores ____ vacaciones.
   - gustan
   - quiere
   - quieren
   - gusta
12. A mí me ____ las frutas dulces.
   - gustan
   - gusta
   - quiero
   - quieren

F. Querer y gustar

1. La chica _____ un postre.
2. Las mujeres _____ unos zapatos.
3. A los hombres les _____ las camisas.
4. A la niña le _____ las manzanas.
5. A mí me _____ las películas románticas.
6. Mi amiga _____ un perro.
7. A ti te _____ desayunar con tu mamá.
8. Yo _____ un tomate.

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2.15: Gramática- Todas las preguntas

Objetivos

- Review and practice use of all question-words

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

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

¡Atención a la acentuación!

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

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

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

Similarly, "cómo" (with a tilde/accent mark) is used to ask *how* something or someone is or does something, while "como" (without a tilde/accent mark) tends to mean *like* or *the way* or *how* (in a non-question form) something or someone is or does something:

- e.g. *¿Cómo baila Maribel?* (how?) *Ella baila como Beyonce* (like).
- *Me gusta como cantas*. (the way you sing)

¡Atención a la estructura y composición de oraciones!

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

1. Pienso **que** hablas español muy bien. (*I think **that** you speak Spanish very well.*)
2. La ciudad **en la cual** vivimos es pequeña. (*The city **in which** we live is small.*)
3. Me gusta **como** cocinas. (*I like **how** you cook.*)
4. El país **donde** vives tiene muchas ventajas, aunque tenga problemas. (*The country **where** you live has many advantages, though it may have problems.*)
5. Pedimos la cena **cuando** no queremos cocinar. (*We order dinner **when** we don't want to cook.*)
6. Gertrudis no entiende la lección **porque** está mirando su celular mucho en clase. (*Gertrude doesn't understand the lesson **because** she is looking at her cell phone constantly in class.*)
7. Benito sirve en su plato de comida **cuanto** sus ojos le dicen que puede comer. (*Benito serves on his dinner plate **as much as** his eyes tell him that he can eat.*)

Objetivos

- Review and practice use of all question-words

A. Todas las preguntas

Actividad 2.15.A

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View this Interactive Content online

B. Todas las preguntas

Actividad 2.15.B

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Text only

A. Todas las preguntas

1. ¿____ años tiene Raúl?
   - Cómo
   - Cuántos
   - Qué
   - Cuáles
2. ¿____ te llamas?

- Qué
- Cuántos
- Cómo
- Como

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

B. Todas las preguntas

1. ¿De _____ tipo de raza de es tu perro?

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

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

Objetivos

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

Preguntas con *¿qué?* y *¿cuál?*

You have already used some question words to elicit specific information. Practice repeating these & the following phrases below aloud:

- **Audio**

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

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  ¿Cómo estás? (*How are you?*)

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

Audio

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

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

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

Notes:

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

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

   Audio

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



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

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

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

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

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

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

Objetivos

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

A. ¿Qué/Cuál?

Actividad 2.16.*D*

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Text only

A. ¿Qué/Cuál?

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

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

Objetivos

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

Remember to read & repeat all vocabulary *en español* & to practice several times a day to better memorize vocabulary.

Estar

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

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

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

Estar y la localización

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

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

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enfrente de (*in front of*)

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

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

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debajo de (*under*)

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en (*on, in*)

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encima de (*on, above*)

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detrás de (*behind*)

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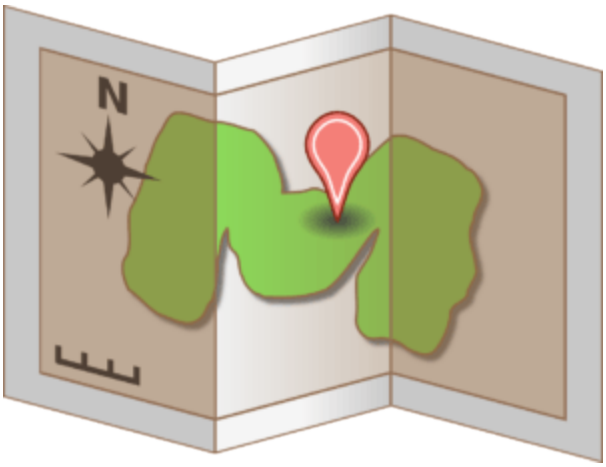
cerca de (*close to*)

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lejos de (*far from*)



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

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

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

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

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

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

- Audio

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

¿Dónde?

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

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

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

"Estar" with prepositions and adjectives

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

Conjugation

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

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

Uses of "estar"

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



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

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



Inés está en casa.

"laptop" by Hatice EROL, Pixabay is licensed under CC0 1.0



Beto está caminando.

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



Estoy enfermo.

"Catch a cold" by Conmongt, Pixabay is licensed under CC0 1.0

Common prepositions and adverbs used with location are:

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

Common adjectives of condition and emotion are:

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

A Practicar

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2.18: Vocabulario- Números 30-100 (con ejercicios)

Objetivos

- Form numbers up to 100

Los Números de 30-100

Listen to read and repeat the vocabulary *en español* below. Remember to practice several times a day to better memorize vocabulary.







Audio

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17 diecisiete

Audio

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18 dieciocho

Audio

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19 diecinueve

Audio

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20 veinte

Audio

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21 veintiuno

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22 veintidós

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23 veintitrés

Audio

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24 veinticuatro

Audio

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25 veinticinco

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26 veintiséis

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30 treinta

Audio

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31 treinta y uno

Audio

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32 treinta y dos

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33 treinta y tres

Audio

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34 treinta y cuatro

Audio

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35 treinta y cinco

Audio

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36 treinta y seis

Audio

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37 treinta y siete

Audio

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38 treinta y ocho

Audio

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39 treinta y nueve

Audio

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40 cuarenta

Audio

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43 cuarenta y tres

Audio

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49 cuarenta y nueve

Audio

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50 cincuenta

Audio

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View this Audio online

51 cincuenta y uno

Audio

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View this Audio online

55 cincuenta y cinco

Audio

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60 sesenta

Audio

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62 sesenta y dos

Audio

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View this Audio online

66 sesenta y seis

Audio

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70 setenta

Audio

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View this Audio online

73 setenta y tres

Audio

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77 setenta y siete

Audio

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80 ochenta

Audio

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84 ochenta y cuatro

Audio

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88 ochenta y ocho

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90 noventa

Audio

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99 noventa y nueve

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100 cien

Audio

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

Audio

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  - 54 = 50 + 4: cincuenta y cuatro

Audio

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  - 72 = 70 + 2: setenta y dos

Audio

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- 87 = 80 + 7: ochenta y siete

Audio

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Objetivos

- Form numbers up to 100

Actividad 2.18.A

A. Los números

Remember that there may be multiple exercises per module. (see circles at base of module)

Actividad 2.18.B

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View this Interactive Content online

B. Los números

Actividad 2.18.C

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Text Only

A. Los números

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

- sesenta y seis

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

B. Los números

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

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2.19: Vocabulario- Los números 101 +

Objetivos

- Recognize numbers past 100

Vocabulario: Los números 101-1000+











We've already learned to count to 100:
...

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98 noventa y ocho

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99 noventa y nueve

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View this Audio online

100 cien

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101 ciento uno

Note how the pattern changes slightly: we're not using *y* anymore. That's just to separate the tens place from the ones place. So "one hundred one," not "one hundred *and* one."

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102 ciento dos

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110 ciento diez

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120 ciento veinte

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134 ciento treinta y cuatro (the *y* is separating the tens place from the ones place)

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200 doscientos

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300 trescientos

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400 cuatrocientos

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500 quinientos

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600 seiscientos

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700 setecientos

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800 ochocientos

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900 novecientos

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1000 mil (Note: Not “un mil,” just “mil“)

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1500 mil quinientos

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2000 dos mil

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View this Audio online



4000 cuatro mil

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100.000 cien mil

1.000.000 un millón
11.000.000 once millones

Note: you must use *mil* to talk about years (this is different from the English way of splitting years into two-digit clusters)

- (in)

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  1950 = (en) mil novecientos cincuenta
- (in)

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  1821 = (en) mil ochocientos veintiuno
- 2019 = dos mil diecinueve

Another note: Most Spanish-speaking countries use a comma to mark the decimal point, and a period or dot to mark the thousands position in long numbers. This is beginning to change somewhat as the English way of punctuating numbers is spreading via the Internet. So you'll need to be careful not to mistake decimals for thousands!

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$123.456,78 = ciento veintitrés mil cuatrocientos cincuenta y seis dólares con setenta y ocho centavos

A practicar

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2.20: Ejercicios- Los números 101 +

Objetivos

- Recognize numbers past 100
- Recognize spoken numbers past 100

A. Los números 101 +

Actividad 2.20.A

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B. Los números 101 +

Actividad 2.20.B

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C. Excuchar: Los números 101 +

Actividad 2.20.C

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A. Los números 101 +

1. Identifica cuál es la escritura correcta de: 519
   - quinientos nueve
   - quinientos noventa y uno
   - cincuenta y nueve
   - quinientos diecinueve
2. Identifica cuál es la escritura correcta de: 750
   - setenta y cinco
   - setecientos cincuenta
   - sesenta y cinco
   - seiscientos cincuenta
3. Identifica cuál es la escritura correcta de: 191
   - ciento nueve y uno
   - cientos nueve y uno
   - ciento diecinueve
   - ciento noventa y uno
4. Identifica cuál es la escritura correcta de: 942
   - novecientos dos
   - novecientos veinticuatro
   - noventa y dos
   - novecientos cuarenta y dos
5. Identifica cuál es la escritura correcta de: 683
   - sesenta y tres
   - setecientos treinta y ocho
   - seiscientos ochenta y tres
   - setecientos ochenta y tres
6. Identifica cuál es la escritura correcta de: 274
   - doscientos setenta y cuatro
   - doscientos sesenta y cuatro
   - doscientos cuarenta y siete
   - dos siete cuatro
7. Identifica cuál es la escritura correcta de: 308
   - trescientos ocho
   - trescientos ochenta
   - treinta y ocho
   - trescientos ochenta y ocho
8. Identifica cuál es la escritura correcta de: 467
   - cuatrocientos sesenta y siete
   - trescientos sesenta y siete
   - setecientos sesenta y siete
   - quinientos sesenta y siete

B. Los números 101 +

1. 835_____
2. 1000_____
3. 726_____
4. 984_____
5. 182_____
6. 456_____
7. 611_____
8. 397_____

C. Los números 101 +

1. What is the number that you hear?

Audio

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   - $3.700.050
   - $3.605
   - $30.705
   - $3.750
2. What is the number that you hear?

Audio

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   - $1.311
   - $1.301
   - $300.011
   - $1.311.000
3. What is the number that you hear?

Audio

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   - €19.050
   - €1.950.000
   - €1.950
   - €1.500.000
4. What is the number that you hear?

Audio

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- 2.500 wones
- 12.500.000 wones
- 2.015 wones
- 11.500 wones

5. What is the number that you hear?

Audio

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- $40.750
- $4.750.000
- $40.000.750
- $4.750

6. What is the number that you hear?

Audio

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- $2.000.395
- $12.395
- $295
- $2.395

7. What is the number that you hear?

Audio

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- $12.647
- $2.647.000
- $2.646
- $2747

8. What is the number that you hear?

Audio

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- $1.853
- $853
- $1.000.853
- $1.083

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2.21: Cultura en vivo. España

España

Map



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General Information

La capital: Madrid

La ubicación: Europa en la península Ibérica

La moneda: el euro

Ciudades importantes: Barcelona, Sevilla y Valencia

La economía: industria de automóviles, productos químicos y farmacéuticos

El clima: hace mucho frío en el invierno y mucho calor en el verano.



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Interesting Facts

El flamenco es un baile tradicional muy conocido en España. Se origina en el sur de España sus raíces son una mezcla de culturas de gitanos *(gypsy)*, árabes, judíos.

La siesta es una costumbre española muy común. Muchas personas descansan después del almuerzo. Muchas ciudades conservan esta costumbre y cierran todos los negocios *(business)* para descansar.

En España hay **cinco lenguas oficiales**. En España además del español también hablan el catalán, el valenciano, el gallego y el euskera.

Don Quijote de la Mancha se considera la primera novela moderna en la historia. El autor es Miguel de Cervantes Saavedra.

La Tomatina es una fiesta donde se celebra la cosecha *(harvest)* de tomates. La gente se tira tomates todo el día. Los españoles usan toneladas de tomates en la celebración y todos se divierten lanzándose tomates en las calles.

Ir de tapas para los españoles es ir a un restaurante con amigos para tomar bebidas y comer tapas *(appetizers)* Muchas personas después de trabajar van a los restaurantes de la ciudad a disfrutar de estos platos pequeños pero muy deliciosos. Hay mucha variedad de tapas, pero las tapas más tradicionales son de jamón *(ham)*, huevo y patata. Los españoles llaman a la papa patatas.

La Sagrada Familia es una catedral muy famosa. La Sagrada Familia está en la ciudad de Barcelona. Gaudí es el arquitecto famoso que lo diseñó *(designed)*. La catedral está todavía en construcción desde el año 1882. La construcción tiene diseños espectaculares y la catedral va a ser inaugurada en el año 2026.

Actividades

Mark each sentence as "Cierto" (True) or "Falso" (False).

Query

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Las Tapas

Watch the video below (or read its summary) to answer the questions below.

YouTube Video

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Figure 2.21.2.8.0: Es las mejores tapas de España. (Ruben y el mundo via YouTube)

Actividades

Query

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La Sagrada Familia

First review the word bank at the bottom of the paragraph.

La Sagrada Familia es el **edificio** más **emblemático** de Barcelona. La catedral del **arquitecto** Antonio Gaudí está en **construcción** desde hace 134 años. Muchos la consideran "la eterna incompleta" (the eternally incomplete). Jordi Faulí es el séptimo arquitecto después de Gaudí. Jordi **dirige** los trabajos de construcción desde el 2012 y pertenece al equipo desde 1990. Él trabaja en una oficina donde **había** solo cuatro personas y ahora son casi 50 personas. La catedral completa va a tener 18 **torres** y 4 **fachadas**. Gaudí **trabajó** durante 40 años en su **obra maestra** hasta su **muerte** en 1926. Desde la muerte de Gaudí, arquitectos de todo el mundo construyen la iglesia. Los **fondos** para la construcción lo reúne la fundación de La Sagrada Familia. **Se financia** únicamente con **donativos** y **venta de entradas, ni** el estado español ni la iglesia como institución **contribuyen**. Para terminar la obra de Gaudí, se necesitan 25 millones de euros **anuales**. Gaudí y sus colaboradores **construyeron** la fachada del nacimiento para dejarlo como muestra para el futuro. Gaudí **era** un arquitecto más bien intuitivo a menudo sus ideas surgían en plena fase de construcción. La iglesia tiene una longitud de 90. La torre **más alta** es de 162 metros de altura**.** La Sagrada Familia va a tener **el campanario** más alto del mundo, sin embargo, Gaudí no **dejó** plano**s** de ejecución a sus sucesores pues él **empleaba modelos en yeso**, pero estos **fueron destruidos** en su mayoría durante la **guerra civil** española en los años treinta.

Maquetas y animaciones en computadoras sirven ahora para completar los huecos del plan maestro de Gaudí**.** El **objetivo** es construir del modelo de Gaudí con máxima **fidelidad** a sus ideas. Por lo tanto, el primer objetivo del equipo de construcción, al empezar cualquier parte, es estudiar a fondo la información original de Gaudí y hacer esta información realidad. **Seguir** con las obras de construcción de La Sagrada Familia siempre **creó controversia**. En los años 50, un grupo de arquitectos pidieron dejarla incompleta, representantes del ámbito artístico y arquitectónico español apoyaron esta postura en el año 2008 también. Actualmente las protestas cesaron con excepción de vecinos del lugar que **temen** grandes **aglomeraciones** de personas. Jordi Faulí, opina que evidentemente es un edificio **conocido** y por tanto es lógico que haya opiniones diversas. El exterior acabado será un conjunto arquitectónico extraordinario con la visión de las 18 torres que **tendrán** distintos puntos de vistas dependiendo de donde se mire. El objetivo es terminar la construcción en el año 2026 para **celebrar el centenario de la muerte** de Gaudí.

Information based on video "Obra incompleta: La Sagrada Familia, Euromaxx"

Word bank

edificio = building

emblemático = emblematic

arquitecto = architect

construcción = construction

dirige = leads (verb)

había = there was/there were

torre = tower

fachada = facade

trabajó = worked

obra maestra = masterpiece

muerte = death

fondos = funds

se financia = is financed

donativos = donations

venta de entradas = ticket sales

contribuyen = to contribute

anualmente = annually

construyeron = they built

era = was/were

más alta = the highest

el campanario = bell tower

dejó = left

planos = architectonic drawings

él empleaba modelos en yeso = he used cast models

fueron destruidos = were destroyed

guerra civil = civil war

objetivo = goal

fidelidad = fidelity

seguir = to continue

controversia = controversy

temen = afraid

aglomeraciones = agglomerations

conocido = known

tendrán = will have

celebrar el centenario de la muerte = to celebrate the centenary of death

Actividades

Query

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3: CAPÍTULO 3

Learning Objectives

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

3.1: ¿Quiénes son los miembros de una familia?

3.2: Vocabulario- La familia

3.3: Lección- Vocales, sílabas y diptongos

3.4: Vocabulario- Adjetivos descriptivos

3.5: Vocabulario- Colores, algunos adjetivos

3.6: Gramática- Concordancia de adjetivos

3.7: Gramática- Los posesivos

3.8: Gramática- Los países y las nacionalidades

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

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

3.11: Los verbos regulares "-er", "-ir" - conjugación

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

3.13: Ejercicios- Verbos regulares de -er/-ir

3.14: En contexto- El verbo tener

3.15: Gramática- El verbo tener

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

3.17: En contexto- Expresiones con tener

3.18: Gramática- Expresiones con tener y tener + que

3.19: Ejercicios- Expresiones con tener y tener + que

3.20: ¿Qué clases tomas?

3.21: Putting It Together- ¿Quiénes son los miembros de una familia?

3.22: Putting It Together- ¿Qué clases tomas?

3.23: Cultura en vivo. Ecuador

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3.1: ¿Quiénes son los miembros de una familia?

In this chapter, we'll learn the vocabulary of family relationships.

Here are two salsa songs about families:

Ruben Blades – Amor y Control

Rubén Blades Bellido de Luna (born July 16, 1948), known professionally as Rubén Blades is a Panamanian musician, singer, composer, actor, activist, and politician, performing musically most often in the Afro-Cuban, salsa, and Latin jazz genres. (More about Ruben Blades on Wikipedia)

YouTube Video

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We'll also learn the regular verbs ending in -er and -ir. Here are a few songs featuring those verbs:

Carla Morrison – Compartir

Carla Patricia Morrison Flores (Tecate, Baja California, 19 July 1986), known professionally as Carla Morrison, is a Mexican indie-pop singer and composer. She has won two Latin Grammys for her album, Déjenme llorar, which has also been certified Gold in Mexico. (More about Carla Morrison on Wikipedia)

YouTube Video

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Akil Ammar – Comprendo

Akil Ammar is an MC and urban poet born in Mexico City.

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Ana Tijoux (con Juan Ayala) – Creo en Ti

Anamaría Tijoux Merino, commonly known by her stage name Ana Tijoux or Anita Tijoux, is a French-Chilean singer and musician. She became famous in Latin America as the MC of hip-hop group Makiza during the late 1990s. (More about Ana Tijoux Wikipedia)

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Gusttavo Lima Part. Gente de Zona – Lo Que Tú y Yo Vivimos

Nivaldo Batista Lima, better known by his stage name Gusttavo Lima, is a Brazilian singer. Gente de Zona is a Cuban reggaeton band made up of musicians Alexander Delgado and Randy Malcom.

YouTube Video

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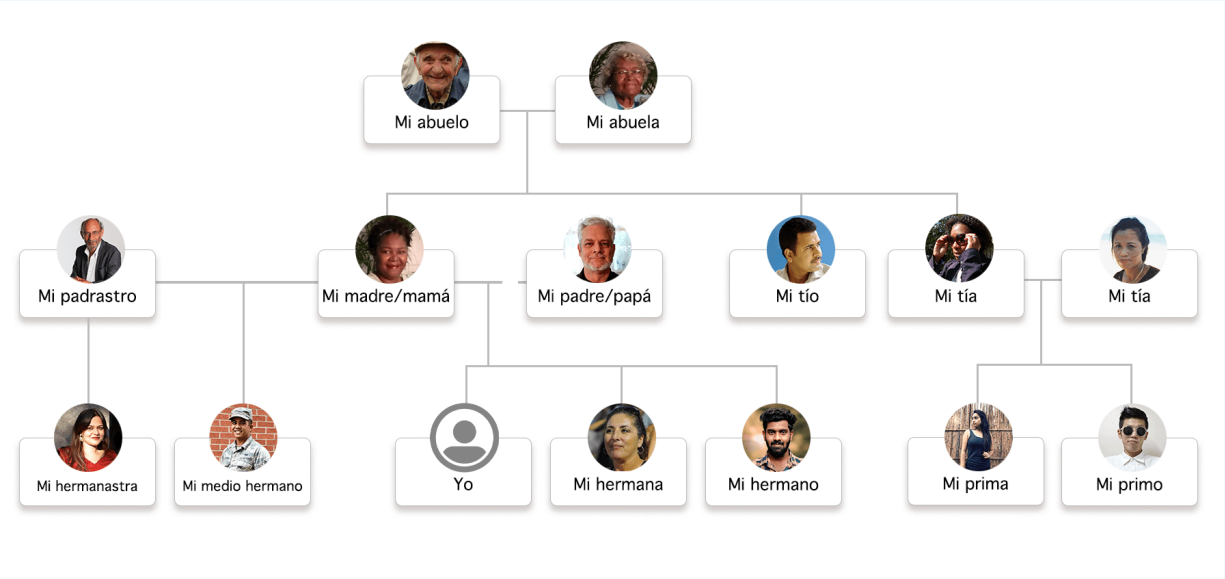
3.2: Vocabulario- La familia

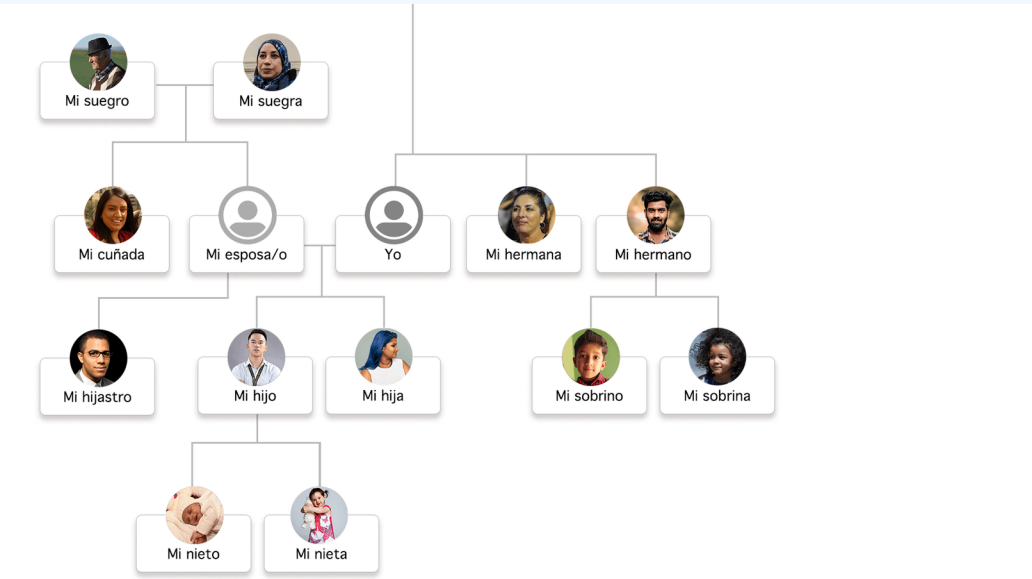
Objetivos

- Recognize vocabulary of family relations

Vocabulario

La familia





- La pareja (*couple*)
- El pariente (*relative*)
- el bisabuelo/la bisabuela (*great-grandfather/great-grandmother*)

- el gemelo/la gemela (*twin*)
- el yerno (*son-in-law*)

Text version of the family tree (with audio):

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  View this Audio online

El abuelo / La abuela (*grandfather / grandmother*)

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El esposo / La esposa (*husband / wife*)

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El hermano / La hermana (*brother / sister*)

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El hijo / La hija (*son / daughter*)

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La madre, mamá (*mother, mom*)

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El nieto / La nieta (*grandson / granddaughter*)

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El novio / La novia (*boyfriend / girlfriend*)

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El padre, papá (*father, dad*)

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La pareja (*couple*)

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El pariente (*relative*)

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El primo / La prima (*cousin*)

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El sobrino / La sobrina (*nephew / niece*)

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El tío / La tía (*uncle / aunt*)

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La cuñada / el cuñado (*sister-in-law / brother-in-law*)

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Los medio hermanos / el medio hermano/ la media hermana (*half-siblings / half-brother / half-sister*)

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Los hermanastros / el hermanastro / la hermanastra (*stepsiblings / stepbrother / stepsister*)

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El hijastro / La hijastra (*stepson / stepdaughter*)

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La madrastra / El padrastro (*stepmother / stepfather*)

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La suegra / el suegro (*mother-in-law / father-in-law*)

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La nuera (*daughter-in-law*)

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Tipos de familias:

- Familia nuclear o pequeña
- Familia extendida o grande
- Primera, segunda, tercera generación
- La familia política
- La familia moderna
- La familia tradicional

Mascotas



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el conejo



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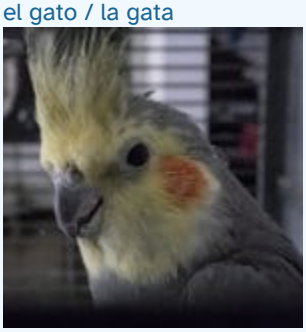
el cuy



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el gato / la gata



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el pájaro



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el perro / la perra



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el pez



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la tortuga

Objetivos

- Recognize vocabulary of family relations
- Understand spoken information about the members of a family

A. La familia real

Actividad 3.2.A

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B. Escuchar: La familia

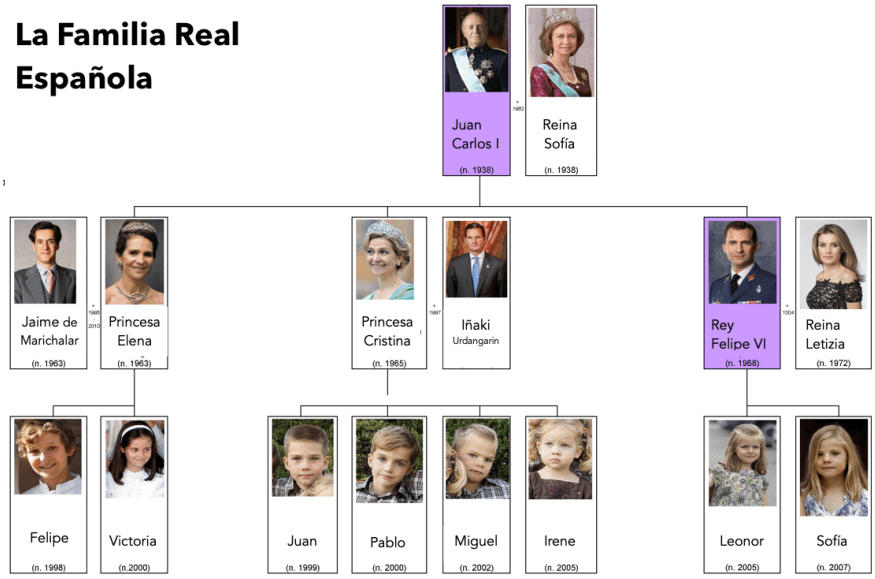
Actividad 3.2.B

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Text only

A. La familia real



1. Juan Carlos 1 es ____ de Felipe y Victoria.
2. La Reina Letizia es la ____ de Miguel.
3. Pablo y Juan son ____ de Miguel e Irene.
4. Leonor es ____ de Victoria.
5. La Reina Letizia es ____ de la Princesa Cristina.
6. Juan Carlos 1 es el ____ de Iñaki.
7. Leonor es la ____ de la Princesa Elena.
8. Filipe es el ____ de Elena y Jaime.

B. La familia

1. ¿De quién habla la persona? (Who is the person talking about?) De ____ .

Audio

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- su primo
- su hermana
- su padre
- su tío

2. ¿A quién visita ella en Nueva York? A ____ .

Audio

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- su hermano
- su tía
- su abuela
- su hermana

3. ¿Quién tiene 2 años? ____ .

Audio

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- su padre
- su nieto
- su primo
- su sobrino

4. ¿De quién habla la persona? De ____ .

Audio

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- sus tíos
- sus abuelos
- su tía
- su madre

5. ¿De quién habla la persona? De _____ .

Audio

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- su marido
- su hermano
- su cuñado
- su nieto

6. ¿Quién es la nueva mujer de su padre? _____ .

Audio

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- su hermana
- su madrastra
- su madre
- su hijastra

7. ¿Quiénes tienen 12 años? _____ .

Audio

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- sus padres
- su abuela
- sus hermanastros
- sus sobrinos

8. ¿Quién cumple 90 años en abril? _____ .

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- su madre
- su tía
- su nieto
- su abuela

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3.3: Lección- Vocales, sílabas y diptongos

El español emplea cinco sonidos vocálicos básicos, que casi siempre se pronuncian igual que en el abecedario: ***practica todos ejemplos en voz alta**	*Spanish employs five vowel sounds, each of which is generally pronounced the same way as in the alphabet, regardless of their position in a word:* ***practice all examples below aloud**

A a	***alma, casa, Argentina***
E e	***ele, lee, cena, Ecuador***
O o	***ojo, hoja, cooperar, Ontario***
I i	***iris, fin, millaje, Indiana***
U u*	***un, plus, ungüento, Uruguay***

*Recuerde que la no se pronuncia en las combinaciones: **gue, gui, que, qui** (ver §2).

► Puede escuchar estas vocales en: Wikcionario: Sonidos básicos del español.

► You may listen to these vowels in: Wikcionario: Sonidos básicos del español.

Tipos de vocales

• **a, e, o** se llaman **vocales abiertas o fuertes** porque, si están juntas en una palabra, se pronuncian en dos sílabas diferentes: ***po-e-ma • ca-os • le-er • ta-re-a***	• **a, e, o** *are called "strong" vowels because, when next to each other in a word, are pronounced in two different syllables:* ***po-e-ma • ca-os • le-er • ta-re-a***
• **i, u** se llaman **vocales cerradas o débiles** porque, al combinarse con cualquier otra vocal, generalmente se pronuncian en una sola sílaba: ***rui-do • trau-ma • vien-to • bue-no • ai-re • a-gua***	• **i, u** *are called "weak" because, in combination with any other vowel, are generally pronounced in one single syllable:* ***rui-do • trau-ma • vien-to • bue-no • ai-re • a-gua***
• Una vocal es **tónica** cuando tiene el acento o énfasis dentro de la palabra. Así, en la palabra "Argen**ti**na", la vocal tónica es <<strong>i>.	• *A vowel is **stressed** when it is emphasized within a word. Thus, in the word "Argen**ti**na", the stressed vowel is <<strong>i>.*
• Una vocal es **átona** cuando no tiene el acento o énfasis dentro de la palabra. Así, en la palabra "Argen**ti**na", las vocales , son átonas.	• *A vowel is **unstressed** when it is not emphasized within a word. Thus, in the word "Argen**ti**na", the vowels and are unstressed.*

Sílabas y diptongos

Una sílaba es un grupo de sonidos pronunciado alrededor de una o más vocales en una sola bocanada de aire. Por ejemplo, ***Pa-na-má*** tiene tres sílabas; ***cla-ro*** tiene dos; ***bien*** tiene una.	*A syllable is a group of sounds which is pronounced around one or more vowels in a single breath of air. For example,* **Pa-na-má** *has three syllables;* **cla-ro** *has two;* **bien** *has one.*

En español, un **diptongo** es la combinación de dos vocales pronunciadas en una sola sílaba. Forman diptongo*:
• dos vocales cerradas: ***fui-mos, ciu-dad***
• o una vocal cerrada átona con una abierta:
dia-rio, eu-ro, cuo-ta, a-gua
⇒ Dos vocales abiertas o una vocal duplicada nunca forman diptongo:
ma-es-tro, te-a-tro, co-o-pe-rar, po-e-ta, ca-os, chi-i-ta

*Esta información es relevante para entender la lógica de las tildes (ver §04)

*In Spanish, only the combination of two vowels in a single syllable is considered a true **diphthong**. It can be*:*
• *two weak vowels:* ***fui-mos, ciu-dad***
• *or an unstressed weak vowel with a strong one:*
dia-rio, eu-ro, cuo-ta, a-gua
⇒ *Two strong vowels or double vowels are never pronounced as a diphthong:*
ma-es-tro, te-a-tro, co-o-pe-rar, po-e-ta, ca-os, chi-i-ta

**Esta información es relevante para entender la lógica de las tildes (ver §04)*

► Para una explicación más detallada sobre cómo dividir las sílabas en español, ver Apéndice 2.

► For a more detailed explanation of how to divide syllables in Spanish, see Apéndice 2.

***watch the video and practice the Spanish *diptongos* (diphthongs) covered by the instructor -->**

► Watch the video linked below to watch a presentation on the above lesson and practice pronouncing Spanish *diptongos*: El diptongo

How to Pronounce Spanish Vowels - Video

YouTube Video

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Read the *resumen* and complete the exercises below

Resumen (summary)

Vocales abiertas o fuertes (*strong*): **a e o**	**Vocales cerradas** o débiles (*weak*): **i u**
Cuando una **vocal cerrada átona** se combina con cualquier otra vocal, se pronuncian en una sola sílaba (**diptongo**): d**ia-**rio, c**uo-**ta, c**iu-**dad. When an **unstressed weak vowel** is combined with any other vowel, they are pronounced as just one syllable: d**ia-**rio, c**uo-**ta, c**iu-**dad.	
Dos vocales abiertas/fuertes nunca forman diptongo: *m**a-e**s-tro, t**e-a**-tro, c**o-o**-pe-rar, p**o-e**-ta, c**a-o**s.* Two strong vowels never form a diphthong: *m**a-e**s-tro, t**e-a**-tro, c**o-o**-pe-rar, p**o-e**-ta, c**a-o**s.*	

A practicar!

Clic on the words that use a diphthong below.

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3.4: Vocabulario- Adjetivos descriptivos

Objetivos

- Recognize adjectives describing physical and mental traits

Vocabulario: Adjetivos descriptivos

Remember to read and repeat the vocabulary *en español* below, and to practice several times a day to better memorize vocabulary.

El aspecto físico



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alto/a



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bajo/a



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bonito/a



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guapo/a



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feo/a



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delgado/a



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gordo/a



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grande



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pequeño/a



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joven



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viejo/a



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



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pelirrojo/a (*red-haired*)



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rubio (*blond-haired*)

La personalidad



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



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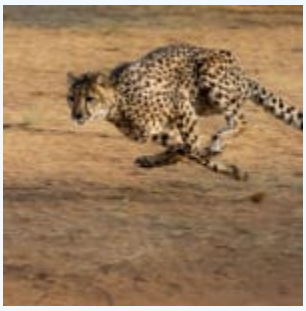
amable



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antipático/a



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atlético/a



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bueno/a



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access it online.

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cariñoso/a



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cómico/a



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egoísta



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famoso/a



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generoso/a



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honesto/a (*honest*)



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impaciente



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inteligente



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interesante



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malo/a



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paciente



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perezoso/a



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pobre (poor)



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rico/a



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serio/a



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simpático/a (*nice*)



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sociable



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tímido/a



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tonto/a



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trabajador/a

Text-only version with translations

El aspecto físico (*physical aspect*)

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

La personalidad (*personality*)

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

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

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3.5: Vocabulario- Colores, algunos adjetivos

Adjectives

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

- the ball
- the **red** ball

or a description:

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

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

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

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

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

Objetivos

- Identify the color of things

Vocabulario: descripciones

Remember to read and repeat the vocabulary *en español* below, and to practice several times a day to better memorize vocabulary.



Biomuseo, Panamá

Los colores

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rojo

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amarillo

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azul

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verde

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morado

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anaranjado

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rosado

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blanco

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negro

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marrón

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gris

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 azul oscuro

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 azul claro

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 claro (*clear or light*)

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 oscuro (*dark*)

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 colorido (*colorful*)

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descolorido (*colorless*)

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opaco (*dull, opaque*)

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Algunos adjetivos:

interesante (*interesting*)

inteligente

importante

grande (*big*)

amable (*nice*)

feliz (*happy*)

alegre (*joyful*)

fácil (*easy*)

difícil (*difficult*)

paciente/ impaciente

idealista/realista

optimista/pesimista

sociable

egoísta (*selfish*)

Text Only

Los colores

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

Algunos adjetivos:

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

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3.6: Gramática- Concordancia de adjetivos

Objetivos

- Recognize the correct position, gender and number of adjectives



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

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

Preguntas de análisis:

Actividad 3.6.A

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

Preguntas de análisis:

1. Underline all of the adjectives in the text.

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

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

Objetivos

- Recognize the correct position, gender and number of adjectives

Concordancia de adjetivos (*Adjective agreement*)

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

- el hombre (the man)

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- los hombres (the men)

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- la niña (the girl)

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- unas niñas (some girls)

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

Four-form adjectives (Listen to, read, and repeat the phrases *en español* below.)

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

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

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

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

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

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

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

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

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

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Two-form adjectives (Listen to, read, and repeat the phrases *en español* below.)

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

- el documento importante (the important document)

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- la clase importante (the important class)

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- los documentos importantes (the important documents)

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- las clases importantes (the important classes)

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

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

Pluralization of adjectives (Listen to, read, and repeat the phrases *en español* below.)

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



- el marcador verde (the green marker)

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- los marcadores verdes (the green markers)

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- la bandera blanca (the white flag)

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

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- las luces débiles (the weak lights)

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Position of adjectives (Listen to, read, and repeat the phrases *en español* below.)

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

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

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

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

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, *alguno* (some)

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, *ningun* (any)

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, *cada* (every)

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

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

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

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

- Alto (top or high / tall)

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

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View this Audio online

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

Audio

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

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

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

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

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.

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

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

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

A Practicar

Remember that there may be multiple exercises per module. (see circles at base of module)

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3.7: Gramática- Los posesivos

Los posesivos

In this section we'll learn about possessive adjectives, which are used to describe to whom or to what something belongs. These forms are similar to English, for example: *Mi hermana es pelirroja* (My sister is a redhead). Both mi/my here indicate that the sister belongs to me. However, in Spanish there are also plural forms if I have more than one of the thing, for example: *Mis hermanos son inteligentes* (My brothers are intelligent). And there are masculine and feminine forms for *nuestro/nuestra* (our) and *vuestro/vuestra* (your – *vosotros*). Remember when we learned about masculine and feminine nouns and their articles and adjectives? When learning Spanish as a second language, it is important to practice this feature and make sure the nouns and their articles and adjectives are matching.

Objetivos

- Recognize possession indicated by possessive adjectives

Mi familia inmediata

Juanita Sánchez escribe un párrafo sobre su familia inmediata. Después de leer el texto, contesta las preguntas. (Juanita Sánchez writes a paragraph about her immediate family. After reading her text, answer the questions that follow.)

Juanita Sánchez
8.4.2019

Primero, tengo una familia muy grande. En mi casa, yo vivo con mis padres, mis hermanos y mi abuela. No parece tan grande, pero tengo cinco hermanos. Todos mis hermanos son mayores, y yo soy la hermana menor. Mi hermano mayor se llama Juan y su esposa vive en la casa también. Además, ellos tienen dos hijos, mis sobrinos. Sus hijos se llaman Pablo y Juan. Además, mi familia tiene dos mascotas: nuestro perro, que se llama Ricky y nuestra tortuga, que se llama Margarita. Entre todas las personas en mi familia, mi persona favorita es mi abuela. Ella cocina para todos y su comida es deliciosa. Aunque mi abuela es mi persona favorita, mi familia es muy importante en mi vida. ¿Tienes una persona favorita en tu familia?

Preguntas de análisis:

Actividad 3.7.A

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Juanita Sánchez
8.4.2019

Primero, tengo una familia muy grande. En **mi** casa, yo vivo con **mis** padres, **mis** hermanos y **mi** abuela. No parece tan grande, pero tengo cinco hermanos. Todos **mis** hermanos son mayores, y yo soy la hermana menor. **Mi** hermano mayor se llama Juan y **su** esposa vive en la casa también. Además, ellos tienen dos hijos, **mis** sobrinos. **Sus** hijos se llaman Pablo y Juan. Además, **mi** familia tiene dos mascotas: **nuestro**

perro, que se llama Ricky y **nuestra** tortuga, que se llama Margarita. Entre todas las personas en mi familia, **mi** persona favorita es **mi** abuela. Ella cocina para todos y **su** comida es deliciosa. Aunque **mi** abuela es **mi** persona favorita, **mi** familia es muy importante en **mi** vida. ¿Tienes una persona favorita en **tu** familia?

1. Look for the bolded word that means “my”: How many different forms does “my” have? What are the nouns after each reference to “my”?
2. Look for the bolded word that means “our”: how many different forms does “our” have? What are the nouns after each reference to “our”?
3. From the text above, what are the meanings of the bolded word “su”? How about “tu”?

Objetivos

- Recognize possession indicated by possessive adjectives

Posesión con ser + de

There are two ways to indicate possession in Spanish. As you may recall, one way is to use the verb *ser* in the following pattern: object(s) + *ser de* + person who has the object(s)

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El libro es de María. (*The book is María’s.*)

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El libro de María explica la gramática. (*María’s book explains grammar.*)

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  Las mochilas son de los muchachos. (*The bookbags are the boys'.*)

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  La casa es del Sr. Rodríguez. (*The house is Mr. Rodríguez's.*)

Note that the apostrophe+s construction used in English does not exist in Spanish!

Los adjetivos posesivos

A more common way to express possession, especially when it is clear to whom something belongs, is to use possessive adjectives:

singular possessor	**plural possessor**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online mi *(my)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nuestro *(our)*

Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tu *(your)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vuestro *(your)*
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online su *(his, her, your)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online su *(their, your)*

Remember that in Spanish, *tú* and *usted* both mean "you". Therefore, the possessive adjective for "your" needs to follow the correct register: Tú – tu/tus; Usted – su/sus.

Atención a la acentuación (Pay attention to accent marks):

Tú, with the accent mark, is the subject pronoun referring to the person "you". *Tu,* without the accent mark, is the possessive adjective "your". For example: **Tú** tienes **tu** libro. (***You****have* ***your*** *book.*)

The chart above, however, only shows the basic form. Possessive adjectives in Spanish—like all adjectives!—must agree in number with the noun that they modify. In the case of *nosotros* and *vosotros,* they also must agree in gender with what is owned:

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mi libro *(my book)*

- Audio

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mis libro**s** *(my book**s**)*

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mi familia *(my family)*

- Audio

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mis familia**s** *(my families)*

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nuestro libr**o** (*our book)*

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nuestros libr**os** (*our book**s**)*

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nuestra famili**a** (*our family)*

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nuestras famili**as** (*our familie**s**)*

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tu libro *(your book)*

- Audio

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tus libro**s***(your book**s**)*

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tu casa *(your house)*

- Audio

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tus casa**s** *(your house**s**)*

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vuestro libr**o** (*your book)*

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vuestros libr**os** (*your book**s**)*

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vuestra cas**a** (*your house)*

- Audio

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vuestras cas**as** (*your house**s**)*

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  su libro *(his book, her book,* or *your book)*

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  sus libro**s** *(his book**s**, her book**s**,* or *your book**s**)*

- Audio

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  View this Audio online

  su casa *(his house, her house,* or *your house)*

- Audio

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  sus casa**s** *(his house**s**, her house**s**,* or *your house**s**)*

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  View this Audio online

  su libro *(their book* or *your book)*

- Audio

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  sus libro**s** *(their book**s** or your book**s**)*

- Audio

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  View this Audio online

  su casa *(their house or your house)*

- Audio

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  sus casa**s** *(their house**s** or your house**s**)*

Remember: The adjective will be singular or plural (and feminine or masculine for *nosotros* and *vosotros*) based on the object(s) owned, *not* the person who owns the object. Choose which possessive to use based on the owner, but the ending you give to the possessive does not have anything to do with the number of people who have the object or the gender of the owner. Note that since the 3rd person possessive adjectives could cause some confusion, the use of *ser+de* is common in these instances for clarification. Context clues can also be used to clarify to whom an object belongs.

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3.8: Gramática- Los países y las nacionalidades

Objetivos

- Recognize adjectives of nationality used to describe people

Los países, las nacionalidades y más

To answer the question "¿De dónde eres?" *(Where are you from)*, one can either answer with a country or with a nationality:

- Soy de Puerto Rico. (*I am from Puerto Rico.*)
- Soy puertorriqueña. (*I am Puerto Rican.*)
- Mis primos son de Colombia. (*My cousins are from Colombia.*)
- Son colombianos. (*They are Colombian.*)

A description of nationality is an adjective, so its ending has to correspond to the gender and number of the subject. Note also that while place-names are capitalized in Spanish as they are in English, adjectives of nationality are not capitalized in Spanish.

The following is a list of countries and corresponding nationalities. **You don't need to memorize all of these—just the ones in bold print*.** You'll have a chance to practice below.

América

Argentina, argentina/o
Belice, beliceña/o
Bolivia, boliviana/o
Brasil, brasileña/o
Canadá, canadiense
Chile, chilena/o
Colombia, colombiana/o
Costa Rica, costarricense
Cuba, cubana/o
Ecuador, ecuatoriana/o
El Salvador, salvadoreña/o
Estados Unidos, estadounidense
Guatemala, guatemalteca/o
Haití, haitiana/o
Honduras, hondureña/o
Jamaica, jamaicana/o
México, mexicana/o
Nicaragua, nicaragüense
Panamá, panameña/o
Paraguay, paraguaya/o
Perú, peruana/o
República Dominicana, dominicana/o
Surinam, surinamés
Uruguay, uruguaya/o
Venezuela, venezolana/o

Europa

Albania, albana/o
Alemania, alemán/ alemana

Austria, austríaca/o
Bélgica, belga
Bielorrusia, bielorusa/o
Bulgaria, búlgara/o
Croacia, croata
Dinamarca, Danés
Eslovenia, eslovena/o
España, español/ española
Estonia, estonia/o
Finlandia, finés
Francia, francés
Grecia, griega/o
Hungría, húngara/o
Irlanda, irlandés
Islandia, islandés
Italia, italiana/o
Lituania, lituana/o
Moldavia, moldava/o
Mónca, monaqués
Noruega, noruega/o
Países Bajos, neerlandés
Polonia, polaca/o
Portugal, portugués
Reino Unido, británica/o
República Checa, checa/o
Rusia, rusa/o
Serbia, serbia/o
Suecia, sueca/o
Suiza, suiza/o
Turquía, turca/o

África

Angola, angolana/o
Argelia, argelina/o
Benin, beninés
Botswana, botsuana/o
Cabo Verde, caboverdiana/o
Camerún, camerunés
Congo, congoleña/o
Costa de Marfil, marfileña/o
Egipto, egipcia/o
Eritrea, eritrea/o
Etiopía, etíope
Ghana, ghanés
Kenia, keniata
Lesoto, lesotense
Líbano, libanés
Marruecos, marroquí
Nigeria, nigeriana/o
República Centroafricana, centroafricana/o
Senegal, senegalés
Sierra Leona, sierraleonés
Somalia, somalí
Sudáfrica, sudafricana/o
Túnez, tunecina/o
Zimbabue, zimbabuense

Asia

Afganistán, afgana/o
Armenia, armenia/o
Baréin, bareiní
Camboya, camboyana/o
Catar, catarí
China, chino/a
Corea del Norte, norcoreana/o
Filipinas, filipina/o
India, india/o
Indonesia – indonesia/o
Irak / Iraq, irakí / iraquí
Japón, japonés
Malasia, malaya/o
Omán, omaní
Paquistán / Pakistán, paquistaní / pakistaní
Singapur, singapurense
Sri Lanka, srilanqués / ceilanés
Tailandia, tailandés
Uzbekistán, uzbeka/o
Vietnam, vietnamita
Yemen, yemení

Oceanía

Australia, australiana/o
Nueva Zelanda, neozelandés

* As an organizing principle, all of the Spanish-speaking countries are in bold, along with the U.S. and Canada.

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

Objetivos

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



¿Decidimos comprar el bolso rojo o el rosado?

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

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

Preguntas:

Actividad $3.9.A$

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Actividad $3.9.B$

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Actividad $3.9.C1$

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Actividad $3.9.C2$

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Actividad $3.9.D1$

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Actividad 3.9.$D2$

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Text-only version of questions

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

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

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

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

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

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

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

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

Objetivos

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

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





"History is won by those who write it."

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

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

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

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

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

Remember to practice conjugating all verbs using the pattern below:

yo ___ nosotras/nosotros ___

tú ___ vosotras/vosotros ___

ella/él/usted ___ nosotras/nosotros ___

A Practicar

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3.11: Los verbos regulares "-er", "-ir" - conjugación

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

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

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

Infinitive form
bailar
estudiar
comer
beber
escribir
vivir

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

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

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

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

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

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

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

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

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

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

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

¡Ojo!

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

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

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

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

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

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

Objetivos

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



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

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

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

-er verbs

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aprender (*to learn*)

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beber (*to drink*)

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comer (*to eat*)

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comprender (*to understand*)

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correr (*to run*)

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creer (*to believe*)

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deber (*must, should*)

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leer (*to read*)

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vender (*to sell*)

-ir verbs

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abrir (*to open*)

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compartir (*to share*)

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cumplir (*to complete*)

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decidir (*to decide*)

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describir (*to describe*)

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escribir (*to write*)

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recibir (*to receive*)

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vivir (*to live*)

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3.13: Ejercicios- Verbos regulares de -er/-ir

Objetivos

- Recognize the meaning of verbs in the present tense that end in -er & -ir
- Identify the correct conjugation of verbs in the present tense that end in -er & -ir
- Recognize the subject of a sentence based on the conjugation of verbs ending in -er and -ir

A. Verbos regulares de -er/-ir

Actividad 3.13.A

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B. Verbos regulares de -er/-ir

Actividad 3.13.B

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C. Verbos regulares de -er/-ir

Actividad 3.13.C

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D. Verbos regulares de -er/-ir

Actividad 3.13.D

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E. Escuchar: Verbos regulares de -er/-ir

Actividad 3.13.E

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A. Verbos regulares de -er/-ir

deben • leen • beben • venden • creen • deciden

1. Las chicas _____ las novelas de ciencia-ficción.
2. Los republicanos _____ en la responsabilidad individual.
3. Este año los seniors _____ a qué universidad asistir.
4. Ellos _____ café cada día.
5. Esa tienda es muy ecléctica, las dueñas (owners) _____ objetos interesantes y únicos.

B. Verbos regulares de -er/-ir

1. Yo ____ en el estado de Nueva York.
   - corro
   - comprendo
   - cumplo
   - vivo
2. Vosotros ____ composiciones para la clase de inglés.
   - coméis
   - escribís
   - debéis
   - recibís
3. La autora ____ una escena muy real en la historia.
   - corre
   - comparte
   - lee
   - describe

4. Nosotros _____ las ventanas del estudio.
    - vivimos
    - abrimos
    - cumplimos
    - bebimos
5. Cada año, el adolescente _____ regalos en su cumpleaños.
    - vive
    - recibe
    - cree
    - comprende
6. Los médicos _____ la importancia de su profesión.
    - escriben
    - venden
    - comprenden
    - comparten
7. Yo _____ cada día por el parque para hacer ejercicio.
    - bebo
    - debo
    - corro
    - decido
8. José _____ correr por el parque o en un gimnasio para hacer ejercicio.
    - debe
    - cree
    - escribe
    - describe
9. Nosotros _____ el almuerzo durante el recreo (recess).
    - cumplimos
    - leemos
    - compartimos
    - vivimos
10. En el kínder/prescolar, vosotras _____ algo nuevo todos los días.
    - debéis
    - aprendéis
    - cumplís
    - corréis
11. Tú eres muy responsable y _____ con tus obligaciones, ¡gracias!
    - compartes
    - aprendes
    - cumples
    - corres

C. Verbos regulares de -er/-ir

1. Rosalía _____ en Galicia, España.
    - vivo
    - vives
    - viven
    - vive
2. Rosalía y sus amigas _____ pasar mucho tiempo al aire libre (in the fresh air).
    - debemos
    - deben
    - debéis
    - debe
3. Los gallegos (personas de Galicia) frecuentemente _____ empanadas grandes en sus picnics.
    - compartís
    - compartes
    - comparto
    - comparten

4. ¿Qué _____ tú en tus picnics?
    - coméis
    - come
    - comes
    - como
5. Rosalía _____ doce años en junio.
    - cumplen
    - cumple
    - cumples
    - cumplo
6. Nosotros _____ el castellano, pero muchas personas hablan gallego en Galicia.
    - comprendes
    - comprendo
    - comprendemos
    - comprenden
7. Los gallegos _____ el clima de Galicia como templado (*temperate*): llueve bastante y no hace demasiado calor.
    - describís
    - describen
    - describimos
    - describo
8. Antes de visitar Galicia, yo _____ el pronóstico del tiempo.
    - leo
    - lee
    - leemos
    - lees
9. Muchos católicos _____ visitar a la Catedral de Santiago de Compostela, en Galicia, España.
    - deciden
    - decide
    - decides
    - decidís
10. Los católicos _____ que el Apóstol Santiago está enterrado (*is buried*) en Santiago de Compostela.
    - crees
    - cree
    - creéis
    - creen

D. Verbos regulares de -er/-ir

1. Pedro _____ (aprender) japonés en la universidad.
2. Los chicos _____ (beber) agua mineral después de hacer ejercicio.
3. Tú _____ (escribir) un correo electrónico al profesor.
4. Mi abuela es católica y _____ (creer) en la Virgen de Guadalupe.
5. Ustedes _____ (vivir) cerca del campus universitario.
6. Vosotros _____ (comprender) lo que dice la profesora.
7. Yo _____ (recibir) muchos regalos para mi cumpleaños.
8. Alejandra y Beatriz _____ (deber) estudiar para el examen de física.

E. Verbos regulares de -er/-ir

1. Listen to the audio clip and determine the subject pronoun for which the verb is conjugated.

Audio

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- yo
- ellos
- ella
- tú

2. Listen to the audio clip and determine the subject pronoun for which the verb is conjugated.

Audio

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- vosotros
- nosotros
- ellos
- él

3. Listen to the audio clip and determine the subject pronoun for which the verb is conjugated.

Audio

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- vosotros
- nosotros
- ellos
- tú

4. Listen to the audio clip and determine the subject pronoun for which the verb is conjugated.

Audio

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- yo
- tú
- nosotros
- ella

5. Listen to the audio clip and determine the subject pronoun for which the verb is conjugated.

Audio

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- yo
- tú
- ella
- vosotros

6. Listen to the audio clip and determine the subject pronoun for which the verb is conjugated.

Audio

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- yo
- Antonio
- vosotros
- ellos

7. Listen to the audio clip and determine the subject pronoun for which the verb is conjugated.

Audio

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- ellas
- vosotros
- nosotros
- ellos

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3.14: En contexto- El verbo tener

El verbo tener

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



¿Cómo están tus clases?

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

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

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

Preguntas de análisis:

Actividad 3.14.A

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Preguntas de análisis:

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

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

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3.15: Gramática- El verbo tener

Objetivos

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

Remember to read & repeat all vocabulary and phrases *en español* & to practice several times a day to better memorize vocabulary.

Verbo tener

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

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

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



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



miedo = fear, porque = because

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

Audio

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

Tener años

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

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

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

- Audio

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  Tengo trece años. (*I'm 13.*)
- ¿Cuántos años tiene él? (*How old is he?*)

- Audio

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

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

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

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

Objetivos

- Recognize the use of the irregular verb tener
- Recognize the subject of a spoken sentence based on the conjugation of tener

A. El verbo tener

Actividad 3.16.A

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B. El verbo tener

Actividad 3.16.B

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C. Escuchar: El verbo tener

Actividad 3.16.C

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Text only

A. El verbo tener

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

B. El verbo tener

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

C. El verbo tener

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

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   - él
   - ella
   - yo
   - tú

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

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   - ellos
   - él
   - tú
   - vosotros

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

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   - tú
   - nosotros
   - yo
   - usted

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

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- vosotros
- nosotros
- ellos
- tú

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

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- Ali y Jia
- Yo
- Él
- Tú

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

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- ellas
- vosotros
- nosotros
- ella

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

Audio

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- los estudiantes
- yo
- tú
- Marta

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3.17: En contexto- Expresiones con tener

Expresiones con tener

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

Objetivos

- Recognize and understand the common expressions with the verb tener

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

Preguntas de análisis:

Actividad 3.17.A

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Preguntas de análisis:

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

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3.18: Gramática- Expresiones con tener y tener + que

Objetivos

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

Remember to read & repeat all vocabulary *en español* & to practice several times a day to better memorize vocabulary.

Tener + noun for physical conditions

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

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

Tener + *que* + infinitive: *to have to*

The verb *tener* doesn't just mean "to have" in the sense of possession: it is also used when we try to convey something that we have to do or need to do, following the structure: ***tener* + *que* + infinitive verb**. In Spanish, we use **tener que** to say that **someone must do something** or **needs to do something**.

This is an example of a modal verb construction where "tener" is conjugated and the other verb is not; it's different from English in that you need the word "que" to complete the meaning.

Examples:

- Yo **tengo que** estudiar. *I have to study.* or *I need to study.*
- Tú **tienes que** trabajar hoy. *You have to work today.* or *You need to work today. (informal, singular)*
- Ella **tiene que** hacer la tarea. *She has to (needs to) to the homework.*
- Nosotros **tenemos que** leer el libro. *We have to (need to) read the book.*
- Ellos **tienen que** llegar temprano. *They have to (need to) arrive early.*

The phrase ***tener* + *que* + *infinitive verb*** is very common and is used on a daily basis by Spanish speakers. You should practice applying ***tener* + *que* + *infinitive verb*** to your daily life. What do you need to or have to do today, tomorrow, or this week?

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

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

Audio

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

Objetivos

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

A. Expresiones con tener

Actividad 3.18.A

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B. Tener + que

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C. Tener + que

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A. Expresiones con tener

Recognize and understand the common expressions with the verb tener

1. El niño ____ a las abejas (bees).
   - tiene hambre
   - tiene sed
   - tiene miedo
   - tiene sueño
2. Nosotros siempre ____ después de la práctica de soccer.
   - tenemos frío
   - tenemos miedo
   - tenemos hambre
   - tenemos vergüenza
3. En general los bebés ____ después de comer.
   - tienen sueño
   - tienen prisa
   - tienen años
   - tienen vergüenza
4. ¡Qué calor, la temperatura es de 88 grados! ¡Yo ____!
   - tengo sed
   - tengo ganas de
   - tenemos prisa
   - tengo frío
5. Usted no lleva suéter y la temperatura es de 45 grados, ¡usted ____!
   - tiene frío
   - tiene sed

- tiene miedo
- tiene calor

6. Nosotros no ____ de hablar español en público.
   - tenemos calor
   - tenemos sed
   - tenemos sueño
   - tenemos vergüenza
7. Para Alma el chocolate es fantástico, ella siempre ____ chocolate.
   - tiene prisa
   - tiene vergüenza
   - tiene ganas de
   - tiene miedo
8. ¡Son las 9:50AM y la clase es a las 10AM, yo ____ por llegar!
   - tengo sed
   - tengo años
   - tengo prisa
   - tengo que

B. Tener + que

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

C. Tener + que

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

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3.19: Ejercicios- Expresiones con tener y tener + que

Objetivos

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

A. Expresiones con tener

Actividad 3.19.A

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B. Tener + que

Actividad 3.19.B

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C. Tener + que

Actividad 3.19.C

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Text only

A. Expresiones con tener

Recognize and understand the common expressions with the verb tener

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

B. Tener + que

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

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

C. Tener + que

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

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3.20: ¿Qué clases tomas?

-AR verbs

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

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

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

YouTube Video

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View this YouTube Video online

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

YouTube Video

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View this YouTube Video online

Ella Baila Sola – "**Cuando los sapos bailen flamenco**"
Ella baila sola (English: She dances alone) is a Spanish musical group formed by Marta Botía Alonso and Marilia Andrés Casares. (Wikipedia page for Ella baila solo).

YouTube Video

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La hora

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

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

YouTube Video

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Shakira – "**Antes de las seis**"

YouTube Video

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

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3.21: Putting It Together- ¿Quiénes son los miembros de una familia?

Click on each link below for a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

La familia

La familia

- El abuelo / La abuela (*grandfather / grandmother*)
- El esposo / La esposa (*husband / wife*)
- El hermano / La hermana (*brother / sister*)
- El hijo / La hija (*son / daughter*)
- La madre, mamá (*mother, mom*)
- El nieto / La nieta (*grandson / granddaughter*)
- El novio / La novia (*boyfriend / girlfriend*)
- El padre, papá (*father, dad*)
- La pareja (*couple*)
- El pariente (*relative*)
- El primo / La prima (*cousin*)
- El sobrino / La sobrina (*nephew / niece*)
- El tío / La tía (*uncle / aunt*)
- La cuñada / el cuñado (*sister-in-law / brother-in-law*)
- Los medio hermanos / el medio hermano/ la media hermana (*half-siblings / half-brother / half-sister*)
- Los hermanastros / el hermanastro / la hermanastra (*stepsiblings / stepbrother / stepsister*)
- El hijastro / La hijastra (*stepson / stepdaughter*)
- La madrastra / El padrastro (*stepmother / stepfather*)
- la suegra / el suegro (*mother-in-law / father-in-law*)

Tipos de familias:

- Familia nuclear o pequeña
- Familia extendida o grande
- Primera, segunda, tercera generación
- La familia política
- La familia moderna
- La familia tradicional

Mascotas

- el conejo (*rabbit, bunny*)
- el cuy (*guinea pig*)
- el gato / la gata (*cat*)
- el pájaro (*bird*)
- el perro / la perra (*dog*)
- el pez (*fish*)
- la tortuga (*turtle*)

Los posesivos

Posesión con ser + de

There are two ways to indicate possession in Spanish. As you may recall, one way is to use the verb *ser* in the following pattern: object(s) + *ser de* + person who has the object(s)

Los adjetivos posesivos

A more common way to express possession, especially when it is clear to whom something belongs, is to use possessive adjectives:

singular possessor	**plural possessor**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online mi *(my)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nuestro *(our)*
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tu *(your)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vuestro *(your)*
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online su *(his, her, your)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online su *(their, your)*

¿Cuánto(s) y quién(es)?

¿Cuánto/cuántos? means “how many” if the noun is countable (meaning you can count up by adding more of the items), and

means “how much” if the noun is uncountable (meaning an indivisible, collective thing).

Quién is the singular version of “who,” and is meant to represent one person. Therefore, the verb is conjugated in the él/ella form as if one person were the subject of the sentence. *Quiénes* is the plural version of “who,” and is meant to represent multiple people. Here you would use the ellos/ellas form of the verb.

Verbos regulares de -er/-ir

-ER VERBS

- aprender (to learn)
- beber (to drink)
- comer (to eat)
- comprender (to understand)
- correr (to run)
- creer (to believe)
- deber (must, should)
- leer (to read)
- vender (to sell)

-IR VERBS

- abrir (to open)
- compartir (to share)
- cumplir (to complete)
- decidir (to decide)
- describir (to describe)
- escribir (to write)
- recibir (to receive)
- vivir (to live)

Adjetivos descriptivos

El aspecto físico (*physical aspect*)

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

La personalidad (*personality*)

- aburrido/a (*boring* [w. ser])
- amable/a (*nice, amiable*)

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

Los países y las nacionalidades

- Argentina, argentina/o
- Bolivia, boliviana/o
- Canadá, canadiense
- Chile, chilena/o
- Colombia, colombiana/o
- Costa Rica, costarricense
- Cuba, cubana/o
- Ecuador, ecuatoriana/o
- El Salvador, salvadoreña/o
- Estados Unidos, estadounidense
- Guatemala, guatemalteca/o
- Honduras, hondureña/o
- México, mexicana/o
- Nicaragua, nicaragüense
- Panamá, panameña/o
- Paraguay, paraguaya/o
- Perú, peruana/o
- República Dominicana, dominicana/o
- Uruguay, uruguaya/o
- Venezuela, venezolana/o
- España, español/ española

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3.22: Putting It Together- ¿Qué clases tomas?

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

El verbo tener

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

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

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

Preguntas con ¿qué? y ¿cuál?

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

Expresiones con tener y tener + que

Tener + noun for physical conditions

- Tener calor = *to be/feel hot* (literally, “to have heat”)
- Tener frío = *to be/feel cold*
- Tener hambre = *to be hungry*
- Tener miedo = *to be afraid*
- Tener prisa = *to be in a hurry*
- Tener sed = *to be thirsty*
- Tener vergüenza = *to be embarrassed*

- Tener ganas de = *to be in the mood for*
- Tener sueño = *to be sleepy*
- Tener suerte = *to have luck, be fortunate*
- tener # años = *to be # years old*

Tener + *que* + infinitive: *to have to*

Numbers up to 100

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

Tener + noun for physical conditions

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

- Tener calor = *to be/feel hot* (literally, “to have heat”)

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

Verbs ending in -ar

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

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

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

Conjugation

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

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

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

Hablar

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:

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

Basic sentence structure: statements

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

Basic sentence structure: yes-no questions

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

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

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

Basic sentence structure: negation

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

- Sí, estudiamos el español.

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

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

Modal verbs

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

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

Telling time

Time is constructed using the following structure:

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

¿Qué hora es?

5:00 →

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

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

Audio

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

Audio

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

Audio

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

Audio

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

Audio

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

Audio

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

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

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

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Es la una. (or

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Es la una en punto.)

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3.23: Cultura en vivo. Ecuador

Ecuador

Map

Interactive Content

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4: CAPÍTULO 4

Learning Objectives

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

4.1: Vocabulario- Los pasatiempos

4.2: Ejercicios- Los pasatiempos

4.3: Lección- La acentuación y las tildes

4.4: Gramática- El verbo ir

4.5: Gramática- Ir + a + infinitivo

4.6: En contexto- Verbos con cambio de raíz (e-ie)

4.7: Gramática- Verbos con cambio de raíz (e-ie)

4.8: En contexto- Verbos con cambio de raíz (e-i)

4.9: Gramática- Verbos con cambio de raíz (e-i)

4.10: En contexto- Verbos con cambio de raíz (o-ue)

4.11: Gramática- Verbos con cambio de raíz (o-ue)

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

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

4.14: Cultura- La universidad

4.15: Ejercicios- La universidad

4.16: Putting It Together- ¿Tienes prisa?

4.17: Cultura en vivo México

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4.1: Vocabulario- Los pasatiempos

Objetivos

- Identify verbs and nouns related to pastimes, sports and other activities

Vocabulario: Los pasatiempos

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Los pasatiempos



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charlar



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jugar un juego de mesa



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access it online.

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dibujar



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jugar a los bolos



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dar una vuelta / dar un paseo / ir de paseo



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jugar videojuegos



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or scan the QR code to access it online.

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navegar el internet



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pasar el tiempo



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salir



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tejer



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tocar el piano



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tocar la guitarra



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trepar árboles

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Los deportes



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el alpinismo



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andar en bicicleta



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View this Audio online

el atletismo



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View this Audio online

el básquetbol



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View this Audio online

el béisbol



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View this Audio online

esquiar (en la nieve)



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access it online.

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esquiar en la tabla



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el fútbol



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el fútbol americano



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el golf



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View this Audio online

levantar pesas



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access it online.

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la natación



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pescar



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el tenis



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el vóleibol

Text only

Los pasatiempos

- charlar (chat)
- jugar un juego de mesa (play a board game)
- dibujar (draw)
- jugar a los bolos (go bowling)
- dar una vuelta / dar un paseo / ir de paseo (go for a walk)
- jugar videojuegos (play videogames)
- navegar el internet (surf the web)
- pasar el tiempo (pass time, hang out)
- salir (go out)
- tejer (knit)
- tocar el piano (play piano)
- tocar la guitarra (play the guitar)
- trepar árboles (climb trees)

Los deportes

- el alpinismo (mountaineering, mountain climbing)
- andar en bicicleta (to go on a bike ride)
- el atletismo (track and field)
- el básquetbol (basketball)
- el béisbol (baseball)
- esquiar (en la nieve) (ski [in the snow])
- esquiar en la tabla (snowboard)
- el fútbol (soccer)
- el fútbol americano (American football)
- el golf (golf)
- levantar pesas (lift weights)
- la natación (swimming)
- pescar (fishing)
- el tenis (tennis)
- el vóleibol (volleyball)

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4.2: Ejercicios- Los pasatiempos

Objetivos

- Identify verbs and nouns related to pastimes, sports and other activities
- Understand spoken statements about pastimes, sports and other activities

A. Los pasatiempos

Actividad $4.2.A$

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B. Los pasatiempos

Actividad $4.2.B$

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C. Los pasatiempos

Actividad $4.2.C$

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D. Los pasatiempos

Actividad 4.2.D

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E. Los pasatiempos

Actividad 4.2.E

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F. Los pasatiempos

Actividad 4.2.F

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G. Los pasatiempos

Actividad 4.2.G

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A. Los pasatiempos

navegar en internet • jugar un juego de mesa • pescar • tejer • jugar videojuegos • dar un paseo • levantar pesas • charlar • andar en bicicleta • tocar el piano • tocamos la guitarra

1. A mi hermano le gusta _____ como Super Mario.
2. A nosotros nos gusta la música, entonces _____.
3. A Elisa le gusta _____ porque es más rápido que caminar.
4. Me gusta _____ porque como pescado fresco.
5. A Juan le gusta _____ en el gimnasio.
6. A Luna le gusta mucho _____ con sus amigas por teléfono.
7. Me encanta la música, entonces me gusta _____.
8. A mi madre y a mí nos gusta _____ en la calle.
9. Quiero saber mucho de los actores. Me gusta _____ para leer sobre ellos.

B. Los pasatiempos

1. Me gusta hacer cosas con las manos.
   - charlar
   - tejer
   - esquiar
   - la natacíon
2. A ella le encanta la nieve.
   - ir de paseo
   - tocar el piano
   - dibujar
   - esquiar
3. ¿Qué prefieres hacer en el gimnasio?
   - dibujar
   - levantar pesas
   - tejer
   - pescar
4. Cuando toda la familia está en casa.
   - hacer alpinismo
   - jugar al béisbol
   - jugar un juego de mesa
   - esquiar
5. Las chicas lo hacen en Starbucks.
   - esquiar
   - charlar
   - jugar al golf
   - jugar al vóleibol
6. Después de cenar, nos gusta...
   - ir de paseo
   - trepar árboles
   - esquiar en tabla
   - jugar a los bolos

C. Los pasatiempos

1. A ellos les gusta ____ en casa.
   - jugar videojuegos
   - trepar árboles
   - dar una vuelta
   - esquiar

2. Mi abuela es una persona mayor. A ella le gusta sentarse en una silla y ____.
   - ir de paseo
   - tejer
   - andar en bicicleta
   - levantar pesas
3. A ustedes les gusta ____ en el mar.
   - nadar
   - dibujar
   - tejer
   - hacer alpinismo
4. Se puede ____ para buscar información.
   - pasar el tiempo
   - navegar en internet
   - levantar pesas
   - tocar la guitarra
5. Juegan al ____ con las manos y no con los pies.
   - golf
   - fútbol
   - fútbol americano
   - pesca
6. El niño de 5 años aprende a ____ con su padre en el parque.
   - andar en bicicleta
   - tocar el piano
   - esquiar
   - tejer

D. Los pasatiempos

1. Después de _____ (fishing), puede comer los pescados.
2. A los niños les gusta _____ (to climb trees) en el jardín.
3. A Juan le gusta _____ (mountaineering) porque a él le gustan las montañas.
4. A mi madre le encanta ver a Venus Williams *[the tennis player]* jugar al _____.
5. A Julia le gusta la música. Ella sabe (knows how) _____ (to play the piano).
6. María es artista. Ella sabe _____ (to draw) bien.
7. A mis amigos y a mí nos gusta _____ (to chat) en un café.

E. Los pasatiempos

1. Tam:

   Audio

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   ¿Qué le gusta hacer a Tam en su tiempo libre?

   - Trepar árboles
   - Dar un paseo
   - Navegar en internet
   - Jugar al tenis
2. Luna:

Audio

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¿Qué hace Luna los viernes?

- Pasar el tiempo
- Andar en bicicleta
- Jugar al fútbol
- Dar un paseo

3. Juan:

Audio

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¿Qué hace Juan en su tiempo libre?

- jugar al fútbol
- jugar al béisbol
- jugar al tenis
- jugar al fútbol americano

4. Elisa:

Audio

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¿Qué hace Elisa en su tiempo libre?

- dibujar
- tejer
- salir
- dar un paseo

5. Antonio:

Audio

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¿Qué hace Antonio cuando no tiene clases?

- jugar al béisbol
- jugar al fútbol
- esquiar
- jugar a los bolos

6. María:

Audio

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¿Qué hace María en su tiempo libre?

- ir de excursión
- tejer
- trepar árboles
- dar un paseo

F. Los pasatiempos

1. Lupe:

Audio

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¿Qué le gusta jugar en su tiempo libre?









2. Roberta:

Audio

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¿Qué hace Roberta en su tiempo libre?









3. Alberto:

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¿Qué le gusta a Alberto?









4. Rosa:

Audio

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¿Qué le gusta hacer a Rosa?









5. Belén:

Audio

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¿Qué le gusta hacer a Belén en su tiempo libre?









6. Daniel:

Audio

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View this Audio online

¿Qué le gusta hacer a Daniel en su tiempo libre?









G. Los pasatiempos

1. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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View this Audio online

En mi tiempo libre me gusta _____ con mis amigos. Vamos a restaurantes, bares, y cafés juntos.

2. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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En mi tiempo libre me gusta _____. Me gustan los deportes.

3. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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View this Audio online

Voy a las montañas con mis amigos cada invierno. Nos gusta _____ en la nieve.

4. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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View this Audio online

A mis amigos y a mí nos gusta _____ en nuestro tiempo libre. Charlamos en un café y también por teléfono.

5. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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Me voy al mar este fin de semana porque me gusta _____.

6. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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Me gusta mucho _____ (volleyball). Juego con un equipo a la universidad. Es muy divertido.

7. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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Me gusta la música. En mi tiempo libre me gusta _____.

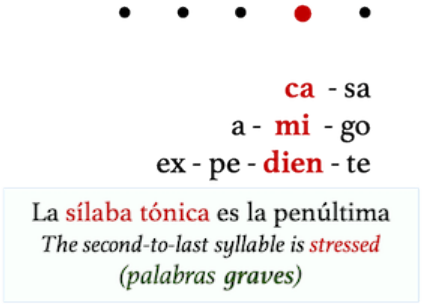
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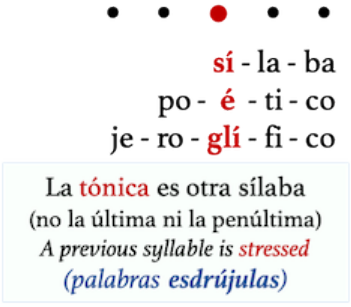
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4.3: Lección- La acentuación y las tildes

Todas las palabras tienen una sílaba que se pronuncia con más intensidad y duración. Esta se llama la **sílaba tónica** o acentuada:	*In every word, one syllable is pronounced with more intensity and for a slightly longer time. This is called the* ***stressed syllable****:*







El español escrito permite predecir cuál es la sílaba tónica con base en la terminación de las palabras y las tildes (o acento gráfico). Así, por ejemplo, mientras en inglés escrito no es posible saber cuál es la sílaba tónica de la palabra *address* fuera de contexto, en español está clara la diferencia entre ***termino*** (*I finish*), **terminó** (*it finished*) y ***término*** (*term*).

*Written Spanish allows the reader to predict which syllable is stressed based on the word endings and the written accents (**tildes**). In this way, for example, while in written English it is not possible to know which syllable is stressed in the word "address" out of context, Spanish makes clear the difference between **termino** (I finish), **terminó** (it finished), and **término** (term).*

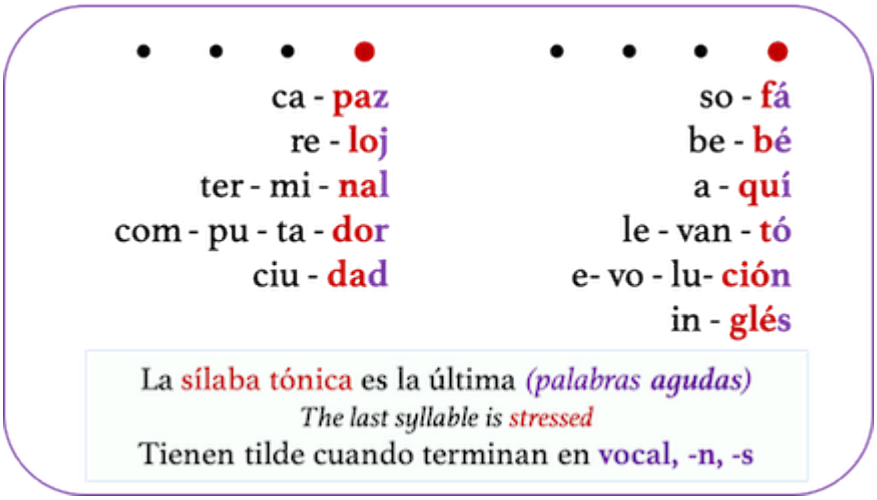
Hay cinco casos en que las palabras se escriben con tilde.

There are five cases in which words have a written accent.

Palabras agudas

UNO:
La tilde indica que una palabra terminada en **vocal, -n, -s** es **aguda** (la **última** sílaba es tónica).

Por lo tanto, si una palabra *no* termina en vocal, -n, -s y *no* tiene tilde, es aguda.



ONE:
*The written accent indicates that a word ending in a **vowel, -n**, or **-s**, is stressed on the **last syllable** (**aguda**). Therefore, if a word ends in a consonant other than -n or -s, and does not have an accent mark, the last syllable si stressed.*

Práctica 4A

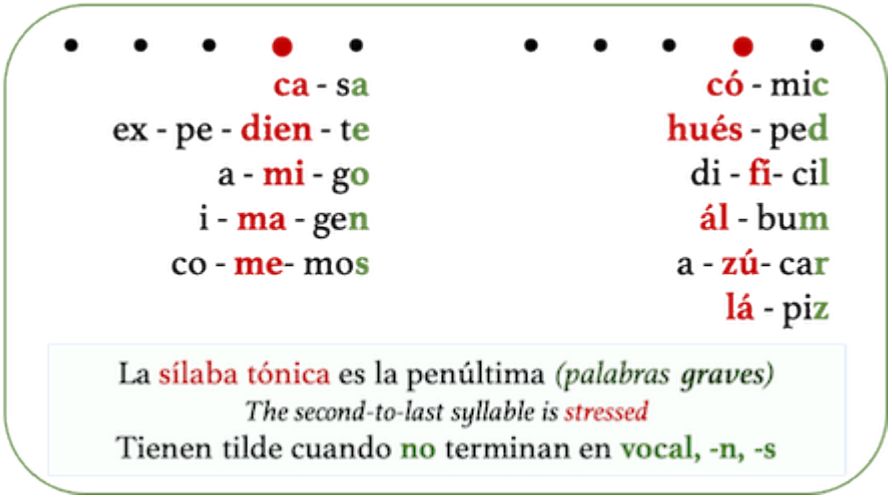
Las siguientes palabras son agudas (la sílaba tónica, la última, está subrayada). Observe la terminación y escriba la tilde si es necesaria:
control - salon - detras - amistad - frances - quizas - catalan - computador - salio - vivi - Uruguay - Panama - Peru - podre - autor - papel

Respuestas available at the end of this section.

Palabras graves

DOS:
La tilde indica que una palabra terminada en **otras consonantes** (no <n> ni <s>) es **grave** (la **penúltima** sílaba es tónica).

Por lo tanto, si una palabra termina en vocal, -n, -s y *no* tiene tilde, es grave (la mayoría de las palabras).



TWO:
*The written accent indicates that a word ending in a **consonant other than -n**, or **-s**, is stressed on the **second-to-last syllable** (**grave**). Therefore, if a word ends in a vowel, -n or -s, and does* not *have an accent mark, the second-to-last syllable si stressed (most words in Spanish).*

Práctica 4B

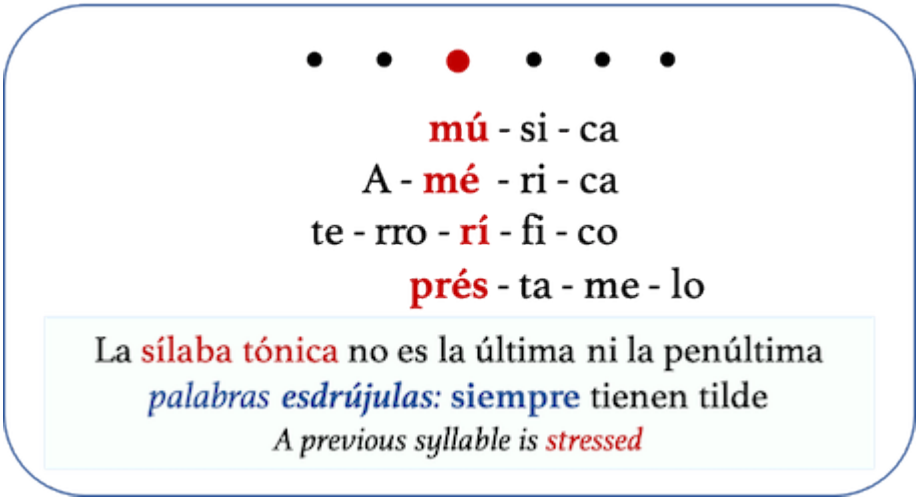
Las siguientes palabras son graves (la sílaba tónica, la penúltima, está subrayada). Observe la terminación y escriba la tilde si es necesaria:
arbol - mesa - clase - autoras - entrada - comienzo - francesa - facil - huesped - carcel - examen - Colombia - referendum - dulce - ahora

Respuestas available at the end of this section.

Palabras esdrújulas

TRES:
La tilde siempre indica si la sílaba tónica no es la última ni la penúltima (**esdrújula, sobresdrújula**).

* Los adverbios formados por adjetivo más ***-mente***, tienen tilde solo cuando el adjetivo original tiene tilde:
claro → ***claramente***
rápido → ***rápidamente*** •
fácil → ***fácilmente***



THREE:
An accent indicates stress on a syllable other than the second-to-last or last (esdrújula, sobresdrújula).

* Adverbs formed by an adjective plus ***-mente***, take an accent mark only when the original adjective has one:
claro → ***claramente***
rápido → ***rápidamente*** •
fácil → ***fácilmente***

Práctica 4C

Escriba en el paréntesis el número la palabra que corresponde a cada razón para tener tilde. [Diccionario] [Ejercicio interactivo]

1. jamás	( ) es esdrújula
2. difícil	(**6**) es grave y no termina en vocal, ene ni ese
3. propósito	( ) es grave y no termina en vocal, ene ni ese
4. exhibición	( ) es aguda y termina en vocal, ene o ese
5. José	( ) es aguda y termina en vocal, ene o ese
6. mártir	( ) es aguda y termina en vocal, ene o ese

Respuestas available at the end of this section.

Hiatos

CUATRO:
Sin importar las reglas anteriores, la tilde indica que hay una vocal cerrada (***i, u***) **tónica** junto a una vocal abierta (***a, e, o***). Así la persona que lee sabe que hay hiato (es decir, no hay ;diptongo):
o-í-do • dú-o • dí-a • pa-ís • e-co-no-mí-a • son-re-ír
Si la vocal cerrada es átona, forma una sola sílaba con la vocal abierta (hay diptongo), y la palabra sigue las reglas 1, 2 y 3:
ai-re • con-fia-ban • dia-rio • bue-no • dieciséis • piénsalo

FOUR:
*Regardless of the previous rules, an accent mark indicates a stressed weak vowel (**i, u**) next to a strong vowel (**a, e, o**). This tells the reader not to pronounce them as a diphthong but as a hiatus:*
re-í-do • ba-úl • que-rí-an • ra-íz • ge-o-gra-fí-a • con-fí-an
An unstressed weak vowel next to a strong vowel is pronounced in one syllable (there's a diphthong) and the word will follow rules 1, 2 and 3:
cai-mán • con-fian-za • cien-cia • lue-go • co-rrió • gra-cias

Práctica 4D

La vocal tónica de las siguientes palabras está subrayada. Escriba la tilde si es necesaria:
gloria - maiz - frio - duo - geografia - democracia - fuimos - luego - reunian - todavia - igual - grua - caida - suave - raiz - pie - sonreimos

Respuestas available at the end of this section.

Acento diacrítico

CINCO:
Sin importar las reglas 1, 2 y 3, la tilde sirve para diferenciar entre algunos pares de palabras que de otra manera se escribirían igual (esto se llama tilde o **acento diacrítico**).

5A. Las palabras de una sola sílaba no se escriben con tilde (***mar, ti, Dios, bien***), excepto las siguientes:

si (condicional) Puedes **si** quieres.	**sí** (afirmación) Claro que **sí** puedo.
el (artículo) Me gusta **el** libro.	**él** (pronombre) A **él** no le gusta.
tu (adjetivo posesivo) Conozco **tu** casa.	**tú** (pronombre) **Tú** conoces mi casa.
mi (adjetivo posesivo) ¿Te gusta **mi** casa?	**mí** (pronombre) A **mí** me gusta tu casa.
se (pronombre) ¿Juan **se** levanta temprano?	**sé** (del verbo saber) No **sé**.
mas (conjunción = pero) Quiere, **mas** no puede.	**más** (adverbio de cantidad) Siempre quiere **más** agua.
de (preposición) La casa **de** Juan es grande.	**dé** (del verbo dar) No **dé** su información.
te (pronombre) Sabes que **te** quiero.	**té** (bebida) Quiero **té**, no café.

5B. Algunas palabras se escriben con tilde solamente cuando implican una interrogación (directa o indirecta) o exclamación. Por ejemplo:

¿**Cómo** estás? No sé **cómo** hacerlo.	Viven **como** animales. Así es **como** se hace.
Se preguntan **qué** hacer. ¡**Qué** hermoso día!	Dice **que** tiene **que** hacer algo.
¿**Dónde** hay un restaurante?	Marqué el libro **donde** me dijeron.
No sé **cuándo** van a salir.	Siempre salen **cuando** terminan.

FIVE:
Regardless of rules 1, 2 and 3, the accent mark indicates the difference between some word pairs which otherwise would be spelled exactly the same (this is called **acento diacrítico***).*

5A**. One-syllable words do not need accent marks (mar, ti, Dios, bien***), except for the following:*

si *(if)* Puedes **si** quieres.	**sí** *(yes)* Claro que **sí** puedo.
el *(the)* Me gusta **el** libro.	**él** *(he)* A **él** no le gusta.
tu *(your)* Conozco **tu** casa.	**tú** *(you, subject pronoun)* **Tú** conoces mi casa.
mi *(my)* ¿Te gusta **mi** casa?	**mí** *(me)* A **mí** me gusta tu casa.
se *(reflexive or impersonal)* ¿Juan **se** levanta temprano?	**sé** *(I know)* No **sé**.
mas *(but)* Quiere, **mas** no puede.	**más** *(more)* Siempre quiere **más** agua.
de *(of, from)* La casa **de** Juan es grande.	**dé** *(give, command)* No **dé** su información.
te *(you, object pronoun)* Sabes que **te** quiero.	**té** *(tea)* Quiero **té**, no café.

5B. Some words take an accent mark only if used as part of direct or indirect questions and in exclamations. For example:

¿**Cómo** estás? *(how)* No sé **cómo** hacerlo.	Viven **como** animales. *(like, as)* Así es **como** se hace *(the way)*
Se preguntan **qué** hacer. *(what)* ¡**Qué** hermoso día!	Dice **que** tiene **que** hacer algo. *(that)*
¿**Dónde** hay un restaurante?	Marqué el libro **donde** me dijeron.
No sé **cuándo** van a salir.	Siempre salen **cuando** terminan.

Práctica 4E

Escoja la palabra que completa correctamente cada oración. [Diccionario] [Ejercicio interactivo]

1. No sé / se todavía sí / si puedo viajar.
2. Siempre té / te pregunto cómo / como estás, pero tú / tu nunca me respondes.
3. Ese es él / el problema con Juan: él / el no piensa en mí / mi ni en mí / mi vida.
4. Me pregunto dónde / donde hay un restaurante dónde / donde pueda comprar buen te / té.
5. ¿Qué / Que tienes qué / que hacer hoy? Necesito tú / tu compañía, sí / si tienes tiempo.
6. Él / El abuelo dice qué / que cuando era niño sé / se divertía más / mas que nosotros ahora.

Traducción al inglés available at the end of this section.

Respuestas available at the end of this section.

Resumen

RESUMEN (1)

1. Las palabras graves (penúltima sílaba tónica) tienen tilde si no terminan en vocal, -n, -s: *cárcel, cráter, huésped, álbum, lápiz*.

2. Las palabras agudas (última sílaba tónica) tienen tilde si terminan en vocal, -n, -s: *sofá, aquí, canción, francés*.

3. Las palabras esdrújulas y sobresdrújulas (la sílaba tónica no es la última ni la penúltima) siempre tienen tilde: *número, báñate, explícamelo*.

Aparte de la reglas anteriores:

4. Una vocal cerrada tónica (i, u) junto a una vocal abierta (a, e, o) siempre tiene tilde (para indicar el hiato): *podía, sonríen, frío, oído, dúo, aún, grúa*.

5A. Los monosílabos no tienen tilde, excepto: *mí, él, sí, sé, más, dé, tú, té* (para diferenciarse de mi, el, si, se, mas, de, tu, te) –mielsisemasdetute–

5B. Las palabras interrogativas y exclamativas tienen tilde: *cómo, cuál, cuándo, cuánto, dónde, qué, quién,* etc. (para diferenciarse de otros usos sin tilde).

SUMMARY (2)

1. Words ending in **–n, -s, or a vowel** normally stress **the next-to-last** syllable. If they don't, an accent mark indicates it: *está, estás, están, médico*

2. Words ending in **any consonant other than –n or -s** normally stress the last syllable. If they don't, an accent mark indicates it: *fácil, lápiz, carácter*

3. An accent mark indicates stress on any syllable **other than the next-to-last or last one**: *número, explícaselo*

Regardless of the previous rules,

4. An accent mark indicates stress on a **weak vowel** (**i, u**) followed or preceded by a strong vowel (**a, e, o**): *mío, grúa, sonríe*

5A. Only **a few one-syllable words** have accents to signal different meanings:

dé *give*	**él** *he/him*	**más** *more*	**mí** *me*	**sé** *I know*	**sí** *yes*	**té** *tea*	**tú** *you*
de *of, from*	**el** *the*	**mas** *but*	**mi** *my*	**se** *pronoun*	**si** *if*	**te** *you*	**tu** *your*

5B. Pronouns such as **cómo, dónde, qué, quién, cuándo, cuál** have accents when used as question and exclamation words, even in indirect questions: ***¿Dónde vives? - ¡Cómo habla! - No sabe qué decir*** (indirect question)

¡A practicar!

PRÁCTICA 4F

Escriba las tildes donde sean necesarias.

La musica “salsa” aparecio como genero musical durante los años 1960, entre la poblacion de origen latinoamericano en Estados Unidos. Como indica su nombre, es una amalgama de ritmos, en especial caribeños. Al comienzo, su centro de produccion y distribucion fue la ciudad de Nueva York, donde se grabaron inicialmente los albumes mas famosos. Tematicamente, se puede clasificar la produccion salsera en dos nucleos, mas no es facil establecer una clara linea divisoria entre ellos. El primero se centra en la vida de los barrios, con un caracter de protesta o elaboracion de asuntos sociales y politicos. El segundo, mas comercial, da preferencia a los temas romanticos. Si preguntas por ahi, todos saben que es la salsa, pero pocos te podran decir cual es su origen. Lo que si es seguro es que la salsa se ha convertido en uno de los simbolos de America Latina.

Salsa music appeared as a musical genre in the 1960s, among the population of Latin American origin in the United States. As its name indicates, it’s an amalgam of rhythms, especially Caribbean. In the beginning, its production and distribution center was New York City, where the most famous albums were recorded initially. Thematically, salsa production can be classified into two cores, yet it is not easy to establish a clear line dividing them. The first one is centered around life in the barrios, with a protest character or elaborating social and political issues. The second one, more commercial, gives preference to romantic themes. If you ask around, everybody knows what salsa is, but few will be to tell you what its origin is. What is certain indeed is that salsa has become one the symbols of Latin America.

Respuestas available at the end of this section.

Práctica interactiva

- aprenderespañol: agudas, graves, esdrújulas - acentuación general - diptongos vs. hiatos - tilde diacrítica - indicar la sílaba tónica
- profedeele: acentos (dos actividades)
- spanishdict (con audio): agudas, graves, esdrújulas - acento diacrítico
- ver-taal (con audio): general (apellidos) - general (lugares) - diptongos (países)
- Yepes: ocho actividades según cada regla

Answers

Práctica 4A

Agudas con tilde (terminan en vocal, ene o ese): salón, detrás, francés, quizás, catalán, salió, viví, Panamá, Perú, podré

Práctica 4B

Graves con tilde (terminan en consonante diferente de ene o ese): árbol, fácil, huésped, cárcel, referéndum

Práctica 4C

3 - 6 - 2 - 1 - 4 - 5

Práctica 4D

Indicando que no hay diptongo (hay hiato): maíz, frío, dúo, geografía, reunían, todavía, grúa, caída, raíz, sonreímos

Práctica 4E

1) I still don't know if I can travel. 2) I always ask you how you're doing, but you never answer me. 3) That's the problem with Juan: He doesn't think of me or my life. 4) I wonder where there might be a restaurant where I can buy good tea. 5) What do you have to do today? I need your company, if you have some time. 6) Our (the) grandfather says that, when he was a child, he would have more fun than we do now.

Práctica 4E

1: sé, si - **2**: te, cómo, tú - **3**: el, él, mí, mi - **4**: dónde, donde, té - **5**: Qué, que, tu, si - **6**: El, que, se, más

PRÁCTICA 4F

La **música** “salsa” **apareció** como **género** musical durante los años 1960, entre la **población** de origen latinoamericano en Estados Unidos. Como indica su nombre, es una amalgama de ritmos, en especial caribeños. Al comienzo, su centro de **producción** y **distribución** fue la ciudad de Nueva York, donde se grabaron inicialmente los **álbumes más** famosos. **Temáticamente**, se puede clasificar la **producción** salsera en dos **núcleos**, mas no es **fácil** establecer una clara **línea** divisoria entre ellos. El primero se centra en la vida de los barrios, con un **carácter** de protesta o **elaboración** de asuntos sociales y **políticos**. El segundo, **más** comercial, da preferencia a los temas **románticos**. Si preguntas por **ahí**, todos saben **qué** es la salsa, pero pocos te **podrán** decir **cuál** es su origen. Lo que **sí** es seguro es que la salsa se ha convertido en uno de los **símbolos** de **América** Latina.

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4.4: Gramática- El verbo ir

Objetivos

- Recognize the correct conjugations of the verb ir

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

ir (*to go*)

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



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

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

- Audio

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

- Audio

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  View this Audio online

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



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

Contracciones

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

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

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

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

- Audio

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

Audio

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

Audio

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

Objetivos

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

A. El verbo ir

Actividad 4.4.A

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View this Interactive Content online

B. El verbo ir

Actividad 4.4.B

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Text only

A. El verbo ir

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

B. El verbo ir

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

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

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4.5: Gramática- Ir + a + infinitivo

Objetivos

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

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



¿Va usted a comer conmigo?

Audio

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

Audio

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

Audio

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

Audio

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

Vocabulario útil para hablar del futuro

Audio

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  View this Audio online

Esta tarde (*this afternoon*)

- Audio

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Esta noche (*tonight*)

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Esta semana (*this week*)

- Audio

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Este año (*this year*)

- Audio

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Mañana (*tomorrow*)

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Pasado mañana (*the day after tomorrow*)

- **Audio**

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La semana que viene (*next week*)

- **Audio**

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El próximo año (*next year*)

Objetivos

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

A. Ir + a + infinitivo

Actividad 4.5.A

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View this Interactive Content online

B. Ir + a + infinitivo

Actividad 4.5.B

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View this Interactive Content online

C. ¿Qué frase habla del futuro?

Actividad 4.5.C

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D. Making Plans or Going Places?

Actividad 4.5.D

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E. Escuchar: Making Plans or Going Places?

Actividad 4.5.E

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Text only

A. Ir + a + infinitivo

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

B. Ir + a + infinitivo

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

C. ¿Qué frase habla del futuro?

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

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

D. Making Plans or Going Places?

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

E. Making Plans or Going Places?

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

Audio

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View this Audio online



   - Future plans
   - Going plans

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

Audio

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View this Audio online



   - Future plans
   - Going plans

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

Audio

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View this Audio online



   - Future plans
   - Going plans

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

Audio

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View this Audio online



   - Future plans

- Going plans

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

Audio

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View this Audio online

- Future plans
- Going plans

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

Audio

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View this Audio online

- Future plans
- Going plans

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

Audio

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View this Audio online

- Future plans
- Going plans

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

Audio

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View this Audio online

- Future plans
- Going plans

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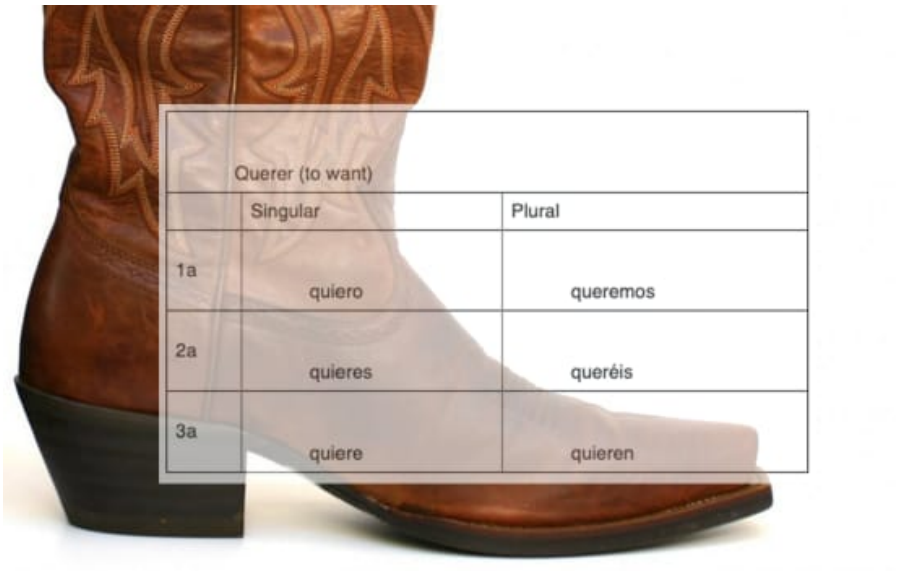
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4.6: En contexto- Verbos con cambio de raíz (e-ie)

Verbos con cambio de raíz (e-ie)

Continuing our journey through the stem-vowel changes, we're going to work on verbs that change from e-ie. This particular stem-vowel change might look familiar, since we just learned one of the verbs: querer. For example, *Ella quiere un helado* (She wants an ice cream). Incidentally, verbs with a stem-vowel change are sometimes called "verbos de bota" because in the conjugation chart, the stem-vowel change fits into a boot shape (all the forms except *nosotros* and *vosotros*).



Objetivos

- Recognize the correct conjugation of e-ie stem-changing verbs

Lee la conversación entre el médico y Enrique de nuevo. Luego, contesta las preguntas de análisis.

Médico:	Hola, Enrique. ¿Cómo estás hoy?
Enrique:	Bien. ¿Y usted?
Médico:	Muy bien, gracias. ¿Cómo puedo ayudarte?
Enrique:	Quiero mejorar mi salud mental. Me siento perezoso todo el tiempo.
Médico:	Ok. ¿Tienes un pasatiempo que te gusta hacer frecuentemente?
Enrique:	Normalmente, me gusta andar en bicicleta. Pero estamos en invierno y no me gusta el frío.
Médico:	Pienso que necesitas un deporte para el invierno. ¿Te gusta la nieve?
Enrique:	No mucho, por eso me gustan los videojuegos durante el invierno.
Médico:	Te entiendo
Enrique:	Tristemente me gusta la comida chatarra como papas fritas y pizza. No me gustan los vegetales.
Médico:	Si quieres sentirte mejor, necesitas comer mejor comida. Te voy a poner en contacto con una nutricionista. ¿Qué piensas?

Enrique:	Ok, muchas gracias.
Médico:	Ok y mientras tanto, necesitas buscar un pasatiempo para hacer ejercicio.
Enrique:	Vale, muchas gracias, señor.

Preguntas de análisis:

Actividad 4.6.A

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Preguntas de análisis:

Write down all the infinitives of the verbs with stem changes e-ie that appear in the conversation.

Which subjects need a stem vowel change in these verbs and which subjects do not need a stem vowel change?

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4.7: Gramática- Verbos con cambio de raíz (e-ie)

Objetivos

- Recognize the correct conjugation of e-ie stem-changing verbs

With this group of verbs, the stem vowel **e** changes to an **ie** in all of the forms except the first and second person plural.

Comenzar (*to start, to begin*)		
	Singular	Plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienzo	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comenzamos
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienzas	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comenzáis
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienza	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienzan

Note that the *nosotros* and *vosotros* forms do not change their 'e' to 'ie', because the stress in those forms falls on the next syllable.

And remember that the stem-changing vowel does not affect the personal ending for the verb, which depends on who the subject

is and whether the verb is in the -AR, -ER, or -IR conjugation group. Here's an example of a familiar -ER verb that has the e-ie stem change:

Audio

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Querer (*to want*)

	Singular	Plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online quiero	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online queremos
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online quieres	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online queréis
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online quiere	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online quieren

Venir

The verb *venir* means “to come”, and it has the same irregularities as *tener* when conjugated in the present tense. But it doesn’t have so many idiomatic uses!

	venir (*to come*)	
	singular	plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo ven**go**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros ven**imos**
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú **vienes**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros ven**ís**

	venir (*to come*)	
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  él **viene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellos **vienen**
	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ella **viene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellas **vienen**
	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  usted **viene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ustedes **vienen**

- Audio
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  Ellos vienen a la universidad todos los días. (*They come to the university every day.*)

Audio

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¿A qué hora vienes a la clase de español? (*At what time do you come to Spanish class?*)

Vocabulario: algunos verbos con cambio de raíz e – ie

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Cerrar (*to close*)

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Comenzar (*to start, to begin*)

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Empezar (*to start, to begin*)

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Entender (*to understand*)

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Pensar (*to think*)

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Preferir (*to prefer*)

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Perder (*to lose*)

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Querer (*to want*)

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Sentir (*to feel*)

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Tener (*to have*) (yo tengo, tú tienes...)

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Venir (*to come*) (yo vengo, tú vienes...)

Práctica

E. Querer y gustar

Actividad 4.7.E

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F. Querer y gustar

Actividad 4.7.F

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4.8: En contexto- Verbos con cambio de raíz (e-i)

Objetivos

- Recognize the correct conjugations of e-i stem-changing verbs



Emilio y Nuño organizan la comida para una conferencia en su trabajo. Lee su conversación y contesta las preguntas de análisis que siguen.

Emilio:	Bueno, por la mañana necesitamos café por lo menos. Y fruta con pan dulce, ¿qué piensas?
Nuño:	El jefe dice que no debemos gastar tanto dinero, entonces yo digo que mejor ahorramos dinero en el desayuno para tener un almuerzo mejor.
Emilio:	De acuerdo. Servimos café no más por la mañana. ¿Cuáles son nuestras opciones para el almuerzo?
Nuño:	O salimos al restaurante El Toro, o todos traemos nuestro almuerzo de la casa.
Emilio:	¡Qué horror! Yo no traigo mi almuerzo a una conferencia. Pero si todos salen a almorzar no vamos a tener tiempo para las sesiones por la tarde. ¿Por qué no pedimos sándwiches del Café Delicias?
Nuño:	¿Pides sándwiches de ese café con frecuencia? ¿Cuánto cuestan? ¿Cómo son?
Emilio:	Salgo a almorzar allí con la familia los domingos. Sirven sándwiches muy buenos, siempre en pan horneado en el café mismo. Creo que los precios son razonables, pero debemos comparar los menús. ¿Cuándo tenemos que decidir?
Nuño:	El jefe quiere un plan completo para el viernes; necesitamos hablar otra vez mañana. ¿Quién va a investigar los menús, tú o yo?
Emilio:	Yo investigo los menús, no te preocupes. ¿A qué hora hablamos mañana?
Nuño:	Yo puedo a las once y media, ¿está bien?
Emilio:	Sí, está bien. Hasta entonces.

Preguntas de análisis:

Actividad 4.8.A

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Preguntas de análisis:

1. Busca las formas de los verbos que siguen: decir, servir, pedir
2. ¿Cuáles formas de estos verbos tienen un cambio en la vocal de su raíz, y cuáles formas no tienen cambio? ¿Cuál verbo tiene una forma con una irregularidad adicional?

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4.9: Gramática- Verbos con cambio de raíz (e-i)

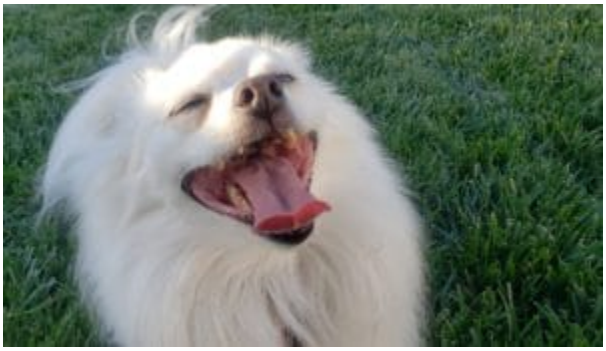
Objetivos

- Recognize the correct conjugations of e-i stem-changing verbs

Here we'll be learning the verbs with stem vowels that change from **e** to **i**. Interestingly, all the verbs in this group are -IR verbs.

Pedir (*to ask for, to request*)		
	Singular	Plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pido**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pedimos**
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pides**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pedís**
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pide**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **piden**

Vocabulario: algunos verbos con cambio de raíz e – i



“El que ríe de último ríe mejor” (The one that laughs last, laughs better.)

- Audio

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Decir (*to say, to tell*) (yo digo, tú dices, él dice, nosotros decimos, vosotros decís, ellos dicen)

- Audio

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Reír (*to laugh*) (yo río, tú ríes, él ríe, nosotros reímos, vosotros reís, ellos ríen)

- Audio

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Repetir (*to repeat*)

Audio

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Seguir (*to follow, to continue*)

Audio

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Servir (*to serve*)

Audio

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Sonreír (*to smile*) (yo sonrío, tú sonríes...)

Objetivos

- Recognize the correct conjugations of e-i stem-changing verbs
- Understand spoken questions using e-i stem-changing verbs

A. Verbos con cambio de raíz (e-i)

Actividad 4.9.A

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B. Verbos con cambio de raíz (e-i)

Actividad $4.9.B$

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A. Verbos con cambio de raíz (e-i)

1. Repetir – Usted ____
   - repetimos
   - repites
   - repite
   - repetís
2. Decir – Ustedes ____
   - decimos
   - decís
   - dices
   - dicen
3. Sonreír – Ellas ____
   - sonríes
   - sonreís
   - sonríen
   - sonreímos
4. Reír – Yo ____
   - ríen
   - ríe
   - reímos
   - río
5. Seguir – Él ____
   - sigue
   - sigo
   - seguís
   - seguimos
6. Pedir – Ellos ____
   - piden
   - pide
   - pides
   - pedimos
7. Servir – Yo ____
   - sirves
   - sirven
   - sirve
   - sirvo

B. Verbos con cambio de raíz (e-i)

1. Decir – Él _____
2. Pedir – Tú _____
3. Reír – Ellos _____
4. Repetir – Yo _____
5. Seguir – Nosotros _____
6. Servir – Ustedes _____
7. Sonreír – Tú _____

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4.10: En contexto- Verbos con cambio de raíz (o-ue)

Objetivos

- Recognize the correct conjugations of o-ue stem-changing verbs

Lee la conversación entre Javier y Silvia de nuevo. Luego, contesta las preguntas de análisis. (*Read the conversation between Javier and Silvia again. Then answer the analysis questions.*)



Vamos a almorzar en un lugar nuevo.

Javier:	Hola mi amor, ¿vas a **almorzar** conmigo?
Silvia:	¿Dónde vas a comer?
Javier:	¿Dónde voy a comer? Voy a almorzar en la cocina como siempre.
Silvia:	Cada día **almuerzo** en la cocina. Vamos a almorzar en un lugar nuevo.
Javier:	¿Dónde? ¿En la sala?
Silvia:	No, los niños **juegan** en la sala. Ellos van a molestarnos (bother us).
Javier:	¿En el dormitorio?
Silvia:	No, el gato **duerme** en el dormitorio. Nosotros vamos a molestarlo (bother him).
Javier:	Solamente queda (is left) el baño. ¿Vas a almorzar encima del inodoro?
Silvia:	Quizás **almuerzo** en el garaje donde **puedo** imaginar que voy a viajar.
Javier:	Vale mi amor, ¡buen viaje!

Preguntas de análisis:

Actividad 4.10.A

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Text only version of questions

1. Finish the conjugation charts for the following verbs:

Verbo	Yo	Tú	Él/ Ella/ Usted	Nosotros	Ellos/Ellas/Ustedes
Almorzar					
Dormir					
Jugar					
Poder					

2. In which subject form is there no stem change?

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4.11: Gramática- Verbos con cambio de raíz (o-ue)

Objetivos

- Recognize the correct conjugations of o-ue stem-changing verbs

Remember that infinitives, the dictionary form of verbs, end in -ar, -er, or -ir in Spanish; the part of the verb that remains when you remove the infinitive ending is called the verb's stem. There are three categories of **stem-changing verbs**, which all follow a similar pattern of changing the last vowel of their stem in the conjugated forms where that vowel is stressed. The verb endings are the same ones that we've learned already, according to whether it's an -ar, -er or -ir verb.

Notice that the stem vowel in the infinitive changes in all three singular forms, as well as the third-person plural, but not in the first- or second-person plural. That is to say that when the verb's subject is *yo, tú, él, ella, usted, ellos, ellas,* or *ustedes,* then the stem vowel will change. But the stem vowel in the *nosotros, nosotras, vosotros* and *vosotras* forms is the same as the infinitive.

We'll start with the verbs that change from **o** to **ue**. Here's an example of an o-ue verb, followed by a list of verbs that are conjugated with this pattern:

Dormir (*to sleep*)		
	Singular	Plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **duermo**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online dormimos
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **duermes**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online dormís

3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  **duerme**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  **duermen**

Verbos con cambio de raíz (*stem-changing verbs*) o – ue

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  Almorzar (*to eat lunch*)

- Audio
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  Costar (*to cost*)

- Audio
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  Devolver (*to return a thing, to give back*)

- Audio

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  View this Audio online



Encontrar (*to find*)

- Audio

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Jugar (*to play*) (u-ue: juego, juegas, juega, jugamos, jugáis, juegan)

- Audio

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  View this Audio online



Poder (*to be able*)

- Audio

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Recordar (*to remember*)

- Audio

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Volver (*to return, to come back*)

Some examples of stem-changing vowels used in complete sentences:

- ¿Puedes hablar español? (*Can you speak Spanish?*)
- Sí, puedo hablar un poco. (*Yes, I can speak a little.*)
- ¿A qué hora vuelven ustedes a casa? (*What time do you -plural- return home?*)
- Volvemos a casa a las cinco y media de la tarde. (*We return home at 5:30 pm.*)

Objetivos

- Recognize the correct conjugations of o-ue stem-changing verbs
- Understand spoken statements using o-ue stem-changing verbs

A. Verbos con cambio de raíz (o-ue)

Actividad 4.11.A

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B. Verbos con cambio de raíz (o-ue)

Actividad 4.11.B

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C. Escuchar: Verbos con cambio de raíz (o-ue)

Actividad 4.11.C

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Text only

A. Verbos con cambio de raíz (o-ue)

1. Jugar – Él ____
    - jugamos
    - jugáis
    - juega
    - juegas
2. Dormir – Ellos ____
    - duerme
    - dormís
    - duermen
    - dormimos
3. Devolver – Yo ____
    - devuelven
    - devolvemos
    - devolvéis
    - devuelvo
4. Recordar – Tú ____
    - recuerdas
    - recuerdo
    - recordáis
    - recordamos
5. Volver – Él ____
    - volvemos
    - vuelvo
    - volvéis
    - vuelve
6. Encontrar – Yo ____
    - encuentra
    - encontráis
    - encuentro
    - encontramos
7. Costar – Ésto ____
    - cuestas
    - cuesto
    - costamos
    - cuesta
8. Poder – Nosotros ____
    - podemos
    - pueden
    - puede
    - puedo

B. Verbos con cambio de raíz (o-ue)

1. Lorena y Margarita _____ (encontrar) el perro perdido (lost).
2. Las muchachas _____ (poder) cantar muy bien.
3. Yo _____ (volver) muy tarde (*late*) a casa los lunes.
4. Nosotros _____ (jugar) videojuegos todos los días.
5. Normalmente yo _____ (almorzar) al mediodía en un restaurante barato. (*cheap*)
6. Tú _____ hablar muchos idiomas.
7. Kira _____ (volver) a su casa muy tarde.
8. Ellos _____ (recordar) un evento importante.

C. Verbos con cambio de raíz (o-ue)

1. What is the infinitive of the verb that you hear?

Audio

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- costar
- dormir
- devolver
- poder

2. What is the infinitive of the verb that you hear?

Audio

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- volver
- jugar
- almorzar
- devolver

3. What is the infinitive of the verb that you hear?

Audio

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- devolver

- encontrar
- almorzar
- recordar

4. What is the infinitive of the verb that you hear?

Audio

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- poder
- devolver
- recordar
- dormir

5. What is the infinitive of the verb that you hear?

Audio

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- devolver
- volver
- dormir
- poder

6. What is the infinitive of the verb that you hear?

Audio

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- recordar
- almorzar
- devolver
- poder

7. What is the infinitive of the verb that you hear?

Audio

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- encontrar
- volver
- costar
- recordar

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

Objetivos

- Recognize the correct conjugations of verbs that have irregularities in the yo form



Emilio y Nuño organizan la comida para una conferencia en su trabajo. Vuelve a leer su conversación y contesta las preguntas de análisis que siguen.

Emilio:	Bueno, por la mañana necesitamos café por lo menos. Y fruta con pan dulce, ¿qué piensas?
Nuño:	El jefe dice que no debemos gastar tanto dinero, entonces yo digo que mejor ahorramos dinero en el desayuno para tener un almuerzo mejor.
Emilio:	De acuerdo. Servimos café no más por la mañana. ¿Cuáles son nuestras opciones para el almuerzo?
Nuño:	O salimos al restaurante El Toro, o todos traemos nuestro almuerzo de la casa.
Emilio:	¡Qué horror! Yo no traigo mi almuerzo a una conferencia. Pero si todos salen a almorzar no vamos a tener tiempo para las sesiones por la tarde. ¿Por qué no pedimos sándwiches del Café Delicias?
Nuño:	¿Pides sándwiches de ese café con frecuencia? ¿Cuánto cuestan? ¿Cómo son?
Emilio:	Salgo a almorzar allí con la familia los domingos. Sirven sándwiches muy buenos, siempre en pan horneado en el café mismo. Creo que los precios son razonables, pero debemos comparar los menús. ¿Cuándo tenemos que decidir?
Nuño:	El jefe quiere un plan completo para el viernes; necesitamos hablar otra vez mañana. ¿Quién va a investigar los menús, tú o yo?
Emilio:	Yo investigo los menús, no te preocupes. ¿A qué hora hablamos mañana?
Nuño:	Yo puedo a las once y media, ¿está bien?
Emilio:	Sí, está bien. Hasta entonces.

Preguntas de análisis:

Actividad 4.12.A

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Text only version of questions

Preguntas de análisis:

1. Busca las formas de los verbos que siguen: decir, traer, salir
2. ¿Cuáles formas de estos verbos tienen una irregularidad? ¿Cuál consonante aparece en esas formas irregulares?

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

Objetivos

- Recognize the correct conjugations of verbs that have irregularities in the yo form

You have learned so far that there are some regular verbs that simply add the ending to suit their subject, other verbs with changes in the stem vowel, and other totally irregular verbs. In addition to these conjugations, there is a group of verbs that may be regular, irregular, stem changers *and* have an irregularity in their *yo* (first person singular) form.

Vamos a ver cuáles son esos verbos...

Tener (*to have*) ‘Yo’ and stem changer	**Hacer** (*to make/to do*) Regular other than ‘yo’	**Salir** (*to leave, to go out*) Regular other than ‘yo’	**Traer** (*to bring*) Regular other than ‘yo’	**Venir** (*to come*) ‘Yo’ and stem changer	**Valer** (*to be worth*) Regular other than ‘yo’	**Poner** (*to put*) Regular other than ‘yo’	**Seguir** (*to follow*) ‘Yo’ and stem changer	**Decir** (*to say, to tell*) ‘Yo’ and stem changer
tengo	hago	salgo	traigo	vengo	valgo	pongo	sigo	digo
tienes	haces	sales	traes	vienes	vales	pones	sigues	dices
tiene	hace	sale	trae	viene	vale	pone	sigue	dice
tenemos	hacemos	salimos	traemos	venimos	valemos	ponemos	seguimos	decimos
tenéis	hacéis	salís	traéis	venís	valéis	ponéis	seguís	decís
tienen	hacen	salen	traen	vienen	valen	ponen	siguen	dicen

Oír (*to hear*) Irregular, has “y” in some forms because of three vowels together: “i” in the middle becomes a “y” sound, and an accent mark is needed at other times to separate the weak and strong vowels.	**Ver** (*to see*) Regular other than ‘yo’, but note that accent mark is not needed for vosotros form, since it is one syllable.	**Dar** (*to give*) Regular other than ‘yo’, but note that accent mark is not needed for vosotros form, since it is one syllable.
oigo	veo	doy
oyes	ves	das
oye	ve	da
oímos	vemos	damos
oís	veis	dais
oyen	ven	dan

Objetivos

- Recognize the correct conjugations of verbs that have irregularities in the yo form
- Understand spoken sentences using irregular verbs

A. Verbos irregulares en la forma de “yo”

Actividad 4.13.A

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B. Verbos irregulares en la forma de “yo”

Actividad 4.13.B

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C. Escuchar: Verbos irregulares en la forma de “yo”

Actividad 4.13.C

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A. Verbos irregulares en la forma de “yo”

1. Yo voy a una fiesta. Yo _____ un postre y vino.
   - traemos
   - traigo
   - traes
   - trae
2. Yo tengo mucho que hacer hoy. Primero, _____ mis deberes.
   - hago

    - hace
    - hacemos
    - haces
3. Yo ____ las manos encima de la mesa.
    - pongo
    - pone
    - ponéis
    - pones
4. Yo me tengo que ir. Yo ____ del restaurante para caminar a mi casa.
    - sale
    - salimos
    - salgo
    - sales
5. Yo uso lentes porque yo no ____ muy bien.
    - ve
    - ves
    - vemos
    - veo
6. Yo soy maestra y ____ buenas notas a todos mis estudiantes.
    - doy
    - da
    - dais
    - das
7. Yo ____ mis deberes en la cafetería.
    - pongo
    - hago
    - traigo
    - veo
8. Yo ____ la mochila en la silla a lado de mí.
    - veo
    - hago
    - salgo
    - pongo
9. Es viernes y yo ____ con mis amigos.
    - traigo
    - hago
    - pongo
    - salgo
10. Yo ____ a mis perros al parque cada sábado.
    - salgo
    - pongo
    - hago
    - traigo
11. Hoy hace sol pero yo ____ algunas nubes en el cielo.
    - veo
    - pongo
    - doy
    - hago
12. Yo ____ la basura afuera.
    - salgo
    - hago
    - traigo
    - doy

B. Verbos irregulares en la forma de “yo”

1. Yo _____ (hacer) los deberes de la clase de Inglés.
2. Después de tres días de lluvia, yo _____ (ver) el sol.

3. Yo _____ (poner) los anillos encima de la mesa.
4. Yo _____ (salir) de la casa para dar un paseo.
5. Yo voy a la casa de una amiga, así que _____ (traer) una botella de vino.
6. A mis niños les encanta el helado (*ice cream*). Yo les _____ (dar) un poco después de la escuela.
7. Es la una de la madrugada y yo no _____ (ver) ningún taxi.
8. Yo _____ (poner) los pies encima de la silla.

C. Verbos irregulares en la forma de "yo"

1. What is the infinitive of the verb you heard here?
    - traer
    - hacer
    - ver
    - dar
2. What is the infinitive of the verb you heard here?
    - hacer
    - decir
    - ver
    - dar
3. What is the infinitive of the verb you heard here?
    - ver
    - oír
    - salir
    - seguir
4. What is the infinitive of the verb you heard here?
    - traer
    - dar
    - hacer
    - ver
5. What is the infinitive of the verb you heard here?
    - valer
    - venir
    - ver

- decir

6. What is the infinitive of the verb you heard here?
   - seguir
   - hacer
   - ver
   - oír
7. What is the infinitive of the verb you heard here?
   - hacer
   - traer
   - dar
   - poner

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4.14: Cultura- La universidad

Cultura: Las universidades en el extranjero; los estudios en países de habla hispana.



¿Qué hay en la Biblioteca Central de la UNAM?

La Universidad Nacional Autónoma de México (UNAM) es la universidad principal de México. En la Ciudad Universitaria (en Coyoacán, México D.F.), los estudiantes practican el fútbol en el Estadio Olímpico, bailan y cantan en el Centro Cultural Universitario, estudian en la Biblioteca Central y caminan en los jardines. La UNAM tiene 41 programas de posgrado (graduate-level) y 127 carreras o especializaciones de licenciatura (*undergraduate-level*). Incluso hay 3 programas de bachillerato (*high-school level*). ¡Es muy grande!



¿Qué estudian en esta facultad de la Universidad Complutense de Madrid?

La Universidad Complutense de Madrid en España es otra universidad grande. Los profesores investigan muchas ciencias diferentes y enseñan a estudiantes de licenciatura y posgrado en 26 facultades. En la Facultad de Filología hay 7 departamentos de lenguas y literatura, por ejemplo el Departamento de Estudios Ingleses y el Departamento de Lengua Española y Teoría de la Literatura.

Pero no necesitas estudiar en una universidad. Hay muchos institutos de español para estudiantes extranjeros en España y en toda Latinoamérica. Es posible estudiar español con crédito académico o sin crédito y es posible tomar cursos en otoño, primavera, verano—¡o por un año entero!

Es muy buena idea viajar a donde las personas practican la cultura y usan la lengua todo el tiempo, no solamente en la clase.

En Madrid, por ejemplo, si estudias arte, visitas el Museo del Prado. O si estudias literatura, visitas la casa-museo de Miguel de Cervantes.

Audio

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Paso 1: Ejercicios de interpretación

Decide if each sentence is **falso** (*false*) or **cierto** (*true*).

1. Cierto o Falso El bachillerato en México es igual al 'bachelors degree' en EEUU.
2. Cierto o Falso En la ciudad universitaria de la UNAM, en Coyoacán, los estudiantes practican futbol en el estadio olímpico.
3. Cierto o Falso La Facultad de Filología en la Complutense es para estudiar las ciencias.
4. Cierto o Falso La UNAM tiene 41 programas de posgrado y 127 carreras o especializaciones de licenciatura o pregrado.
5. Cierto o Falso Los estudiantes extranjeros en España solamente toman clases por crédito académico.
6. Cierto o Falso Los cursos en España solo son posibles en verano.

Paso 2: Actividades de interacción

A. Facultades

With a classmate, review the vocabulary related to the academic disciplines and match each specialization with its department.

Facultad de Bellas Artes	la biología
Facultad de Ciencias Físicas y Matemáticas	la economía
Facultad de Ciencias Sociales y Psicología	la educación de adolescentes
Facultad de Filología	la enfermería
Facultad de Medicina	la bioquímica
Facultad de Pedagogía y Educación	el arte digital
	la música
	la lengua española
	las ciencias políticas
	la literatura inglesa

B. ¿Cuándo viajan?

Look at the academic calendars for these programs in the table below and answer the questions.

¡OJO! Dates in Spanish come with the day first: DD/MM.

Calendarios	**AIP Instituto de Idiomas (Valencia, España)**	**ECELA Escuela de Lenguas (Mendoza, Argentina)**	**Academia Latinoamericana de Español (Quito, Ecuador)**
Invierno	No hay	30/12 – 19/01	No hay
Primavera	09/01 – 11/05	20/01 – 04/05	07/01 – 06/05
Verano	01/07 – 26/07	23/06 – 03/08	No hay

Otoño	30/08 – 21/12	11/08 – 30/11	20/08 – 17/12

Modelo: Luis viaja a Valencia, España en la primavera. ¿En qué fechas estudia?

–Luis estudia del nueve de enero al once de mayo.

1. Juan viaja a Mendoza, Argentina, en la primavera. ¿En qué fechas estudia?
2. Graciela viaja a Quito, Ecuador en el otoño. ¿En qué fechas estudia?
3. Mario viaja a Valencia, España, en el verano. ¿En qué fechas estudia?
4. Maite viaja a Mendoza, Argentina, en el invierno. ¿En qué fechas estudia?
5. ¿Y tú? ¿En qué fechas/estación deseas estudiar y en qué país? ¿Qué clases tomas?

Paso 3: Actividades de creación y comparación

A. ¿Qué clases tomas? Tu horario

You are abroad in Spain and need to decide your schedule for your semester. Look at the information below and create your schedule.

Select your classes for the semester. You must have one language class and two culture or special topics courses.

Clases de lengua (6 créditos): seleccionar *un curso*

1. Gramatica y Escritura → En la mañana (lunes + martes + miércoles + jueves + viernes, 09:00-11:00)
2. Conversacion y Lectura → Al mediodía (lunes + martes + miércoles + jueves +viernes, 12:00-14:00)
3. Lectura y Composición → En la tarde (lunes + martes + miércoles + jueves +viernes, 16:00-18:00)

Clases de cultura especializada (3 créditos cada una): seleccionar *dos cursos*

- El arte moderno de España (en inglés, martes + jueves, 09:00-11:00)
- La historia de España (en inglés, lunes + miércoles, 12:00-14:00)
- La música de España (en español, lunes + miércoles, 12:00-14:00)
- La política de España (en inglés, martes + jueves, 12:00-14:00)
- Economía de la Unión Europea (en inglés, martes + jueves, 12:00-14:00)
- El cine en español (en inglés, lunes + miércoles, 16:00-18:00)
- La geografía y cultura de España (en español, lunes + miércoles, 16:00-18:00)
- La literatura de Miguel de Cervantes (en inglés, martes + jueves, 16:00-18:00)

Hora	Lunes	Martes	Miércoles	Jueves	Viernes
09:00-11:00					
12:00-14:00					
16:00-18:00					

When you finish your schedule, compare it with a group of classmates (3-4 people):

1. ¿A qué hora es la clase de Lengua Española de cada persona? ¿Tienen la clase a una hora igual o diferente?
2. ¿Qué días y a qué hora son las clases de cultura? ¿Son iguales o diferentes?
3. ¿Cuáles clases de cultura en la lista arriba (*in the above list*) son populares? ¿Cuáles no son populares?
4. ¿Cuáles horas de clase no son populares?

Now in your current university:

1. ¿Cuáles clases son populares en tu universidad? ¿Cuáles no son populares?
2. ¿Cuáles horas de clase no son populares en tu universidad y cuáles horas de clase son populares?

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4.15: Ejercicios- La universidad

Objetivos

- Recognize the vocabulary of locations and courses at the university

A. Lugares de la universidad

Actividad 4.15.A

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B. Vocabulario de la Universidad

Actividad 4.15.B

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C. ¿Dónde está el objeto?

Actividad 4.15.C

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D. Vocabulario de la Universidad

Actividad 4.15.D

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Text Only

A. Lugares de la universidad

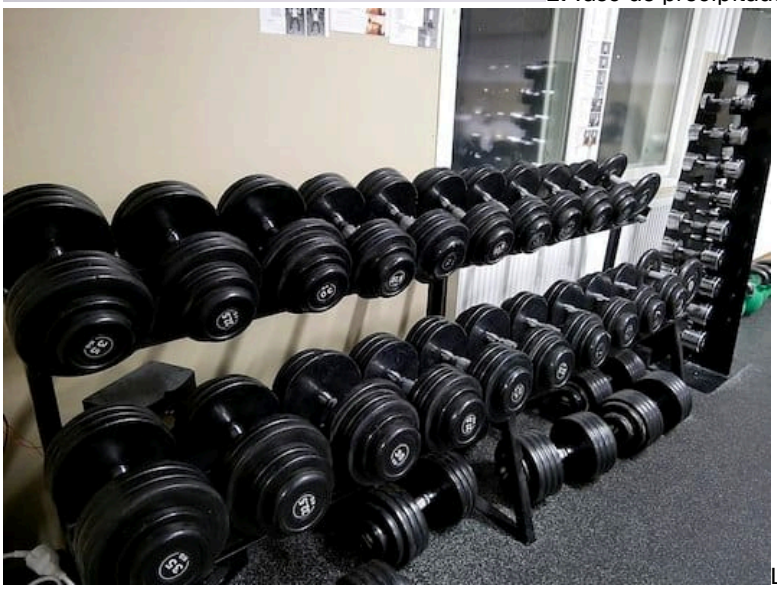
Donde haces ejercicios (where you do exercises/get exercise)	El laboratorio
Donde haces tarea	El auditorio
Clase de biología	La biblioteca
Donde pasas tiempo con amigos (where you spend time with friends)	La residencia estudiantil
Donde comes (where you eat)	La cafetería
Donde duermes (where you sleep)	El estadio
Partido de fútbol	El gimnasio
Donde miras un concierto	El centro estudiantil

B. Vocabulario de la Universidad

1. Duermo en (*I sleep in*) ____.
   - la residencia estudiantil
   - el gimnasio
   - el estadio
   - el centro estudiantil
2. Miramos (*we watch*) un concierto en ____.
   - la residencia estudiantil
   - el auditorio
   - la biblioteca
   - la cafetería
3. Tomo (*I take*) una clase de biología en ____.
   - el centro estudiantil
   - la biblioteca
   - el gimnasio
   - el laboratorio
4. Comemos en (we eat in) ____.
   - la cafetería
   - el laboratorio
   - el auditorio
   - la biblioteca
5. Tú compras (*buy*) los libros para tus clases en ____.
   - el centro estudiantil
   - la biblioteca
   - el estadio
   - la librería

C. ¿Dónde está el objeto?

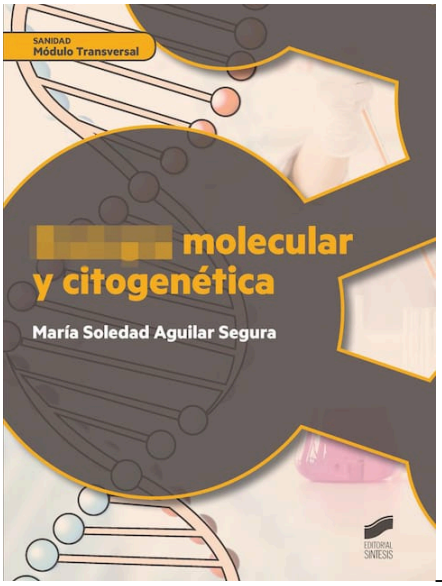
1. 

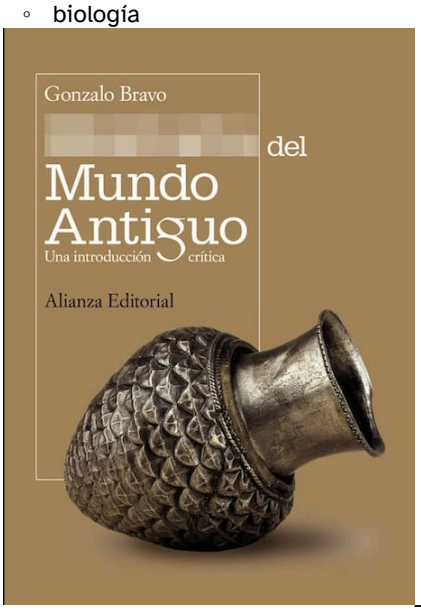
El vaso de precipitado está en _____.
2. 
Las pesas están en _____.

3.  Los libros antiguos están en _____.
4.  Una cama está en _____.
5.  La comida está en _____.

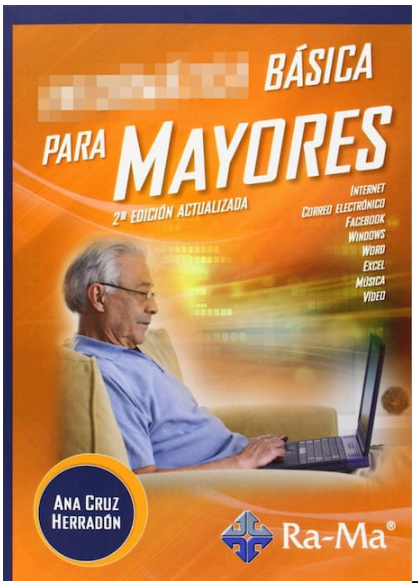
6.  El escenario está en _____.
7.  El fútbol de mesa está en _____.
8.  Compro (*I buy*) un libro en _____.

D. Vocabulario de la Universidad

1. 

_____ molecular y citogenética
   - informática
   - psicología
   - negocios
   - biología
2. 

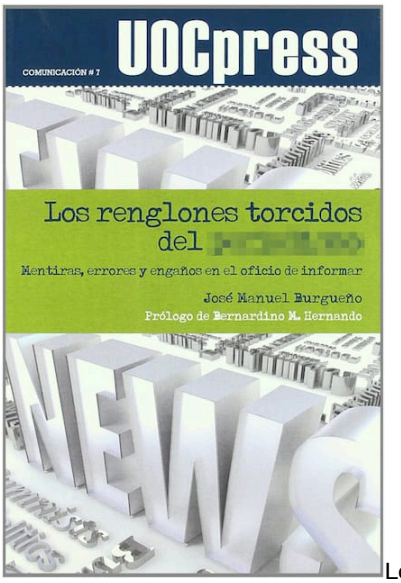
_____ del Mundo Antiguo: Una introducción crítica.
   - enfermería
   - historia
   - química
   - matemáticas

3. 

_____ básica para mayores: Internet, correo electrónico, Facebook, Windows, Word, Excel, etc.
   - finanzas
   - ciencias políticas
   - informática
   - criminología

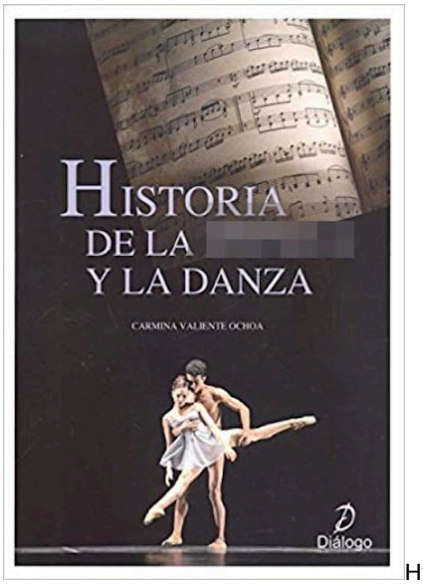
4. 

_____ para mentes inquietas
   - filosofía
   - ingeniería
   - comunicación
   - sociología

5. 

Los renglones torcidos del ____: Mentiras, errores y engaños en el oficio de informar
   - mercadotecnia
   - educación
   - inglés
   - periodismo
6. 

Instrumentación quirúrgica en ____: Técnicas y procedimientos
   - enfermería
   - comunicación
   - las lenguas
   - informática

7. 

Historia de la _____ y la danza
    - enfermería
    - música
    - matemáticas
    - educación primaria
8. 

_____: Juegos e Iniciación Deportiva de 6 a 12 Años
    - economía
    - las profesiones médicas y de salud
    - educación física
    - literatura

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4.16: Putting It Together- ¿Tienes prisa?

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

Vocabulario: La universidad

Lugares de la universidad (Places at the University)

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

Vocabulario de la universidad (Vocabulary of University)

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

Los cursos en la universidad (Courses at the University)

- El arte (Art)
- Las artes escénicas (Performing Arts)
- La biología (Biology)
- Las ciencias políticas (Political science)
- Las ciencias sociales (Social Sciences)
- La comunicación (Communications)
- La criminología (Criminal justice)
- La economía (Economics)
- La educación (Education)
- La educación física (Physical Education)
- La educación primaria (Elementary education)
- La enfermería (Nursing)
- La filosofía (Philosophy)
- Las finanzas (Finance)
- La historia (History)
- La historia de la música (Music History)
- La informática (Computer science)
- La ingeniería (Engineering)
- El inglés (English)
- Las lenguas (Languages)

- La literatura (Literature)
- El márketing, la mercadotecnia (Marketing)
- Las matemáticas (Mathematics)
- La música (Music)
- Los negocios (Business)
- Las profesiones médicas y de salud (Medical and health professions)
- La psicología (Psychology)
- La química (Chemistry)
- La religión comparada (Religion)
- La sociología (Sociology)

El verbo tener

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

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

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

Preguntas con ¿qué? y ¿cuál?

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

Expresiones con tener y tener + que

Tener + noun for physical conditions

- Tener calor = *to be/feel hot* (literally, “to have heat”)
- Tener frío = *to be/feel cold*
- Tener hambre = *to be hungry*
- Tener miedo = *to be afraid*
- Tener prisa = *to be in a hurry*
- Tener sed = *to be thirsty*
- Tener vergüenza = *to be embarrassed*

- Tener ganas de = *to be in the mood for*
- Tener sueño = *to be sleepy*
- Tener suerte = *to have luck, be fortunate*
- tener # años = *to be # years old*

Tener + *que* + infinitive: *to have to*

El verbo ir

ir (*to go*)

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

Contracciones

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

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4.17: Cultura en vivo México

México

Mapa

Query

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Query

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5: CAPÍTULO 5

Learning Objectives

- Use vocabulary related to travel
- Use vocabulary related to weather
- Use numbers 101- 1 million
- Use possessive adjectives
- Use stem-changing verbs (verbos zapatos) in the present indicative
- Use reflexive verbs
- Read about la familia
- Read about health and medicine in the Hispanic World
- Read about the public health system in Colombia

5.1: Capítulo 5

5.2: Vocabulario- Viajar

5.3: Vocabulario- El tiempo / El clima

5.4: Vocabulario- Adjetivos de emoción y condición

5.5: Ejercicios- Adjetivos de emoción y condición

5.6: En contexto- Estar + emociones

5.7: Gramática- Estar + emociones

5.8: Ejercicios- Estar + emociones

5.9: Ejercicios- Adjetivos de emoción y condición

5.10: En contexto- El presente progresivo

5.11: Gramática- El presente progresivo

5.12: Ejercicios- El presente progresivo

5.13: En contexto- Ser y Estar I

5.14: Gramática- Ser y estar

5.15: Ejercicios- Ser y Estar I

5.16: En contexto- Todos los pronombres de objeto directo

5.17: Los objetos directos y los pronombres de los objetos directos

5.18: Ejercicios- Todos los pronombres de objeto directo

5.19: Putting It Together- ¿Qué haces todos los días?

5.20: Putting It Together- Mente sana en cuerpo sano

5.21: Cultura en vivo. Argentina

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5.1: Capítulo 5

Learning Objectives

- Use vocabulary related to family
- Use vocabulary related to health and the human body
- Use numbers 101- 1 million
- Use possessive adjectives
- Use stem-changing verbs (verbos zapatos) in the present indicative
- Use reflexive verbs
- Read about la familia
- Read about health and medicine in the Hispanic World
- Read about the public health system in Colombia

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5.2: Vocabulario- Viajar

Objetivos

Recognize vocabulary related to travel

Por avión



El avión



El helicóptero



El aeropuerto



Salidas


Llegadas


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



El pasaje / El boleto (*ticket*)



El pasaporte



La tarjeta de embarcación


Hora de embarcación (*boarding time*)


Un asiento de ventana



Un asiento de pasillo



Facturar el equipaje (*to check luggage*)



Recoger el equipaje (*to pick up luggage*)



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

*el inspector/la inspectora de aduanas



El asistente de vuelo/ la asistente de vuelo



El pasajero/ la pasajera



Los auriculares/ los audífonos



La salida de emergencia



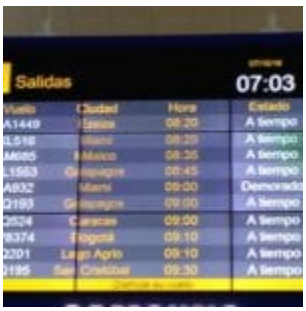
La escala (*layover*)



La puerta



El vuelo (*Flight*)



A tiempo (*on time*)



Retrasado (*delayed*)

En la estación de autobuses (...del metro, ...de tren)

Por tren o autobús


El tren


El ferrocarril (*railway*)



El metro/ el subterráneo



El autobús



El transbordo (*transfer*)



La estación



El anuncio público



La parada de metro/ La parada de autobús



Subir al tren



Bajarse del tren



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



El coche-comedor



El coche-cama



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



Esperar el autobús



El conductor

[reveal-answer q="879011"]Text only[/reveal-answer]
[hidden-answer a="879011"]

Más vocabulario: El hotel

- El hotel (*the hotel)*
- La reservación (*the reservation*)
- la habitación individual *(single room)*
- la habitación doble *(double room)*
- la huésped/el huésped (*the guest*)
- la playa (the beach)*
- la planta baja *(the ground floor)*
- el piso (*the floor)*
- primer/primero/primera (first) - el primer piso/el piso primero (the first floor)
- segundo/segunda (*second)*
- tercer/tercero/tercera - el tercer piso/el piso tercero (*the third floor)*
- cuarto/a *(fourth)*
- quinto/a *(fifth)*
- sexto/a (*sixth)*
- séptimo/a *(seventh)*
- octavo/a *(eighth)*
- noveno/a *(ninth)*
- décimo/a *(tenth)*



Actividades

- abordar (el avión) - *to board (an airplane)**
- confirmar la reservación - *to confirm a reservation*
- hacer (wind)surf - *to (wind)surf **
- hacer un viaje - *to take a trip **
- montar a caballo - *to ride a horse **
- ir de compras - *to go shopping **
- ir de vacaciones - *to go on vacation **
- jugar a las cartas - *to play cards **
- tomar fotos / sacar fotos - *to take photographs* (note: foto is femenine & singluar: *la foto*)

Por avión

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

- El vuelo (*flight*)
- A tiempo (*on time*)
- Retrasado (*delayed*)

En la estación de autobuses (...del metro, ...de tren)

Por tren o autobús

- El tren (*train*)
- El ferrocarril (*railway*)
- El metro/subterráneo (*subway*)
- El autobús (*bus*)
- El transbordo (*transfer*)
- La estación (*station*)
- El anuncio público (*public announcement*)
- La parada de metro/autobús (*subway/bus stop*)
- Subir al tren (*to get on the train*)
- Bajarse del tren (*to get off the train*)
- Caber en el vagón del metro (*to fit into the subway car*)
- El coche-comedor (*dining car*)
- El coche-cama (*sleeping car, e.g. for overnight trains*)
- Perder el tren/autobús (*to miss the train/bus*)
- Esperar el autobús (*to wait for the bus*)
- El conductor (*conductor/driver*)
- Ir en auto (automóvil) - *to go by car* *
- Ir en autobó - *to go by bus* *
- Ir en barco - *to go by boat* *
- Ir en moto (motocicleta) - *to go by motorcycle* *

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5.3: Vocabulario- El tiempo / El clima

Objetivos

- Recognize the vocabulary of weather

Vocabulario: El tiempo (el clima) y las estaciones

Weather expressions in Spanish are different from those in English, particularly in the way they are constructed.

A:

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¿Qué tiempo hace hoy? (*What is the weather like today?*)
B: Hoy hace frío y hace viento. (*Today it is cold and windy.*)

Most weather expressions in Spanish are built with ***hace***, such as:



Hace mucho calor.

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Hace fresco.

to access it online.



Hace frío.

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Hace sol.

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Hace buen tiempo.

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Hace mal tiempo.

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Hace viento.

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There are some weather expressions that are different and are not built with ***hace***, such as:



Hay niebla.

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Nieva / está nevando.



Está despejado.



Está nublado. This QR code to interactive access it online.



Está húmedo. This QR code to interactive access it online.



Está soleado This QR code to interactive access it online.



Hay relámpagos. (There's lightning)



Truenos. (It's thundering)

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Llovizna.

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Llueve mucho / está lloviendo.

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Las estaciones del año (*The seasons of the year*)

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El verano

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El otoño

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El invierno

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La primavera

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Text only

Más vocabulario:

- El clima (the weather)*
- El tiempo (the weather)*
  - **don't confuse with *tiempo* with time in this context.** Instead use *la hora:* ¿Qué hora es? (What time is it?)

Most weather expressions in Spanish are built with *hace:*

- ¿Qué tiempo hace hoy?*
- Hace mucho calor. (It's hot)
- Hace fresco. (It's cool)
- Hace frío. (It's cold)
- Hace sol. (It's sunny)
- Hace buen tiempo. (The weather is good)
- Hace mal tiempo. (The weather is bad)
- Hace viento. (It's windy)

There are some weather expressions that are different and are not built with hace, such as:

- Hay niebla. (It's foggy)
- Nieva / está nevando. (It's snowing)
- Está despejado. (It's clear)
- Está nublado. (It's cloudy)
- Está húmedo. (It's humid)
- Está soleado. (It's sunny)
- Hay relámpagos. (There is lightning)
- Truena. (There is thunder)
- Llovizna. (It's raining)
- Llueve mucho (It's raining a lot)
- Está lloviendo. (It's raining)

Las estaciones del año (The seasons of the year)

- El verano (summer)
- El otoño (fall)
- El invierno (winter)
- La primavera (spring)

Los meses del año (The months of the year) - repaso

- enero (January)
- febrero (February)
- marzo (March)
- abril (April)
- mayo (May)
- junio (June)
- julio (July)
- agosto (August)
- septiembre (September)

- octubre (October)
- noviembre (November
- diciembre (December)

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5.4: Vocabulario- Adjetivos de emoción y condición

Adjetivos de emoción y condición

In this section we'll learn words to talk about emotions, states, and conditions. Whether that makes you happy or anxious, at least you'll be able to describe these feelings.

Objetivos

- Recognize adjectives of condition and emotion
- Give an appropriate response to someone's condition or emotion

Vocabulario: Adjetivos de emoción y condición



interesado/a (interested)



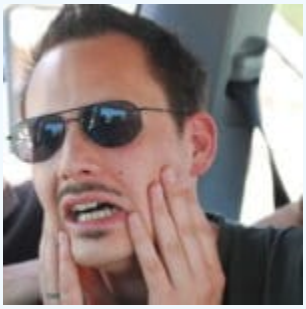
aburrido/a (bored)



sorprendido/a



emocionado/a



asustado/a (frightened)



despierto/a (awake)



dormido/a



cansado/a



borracho/a



confundido/a



alegre



contento/a



feliz



triste (sad)



deprimido/a (depressed)



enamorado/a



enojado/a



en forma



sano/a



enfermo/a



tranquilo/a



preocupado/a



estresado/a



nervioso/a



frustrado/a



ocupado/a (busy)



limpio/a



sucio/a



vivo/a (alive)



muerto/a



abierto/a



cerrado/a



orgulloso/a (proud)



avergonzado/a
(embarrassed)

Otros adjetivos (*more adjectives*)

desordenado/a (disorganized: messy)

equivocado/a (mistaken; wrong)

ordenado/a (orderly; tidy)

Algunas respuestas (*some answers*)

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¡Felicitaciones! (*Congratulations!*)

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¡Qué bien! (*That's great!*)

¿De veras? ¿Qué pasa? (*Really? What's going on?*)

¿Cómo se usan en conversación? (*How are they used in conversation?*)

- Lo siento. (*I'm sorry.*)

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Oh, ¡qué horror! (*Oh, that's terrible!*)

Oye, ¿estás bien?

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No, estoy enfermo.

—

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Lo siento. ¿Puedes ir a casa a descansar?

- —

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Hola, pareces feliz hoy. (*You seem happy today.*)

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Sí, estoy muy contento con mi nota en el examen.

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- ¡Qué bien! ¡Felicitaciones!

—

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Hola, ¿cómo estás?

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Estoy muy ocupada hoy.

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Ah, ¿sí? ¿Qué tienes que hacer?

Answer available at the end of this section.

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Answers

Vocabulario: Adjetivos de emoción y condición

interesado/a (interested)
aburrido/a (bored)
sorprendido/a (surprised)
emocionado/a (excited)
asustado/a (frightened)
despierto/a (awake)
dormido/a (asleep)
cansado/a (tired)
borracho/a (drunk)
confundido/a (confused)
alegre (happy)
contento/a (content/happy)
feliz (happy)
triste (sad)
deprimido/a (depressed)
enamorado/a (in love)
enojado/a (angry)
en forma (fit, in good shape)
sano/a (healthy)
enfermo/a (sick)
tranquilo/a (tranquil and calm)
preocupado/a (worried)
estresado/a (stressed)
nervioso/a (nervous)
frustrado/a (frustrated)
ocupado/a (busy)
limpio/a (clean)
sucio/a (dirty)
vivo/a (alive)
muerto/a (dead)
abierto (open)
cerrado/a (closed)
orgulloso/a (proud)
avergonzado/a (embarrassed)

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5.5: Ejercicios- Adjetivos de emoción y condición

Objetivos

- Recognize adjectives of condition and emotion
- Give an appropriate response to someone's condition or emotion

A. Adjetivos de emoción y condición

Actividad 5.5.A

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B. Adjetivos de emoción y condición

Actividad 5.5.B

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C. Adjetivos de emoción y condición

Actividad 5.5.C

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A. Adjetivos de emoción y condición

1. Julieta está muy ____ porque no entiende los deberes.
   - frustrada
   - alegre
   - enamorada
   - frustrado
2. Juan está muy ____. Siempre come verduras.
   - celoso
   - sano
   - borracho
   - sana
3. Estoy muy ____ hoy. Tengo que trabajar y además tengo deberes.
   - sorprendida
   - ocupada
   - celosa
   - enamorada
4. Vosotros estáis relajados. Vosotros estáis muy ____.
   - tranquilos
   - locos
   - confundidos
   - enojados
5. Estás ____. Vas al gimnasio cada día.
   - confundido
   - deprimido
   - enojado
   - en buena forma
6. Está llorando. Está ____.
   - contenta
   - en buena forma
   - feliz
   - deprimida
7. Julia está muy ____ porque perdió su sombrero favorito.
   - contenta
   - alegre
   - triste
   - feliz
8. Bebiste mucho alcohol y ahora estás ____.
   - borracho
   - alegre
   - enamorado
   - celoso
9. Los estudiantes están ____ porque hoy hay un examen en su clase de Historia.
   - nerviosos
   - alegres
   - locos
   - felices
10. A Juan le gustan los idiomas. Él está ____ en aprender español.
    - interesado
    - enamorado
    - deprimido
    - enojado
11. El ladrón robó mis cosas. Estoy ____.
    - sana
    - tranquila

- alegre
- enojada

12. Los niños no se sienten bien. Están ____.
    - enfermos
    - emocionados
    - enojados
    - sorprendidos

B. Adjetivos de emoción y condición

1. Roberto sonríe. Él está _____. (*content*)
2. Elizabeth no entiende las instrucciones. Ella está _____. (confused)
3. No sabíamos de la fiesta. Estamos _____. (surprised)
4. Vosotros bebéis mucho alcohol. Estáis _____. (drunk)
5. No me gusta la oscuridad. Estoy _____. (scared)
6. Tú lloras. Tú estás _____. (sad)
7. La madre está _____ (*frustrated*) porque su hija siempre le dice “no”.
8. Nosotros ganamos el partido de fútbol. Estamos muy _____. (*happy*)

C. Adjetivos de emoción y condición

1. Estamos emocionados porque encontramos un nuevo apartamento. Está muy cerca del metro.
    - Lo siento.
    - Oh, ¡qué horror!
    - ¿Qué pasa?
    - ¡Felicitaciones!
2. Estoy frustrado. Saqué malas notas en la clase de Inglés.
    - ¡Felicitaciones!
    - ¡Qué bien!
    - Lo siento.
    - ¡Muy bien!
3. ¡Tengo muy buenas noticias! Estoy enamorada de mi novio y nos vamos a casar.
    - ¡Felicitaciones!
    - ¿De veras?
    - Lo siento.
    - Oh, ¡qué horror!
4. Mi padre está muy enojado porque perdí su sombrero.
    - ¡Muy bien!
    - ¡Felicitaciones!
    - Lo siento.
    - ¡Qué bien!
5. ¡Estoy muy feliz porque voy a ser mamá!
    - ¿Qué pasa?
    - ¡Felicitaciones!
    - Oh, ¡qué horror!
    - Lo siento.
6. No saqué una buena calificación (*grade*) en el examen de francés.
    - ¡Qué bien!
    - ¡Muy bien!
    - Lo siento.
    - ¡Felicitaciones!
7. Estoy muy ocupada. Tengo mucho que hacer pero no tengo suficiente tiempo.
    - ¡Muy bien!
    - ¡Felicitaciones!
    - ¡Qué bien!
    - ¿Qué pasa?
8. Hoy vamos a comprar un coche nuevo.

- ¡Qué pena!
- ¡Felicitaciones!
- Lo siento.
- Oh, ¡qué horror!

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5.6: En contexto- Estar + emociones

Objetivos

- Identify how estar is used with adjectives to describe conditions and emotions



Luz y Jesús toman la misma clase de estudios latinoamericanos y tienen que preparar una presentación oral. Lee su conversación y contesta las preguntas de análisis después.

Jesús:	Hola, Luz, ¿cómo estás?
Luz:	Regular. Estoy cansada porque mis compañeras son ruidosas y no puedo dormir bien. Y tú, ¿cómo estás?
Jesús:	Estoy bien, pero estoy un poco preocupado por nuestra presentación en la clase de Estudios Latinoamericanos.
Luz:	¿No estamos listos? Es una presentación bastante breve.
Jesús:	La parte visual está terminada, pero la parte oral es más importante y necesitamos organizar eso.
Luz:	¿Cómo quieres organizar la parte oral? ¿Comienzo yo o comienzas tú?
Jesús:	Yo voy a estar nervioso y tú eres muy buena en las presentaciones. Tú puedes comenzar con la introducción y yo puedo continuar con los datos de nuestra investigación.
Luz:	Sí, los números son más fáciles para ti y siempre estoy confundida por las estadísticas. ¿Cuándo quieres practicar la presentación?
Jesús:	¿Podemos reunirnos mañana después de clase?
Luz:	Sí, es una hora conveniente. Muy bien, hasta luego.
Jesús:	Gracias, hasta entonces.

Preguntas de análisis:

Actividad 5.6.A

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Preguntas de análisis:

1. Busca las instancias en la conversación donde una forma de “estar” tiene un adjetivo después. ¿Qué tipo de descripción comunican esos adjetivos? (*condiciones y emociones* as opposed to *características esenciales*)
2. Mira los adjetivos usados con “estar” para decidir: ¿es Luz un hombre o una mujer? ¿Es Jesús un hombre o una mujer?

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5.7: Gramática- Estar + emociones

Objetivos

- Identify how estar is used with adjectives to describe conditions and emotions



Luz y Jesús toman la misma clase de estudios latinoamericanos y tienen que preparar una presentación oral. Lee su conversación y contesta las preguntas de análisis después.

Jesús:	Hola, Luz, ¿cómo estás?
Luz:	Regular. Estoy cansada porque mis compañeras son ruidosas y no puedo dormir bien. Y tú, ¿cómo estás?
Jesús:	Estoy bien, pero estoy un poco preocupado por nuestra presentación en la clase de Estudios Latinoamericanos.
Luz:	¿No estamos listos? Es una presentación bastante breve.
Jesús:	La parte visual está terminada, pero la parte oral es más importante y necesitamos organizar eso.
Luz:	¿Cómo quieres organizar la parte oral? ¿Comienzo yo o comienzas tú?
Jesús:	Yo voy a estar nervioso y tú eres muy buena en las presentaciones. Tú puedes comenzar con la introducción y yo puedo continuar con los datos de nuestra investigación.
Luz:	Sí, los números son más fáciles para ti y siempre estoy confundida por las estadísticas. ¿Cuándo quieres practicar la presentación?
Jesús:	¿Podemos reunirnos mañana después de clase?
Luz:	Sí, es una hora conveniente. Muy bien, hasta luego.
Jesús:	Gracias, hasta entonces.

Preguntas de análisis:

Actividad 5.7.A

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Preguntas de análisis:

1. Busca las instancias en la conversación donde una forma de "estar" tiene un adjetivo después. ¿Qué tipo de descripción comunican esos adjetivos? (*condiciones y emociones* as opposed to *características esenciales*)
2. Mira los adjetivos usados con "estar" para decidir: ¿es Luz un hombre o una mujer? ¿Es Jesús un hombre o una mujer?

Objetivos

- Identify how estar is used with adjectives to describe conditions and emotions

Gramática: "Estar" con emociones

In this lesson you will learn to describe emotions and states using adjectives after *estar*.

Before we go forward, let's take a quick refresher on the present indicative conjugation of this irregular verb.

Estar (*to be*)		
1a	**estoy**	**estamos**
2a	**estás**	**estáis**
3a	**está**	**están**

Like the adjectives used with *ser*, these adjectives must agree with the noun that they modify and will require appropriate changes for gender and number.

¿Cómo estás hoy?

Estar is used with descriptive adjectives to talk about **emotional conditions** and **states of being**.



El gato está tranquilo.



Los gatos están enérgicos.

- Ana está muy content**a** y tranquil**a**. (*Ana is very happy and calm.*)

Note the changes based on gender and number in the following:

- Tomás está content**o** y tranquil**o.** (*Tomás is happy and calm.*)
- Nosotros estamos content**os** y tranquil**os**. (*We are happy and calm* [if we keep saying it, it'll come true…])
- Tomás y su hermano están sorprendid**os**. (*Tomás and his brother are surprised.*)
- ¿Por qué estáis vosotras preocupad**as**? (*Why are you worried?* – asking a group of all females, informally, in Spain)

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5.8: Ejercicios- Estar + emociones

Objetivos

- Identify how estar is used with adjectives to describe conditions and emotions
- Describe conditions and emotions based on spoken prompts

A. Estar + emociones

Actividad 5.8.A

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B. Estar + emociones

Actividad 5.8.B

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C. Escuchar: Estar + emociones

Actividad 5.8.C

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A. Estar + emociones

1. Tofique ____ muy frustrado. Su ordenador no funciona.
   - estoy
   - está
   - estamos
   - estás
2. Los novios ____ enamorados.
   - estás
   - estáis
   - están
   - está
3. El estudiante ____ muy nervioso antes del examen.
   - estoy
   - está
   - están
   - estás
4. Vosotros ____ en buena forma. ¿Vais al gimnasio?
   - estáis
   - está
   - están
   - estamos
5. Nosotros trabajamos mucho. ____ cansados.
   - estoy
   - estamos
   - estáis
   - están
6. Recibí muy buenas notas en la clase de Español. ____ muy contenta.
   - están
   - estoy
   - está
   - estás
7. A él le gusta más el coche de su vecino. ____ celoso.
   - estás
   - está
   - están
   - estáis
8. Los chicos ____ tranquilos.
   - estoy
   - están
   - estamos
   - estáis

B. Estar + emociones

1. Elisa _____ feliz. Encontró un nuevo trabajo.
2. Yo _____ nerviosa. Tengo un examen hoy.
3. Los niños _____ muy alegres porque no hay clases hoy.
4. Mis padres _____ muy sanos. Caminan en el parque cada noche.
5. Lupe _____ enamorada de Juan.
6. Tú _____ preocupado por los terremotos.
7. Juan y yo _____ muy contentos.
8. El perro _____ asustado por los fuegos artificiales.

C. Estar + emociones

1. **Audio**

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   Ella está muy _____ .

   (Llorar = to cry)

   - feliz
   - contenta
   - triste
   - alegre

2. **Audio**

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   Él está muy _____ .

   - enojado
   - nervioso
   - contento
   - loco

3. **Audio**

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   El hombre está _____ .

   - borracho
   - en buena forma
   - triste
   - sorprendido

4.

Audio

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El bebé está _____ .

- enojado
- tranquilo
- sorprendido
- loco

5. Audio

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Ellos están _____ .

(Se casan = get married)

- asustados
- enamorados
- nerviosos
- enojados

6. Audio

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Él está _____ .

- sorprendido
- nervioso
- contento
- alegre

7.

Audio

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Ellos están ____ .

(entender = to understand)

- celosos
- confundidos
- alegres
- felices

8. Audio

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Él está ____ .

- emocionado
- enfermo
- enojado
- enamorado

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5.9: Ejercicios- Adjetivos de emoción y condición

Objetivos

- Recognize adjectives of condition and emotion
- Give an appropriate response to someone's condition or emotion

A. Adjetivos de emoción y condición

Actividad 5.9.A

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B. Adjetivos de emoción y condición

Actividad 5.9.B

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C. Adjetivos de emoción y condición

Actividad 5.9.C

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Text only

A. Adjetivos de emoción y condición

1. Julieta está muy ____ porque no entiende los deberes.
   - frustrada
   - alegre
   - enamorada
   - frustrado
2. Juan está muy ____. Siempre come verduras.
   - celoso
   - sano
   - borracho
   - sana
3. Estoy muy ____ hoy. Tengo que trabajar y además tengo deberes.
   - sorprendida
   - ocupada
   - celosa
   - enamorada
4. Vosotros estáis relajados. Vosotros estáis muy ____.
   - tranquilos
   - locos
   - confundidos
   - enojados
5. Estás ____. Vas al gimnasio cada día.
   - confundido
   - deprimido
   - enojado
   - en buena forma
6. Está llorando. Está ____.
   - contenta
   - en buena forma
   - feliz
   - deprimida
7. Julia está muy ____ porque perdió su sombrero favorito.
   - contenta
   - alegre
   - triste
   - feliz
8. Bebiste mucho alcohol y ahora estás ____.
   - borracho
   - alegre
   - enamorado
   - celoso
9. Los estudiantes están ____ porque hoy hay un examen en su clase de Historia.
   - nerviosos
   - alegres
   - locos
   - felices
10. A Juan le gustan los idiomas. Él está ____ en aprender español.
    - interesado
    - enamorado
    - deprimido
    - enojado
11. El ladrón robó mis cosas. Estoy ____.
    - sana
    - tranquila

- alegre
- enojada

12. Los niños no se sienten bien. Están ____.
    - enfermos
    - emocionados
    - enojados
    - sorprendidos

B. Adjetivos de emoción y condición

1. Roberto sonríe. Él está _____. (*content*)
2. Elizabeth no entiende las instrucciones. Ella está _____. (confused)
3. No sabíamos de la fiesta. Estamos _____. (surprised)
4. Vosotros bebéis mucho alcohol. Estáis _____. (drunk)
5. No me gusta la oscuridad. Estoy _____. (scared)
6. Tú lloras. Tú estás _____. (sad)
7. La madre está _____ (*frustrated*) porque su hija siempre le dice “no”.
8. Nosotros ganamos el partido de fútbol. Estamos muy _____. (*happy*)

C. Adjetivos de emoción y condición

1. Estamos emocionados porque encontramos un nuevo apartamento. Está muy cerca del metro.
    - Lo siento.
    - Oh, ¡qué horror!
    - ¿Qué pasa?
    - ¡Felicitaciones!
2. Estoy frustrado. Saqué malas notas en la clase de Inglés.
    - ¡Felicitaciones!
    - ¡Qué bien!
    - Lo siento.
    - ¡Muy bien!
3. ¡Tengo muy buenas noticias! Estoy enamorada de mi novio y nos vamos a casar.
    - ¡Felicitaciones!
    - ¿De veras?
    - Lo siento.
    - Oh, ¡qué horror!
4. Mi padre está muy enojado porque perdí su sombrero.
    - ¡Muy bien!
    - ¡Felicitaciones!
    - Lo siento.
    - ¡Qué bien!
5. ¡Estoy muy feliz porque voy a ser mamá!
    - ¿Qué pasa?
    - ¡Felicitaciones!
    - Oh, ¡qué horror!
    - Lo siento.
6. No saqué una buena calificación (*grade*) en el examen de francés.
    - ¡Qué bien!
    - ¡Muy bien!
    - Lo siento.
    - ¡Felicitaciones!
7. Estoy muy ocupada. Tengo mucho que hacer pero no tengo suficiente tiempo.
    - ¡Muy bien!
    - ¡Felicitaciones!
    - ¡Qué bien!
    - ¿Qué pasa?
8. Hoy vamos a comprar un coche nuevo.

- ¡Qué pena!
- ¡Felicitaciones!
- Lo siento.
- Oh, ¡qué horror!

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5.10: En contexto- El presente progresivo

Objetivos

- Recognize correct forms of the present progressive

Rosa y Patricia están en el vestíbulo del albergue juvenil *(youthhostel)*. Lee su conversación, y luego contesta las preguntas de análisis.

Rosa:	Hola, Patricia, ¿qué estás **leyendo**?
Patricia:	Es un guía de la ciudad. ¿Sabes dónde están las oficinas de información turística?
Rosa:	La verdad es que no sé dónde están. Sólo estoy **visitando** Oviedo y no conozco la ciudad bien.
Patricia:	Vamos a ver... el guía dice que las oficinas están en la Plaza de la Constitución. ¿Quieres venir conmigo?
Rosa:	Bueno, los otros de mi grupo están **durmiendo** una siesta pero yo no estoy cansada. ¿Qué hora es? Mi cita con Carlos en la Plaza del Fontán es a las tres y media.
Patricia:	Son las dos ahora, y la Plaza del Fontán está cerca de la Plaza de la Constitución, mira el mapa. ¡La coincidencia es perfecta! Y mientras estamos **caminando** allí, puedes explicarme cómo conoces a este Carlos.
Rosa:	¡Ay, Patricia! Realmente sabes improvisar los planes.

Preguntas de análisis:

Actividad 5.10.A

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Preguntas de análisis:

1. Busca los verbos en el presente progresivo que aparecen en la conversación. (pista: hay 4)
2. ¿Cuáles son los infinitivos de estos verbos? ¿Cómo es diferente la conjugación de los verbos de -ar y los verbos de -er/-ir?

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5.11: Gramática- El presente progresivo

Objetivos

- Recognize correct forms of the present progressive

The present progressive (or continuous) is a compound construction of two verbal forms that cannot be separated by any other word: the auxiliary verb + the gerund. The progressive may be used in different tenses by changing the conjugation of the verb *estar* (past, present or future) and leaving the gerund in its intact form. For now let's focus on the present progressive:

Subject Pronoun + *estar* (conjugated) + gerund



bajar = to go down

What's a gerund? In English, gerunds all end in *-ing*: *reading*, *dancing*, *singing*, etc. (For more on gerunds in English, see the entry on gerunds in the Guide to Writing.)

In Spanish, the ending of the gerund depends on the kind of verb:

- for -ar verbs: drop the "-ar" and add → -ando
- for -er and -ir verbs: drop the "-er" or "-ir" and add → -iendo
- Stem-changing -ir verbs (not -ar or -er verbs!) change their stem vowels as follows: o-u, e-i. Note: verbs that change from e-ie and e-i in the present tense both change e-i in the gerund form.
- The gerund of the verb *ir* is irregular: *yendo*.



sigan = *keep, continue* (plural imperative of "seguir"); subir = *to go up*

Ejemplos:

- -ar verb:
  - Tom**ar** → tom**ando** (*taking*)
  - Cant**ar** → cant**ando** (*singing*)
  - Comenz**ar** → comenz**ando** (*starting*) **¡OJO!** Though this has a stem-change in the present it's an -ar verb so its gerund is regular.
- -er verbs:
  - Beb**er** → beb**iendo** (*drinking*)
  - Volv**er** → volv**iendo** (*returning*)
  - **¡OJO!** Though "volver" has a stem-change in the present, it's an -er verb so its gerund is regular.
- -ir verb:
  - Escrib**ir** → escrib**iendo** (*writing*)
- stem-changing -ir verbs:
  - Dorm**ir** → d**u**rm**iendo** (*sleeping*)
  - Prefer**ir** → pref**i**r**iendo** (*preferring*)
  - Serv**ir** → s**i**rv**iendo** (*serving*)

	singular	**plural**
1ª	estoy escribiendo	estamos escribiendo
2ª	estás escribiendo	estáis escribiendo
3ª	está escribiendo	están escribiendo

Note: To form a negative sentence in the present progressive, place the *no* in front of the form of *estar*:

- No estoy escribiendo *(I am not writing)*.

Remember that the present progressive is used to express an action in progress at the moment of expression. Note the differences in meaning:

- Estudio español. *(I study Spanish/I am studying Spanish.* a general description of the situation over a period of time: you are taking Spanish as part of your studies this semester.)
- Estoy estudiando español. (*I am studying Spanish.* an action in progress right now: you have your book out or a site open and

you are actively studying a lesson or preparing right now.)

Note also: Although in English, the present progressive tense can refer to events in the future ("We are going to the movies tonight"), in Spanish the present progressive always refers to ongoing action. For future actions, Spanish uses the present tense or the future tenses.

- Vamos al cine este fin de semana. (*We're going to the movies this weekend.*)

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5.12: Ejercicios- El presente progresivo

Objetivos

- Recognize correct forms of the present progressive
- Distinguish present progressive from present tense in spoken statements

A. El presente progresivo

Actividad 5.12.A

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B. El presente progresivo

Actividad 5.12.B

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C. El presente y el presente progresivo

Actividad 5.12.C

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A. El presente progresivo

1. Juan ____ en la biblioteca.
   - estar estudiando
   - estudiando
   - están estudiando
   - está estudiando
2. Estamos en un bar porque ____ el cumpleaños de un amigo.
   - está celebrando
   - celebrando
   - estar celebrando
   - estamos celebrando
3. Mi madre ____ mi comida favorita.
   - estás cocinando
   - estar cocinando
   - está cocinando
   - cocinando
4. Mi novio ____ al béisbol en el parque.
   - estás jugando
   - está jugando
   - jugando
   - estar jugando
5. Yo ____ al restaurante para encontrar a mis amigos.
   - están llegando
   - llegando
   - estoy llegando
   - estar llegando
6. El equipo ____ el fútbol en el estadio.
   - está practicando
   - están practicando
   - estar practicando
   - practicando
7. Él está en muy buena forma. Él ____ pesas en el gimnasio.
   - estar levantando
   - levantando
   - están levantando
   - está levantando
8. Los amigos ____ un café en el bar.
   - tomando
   - está tomando
   - estar tomando
   - están tomando
9. Yo ____ clases en la universidad.
   - está tomando
   - estar tomando
   - tomando
   - estoy tomando
10. Las mujeres ____ en la mesa.
    - está charlando
    - están charlando
    - estar charlando
    - charlando
11. Nosotros ____ por teléfono.
    - estamos hablando
    - hablando

- estáis hablando
- estar hablando

12. María _____ una carta en su casa.
    - escribiendo
    - estar escribiendo
    - estás escribiendo
    - está escribiendo

B. El presente progresivo

1. Vosotros _____ _____ en el paseo. (caminar)
2. Pablo _____ _____ sus deberes. (hacer)
3. Juan y Carlos _____ _____ con su profesor en la universidad. (hablar)
4. Nosotros _____ _____ experimentos en el laboratorio. (hacer)
5. Vosotros _____ _____ en un bar. (tapear)
6. Yo _____ _____ un examen en la clase de español. (tomar)
7. Tú _____ _____ una carta a tu madre. (escribir)
8. La familia _____ _____ a las montañas. (viajar)

C. El presente y el presente progresivo

1. El avión está llegando al aeropuerto.
    - Presente progresivo
    - Tiempo presente
2. La señora está depositando dinero en el banco.
    - Presente progresivo
    - Tiempo presente
3. Los amigos toman una copa de vino en el bar.
    - Presente progresivo
    - Tiempo presente
4. Las parejas están saliendo del café ahora.
    - Presente progresivo
    - Tiempo presente
5. Yo quiero vivir en esta calle.
    - Presente progresivo
    - Tiempo presente
6. Esa familia está escogiendo su nueva casa.
    - Presente progresivo
    - Tiempo presente
7. Están construyendo un nuevo centro comercial en esa calle.
    - Presente progresivo
    - Tiempo presente
8. El barrio de la universidad está al norte del aeropuerto.
    - Presente progresivo
    - Tiempo presente

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5.13: En contexto- Ser y Estar I

Objetivos

- Recognize different uses of *ser* and *estar*



Luz y Jesús toman la misma clase de estudios latinoamericanos y tienen que preparar una presentación oral. Vuelve a leer su conversación y contesta las preguntas de análisis después.

Jesús:	Hola, Luz, ¿cómo estás?
Luz:	Regular. Estoy cansada porque mis compañeras son ruidosas y no puedo dormir bien. Y tú, ¿cómo estás?
Jesús:	Estoy bien, pero estoy un poco preocupado por nuestra presentación en la clase de Estudios Latinoamericanos.
Luz:	¿No estamos listos? Es una presentación bastante breve.
Jesús:	La parte visual está terminada, pero la parte oral es más importante y necesitamos organizar eso.
Luz:	¿Cómo quieres organizar la parte oral? ¿Comienzo yo o comienzas tú?
Jesús:	Yo voy a estar nervioso y tú eres muy buena en las presentaciones. Tú puedes comenzar con la introducción y yo puedo continuar con los datos de nuestra investigación.
Luz:	Sí, los números son más fáciles para ti y siempre estoy confundida por las estadísticas. ¿Cuándo quieres practicar la presentación?
Jesús:	¿Podemos reunirnos mañana después de clase?
Luz:	Sí, es una hora conveniente. Muy bien, hasta luego.
Jesús:	Gracias, hasta entonces.

Preguntas de análisis:

Actividad 5.13.A

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Preguntas de análisis:

1. Compara las instancias de “estar” + adjetivo con las instancias de “ser” + adjetivo. ¿Cuál verbo usamos en español para describir las personalidades? ¿Cuál verbo usamos para describir la emoción que siente una persona? ¿Cuál verbo usamos para describir las características permanentes de las cosas? ¿Cuál verbo usamos para describir la condición de las cosas?

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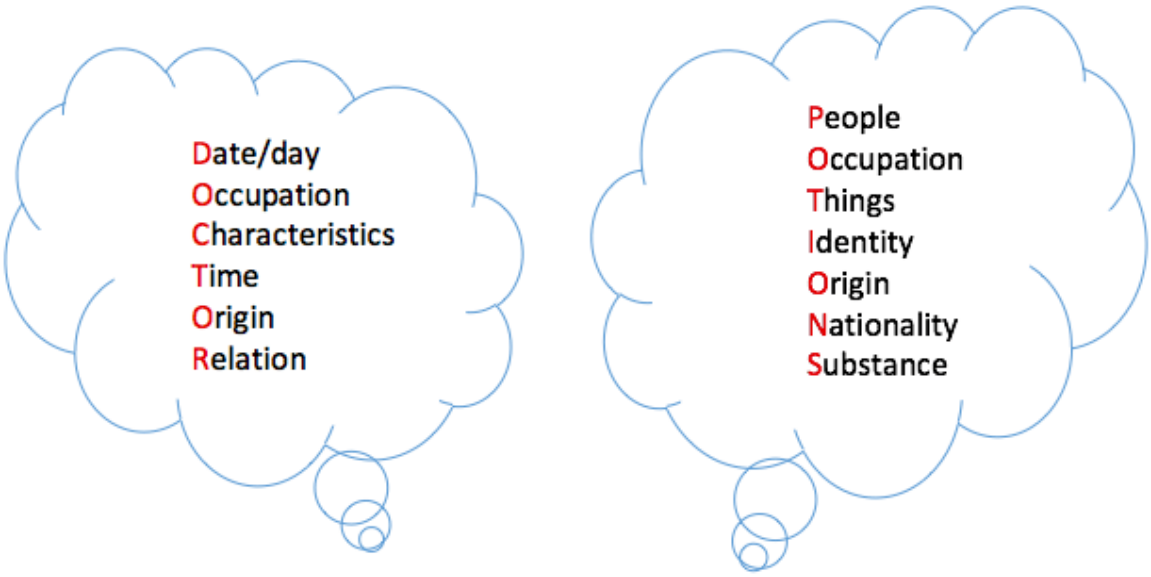
5.14: Gramática- Ser y estar

Verbs "ser" and "estar"

Review

As you have learned in 1.4.0 and 2.5.0, Spanish has two verbs that translate as "to be" and they are not interchangeable. You also learned several acronyms for the use of each verb to help you remember their usage. Go over the acronyms again:

Ser



Estar



Acronyms for "ser"

DOCTOR: Date and Day, Occupation, Characteristics, Time, Origin, Relation

POTIONS: People, Occupation, Things, Identity, Origin, Nationality, Substance

Acronym for "estar

PLACE: Position, Location, Action, Condition, Emotion

Here is a summary of when to use "ser" and when to use "estar":

Uses of "ser"

- Identity: María y Gisela son hermanas.
- Origin and nationality: Soy de Bolivia. Soy boliviano.
- Occupation/Profession: Helga y Fabiana son estudiantes.
- Characteristics of people and places (if describing fundamental qualities/personality): Los chicos son bajos y son un poco gordos. Son simpáticos.
- Possession: Fido es su perro. Es mi diccionario.
- Time of day and dates: Son las cuatro de la tarde. Hoy es lunes.
- Intentions: Este consejo es para ustedes.
- Impersonal statements (general): Es importante comer fruta.
- Substance (what something is made of): La mesa es de madera.
- Mathematical equations: tres más tres son seis.
- Location of events: Las consultas son en el hospital.

Uses of "estar"

- Position of people, places, things: El libro está en mi mochila. Diego está entre Susana y Ariel.
- Location of people, places, things* (*not events): Estamos en la casa de Juan. La universidad está en el centro.
- Condition: Physical (think "state of being"): Estáis muy guapos hoy. Paco está enfermo.
- Emotions (think "transitory" condition): Estamos tristes ahora.
- Actions in progress (present progressive): Pedro está hablando con Ana por teléfono.
- Weather expressions: Está nublado hoy.

"Ser" and "estar" with adjectives

While certain adjectives can be used with both verbs, they communicate different ideas (the choice in verbs radically changes the meaning of the sentence). Let's look at the following examples. Note that all adjectives are in bold.

Ser	Estar
Carlos es **guapo.** Carlos is handsome (characteristic).	Carlos está muy **guapo** hoy. Carlos looks very handsome today (physical condition).
Sara es **aburrida.** Sara is boring (personality).	Sara está **aburrida**. Sara is bored (emotion).

Ser	Estar
La fruta es **verde.** The fruit is green (characteristic).	La fruta está **verde**. The fruit is not ripe (condition). *While the word "maduro" in Sp is not used for "not ripe".
Olga es **lista.** Olga is smart (characteristic).	Olga está **lista**. Olga is ready (physical condition).
El ratón es **vivo.** The mouse is clever (characteristic).	El ratón está **vivo**. The mouse is alive (physical condition: "state of being").
Paula es una mujer **segura.** Paula is a confident woman (personality).	Paula está **segura**. Paula is sure (emotion).

¡Ojo! When the adjectives "seguro, segura" are used with objects and the verb "ser", the meaning changes "to be safe": El elevador es seguro.

A Practicar

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5.15: Ejercicios- Ser y Estar I

Objetivos

- Recognize different uses of ser and estar

A. Ser y Estar

Actividad 5.15.A

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Ser y Estar

1. Muggsy Bogues es bajo para un basquetbolista.
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial
2. Los niños están contentos durante el recreo (during recess).
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial
3. Dos de mis abuelos están vivos.
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial
4. Mi abuela es viva; siempre cuenta chistes (tells jokes).
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial
5. ¡Hola! ¿Cómo estás?
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial
6. Vamos a vivir en la misma residencia. ¿Cómo eres?
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial
7. Este café está frío.
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial
8. El es tan frío; rompe con (he breaks up with) su novia con un SMS.
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial

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5.16: En contexto- Todos los pronombres de objeto directo

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

Mamá: Bueno, Luisita, ¿lo pasaste bien en el centro comercial?
Luisita: Sí, mamá, mis amigas compraron un regalo para su padre y yo compré unos zapatos.
Mamá: Para saber el tamaño de tus pies, ¿te los mediste o te los midió el empleado?
Luisita: No medimos mis pies, yo miré los zapatos que llevo y usé esa talla.
Mamá: Pero, ¿te los probaste antes de comprarlos?
Luisita: Sí, el empleado **me** ayudó y yo me los probé. Son zapatos muy cómodos, con tacones bajos.
Mamá: Muy bien, y ¿tus amigas compraron zapatos?
Luisita: No, ellas se probaron algunos pero no **los** compraron. En la sección de ropa, mis amigas compraron un suéter para su padre y yo **te** compré una blusa.
Mamá: ¿De veras? ¿Compraron la talla correcta?
Luisita: Sí, porque ellas midieron las mangas del suéter con una cinta métrica. El empleado **nos** miró un poco raro, pero está bien.
Mamá: Y su padre puede devolverlo si la talla es incorrecta.

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Preguntas de análisis:

https://assess.lumenlearning.com/pra...e-f77fc68c8412

Para pensar:

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

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

Preguntas de análisis:

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

[/hidden-answer]

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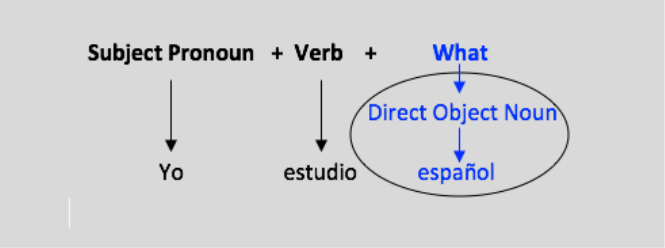
5.17: Los objetos directos y los pronombres de los objetos directos

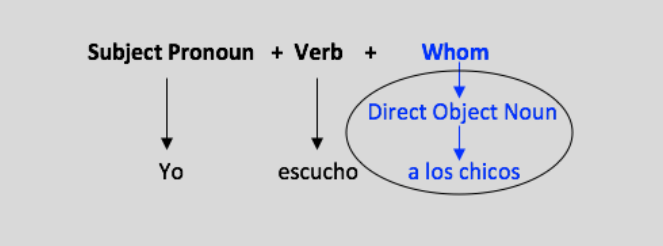
Direct object nouns and direct object pronouns

Direct object nouns

In a sentence, the "direct object noun" is what/whom the verb affects "directly". A direct object can be "people, animals, things, ideas, or events".

The photos below show that: A sentence in Spanish usually begins with a subject pronoun, followed by a verb. If there is a direct object in the sentence, it usually follows the verb. To identify a direct object in a sentence, answer the question "verb (affecting) what?" (left photo) or "verb (affecting) whom?" (right photo). In Spanish, if the direct object noun is a person or a pet, it is preceded by the word "a" which is called the "personal **a**"; there is no English equivalent for this construction.





Direct object pronouns

"Direct Object Pronouns" are words that replace "direct object nouns" to avoid repeating a noun already mentioned. The direct object pronouns for replacing the direct object nouns are:

Singular	Plural
me = me	nos = us
te = you	os = you
lo = you (m.); him; it (m.)	los = you (m.); them (m.)
la = you (f.); her; it (f.)	las = you (f.); them (f.)

Placement of the direct object pronouns (DOP)

What can be confusing is the place where the direct object pronoun is placed in the sentence in Spanish. Observe the differences between English and Spanish below:

English:	Spanish:
Subject Pronoun + **Conjugated verb** + DOP	Subject Pronoun + DOP + **Conjugated verb**
I **study** it. [Spanish]	Yo lo **estudio**. [lo = español]
I **hear** them. [the boys]	Yo los **escucho**. [los = los chicos]

As shown in the chart, the direct object pronoun (DOP) marked in blue, is placed before the **conjugated verb** in **bold** (but after the subject pronoun). If the sentence is negative, the negative word "no" precedes the DOP:

Subject Pronoun + DOP + **Conjugated verb**

Yo (no) lo **estudio**. [lo = español]

Yo (no) los **escucho**. [los = los chicos]

When the infinitive or present participle is used, there are two options for direct object pronoun placement: before the conjugated verb, or attached to the infinitive or present participle. When a pronoun is attached to a present participle, an accent mark is added. Note that the direct object pronoun and the explanation of the direct object being replaced is marked in blue in the chart.

Subject Pronoun + DOP + Conjugated verb	OR	Subject Pronoun + Verb in the infinitive+DOP
Yo lo **voy** a estudiar. [lo = español]	OR	Yo voy a **estudiar**lo. [lo = español]
Yo los **voy** a escuchar. [los = los chicos]	OR	Yo voy a **escuchar**los. [los = los chicos]

Subject Pronoun + DOP + Conjugated verb	OR	Subject Pronoun + Verb in the present participle+DOP
Yo lo **estoy** estudiando. [lo = español]	OR	Yo estoy **estudiándo**lo. [lo = español]
Yo los **estoy** escuchando. [los = los chicos]	OR	Yo estoy **escuchándo**los. [los = los chicos]

A Practicar

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5.18: Ejercicios- Todos los pronombres de objeto directo

Objetivos

- Select the appropriate direct object pronoun (first, second, and third person)
- Select the appropriate direct object pronoun in response to hearing a question

A. Los pronombres de objeto directo

https://assess.lumenlearning.com/pra...a-abca73aa2ba9

B. Los pronombres de objeto directo 2

https://assess.lumenlearning.com/pra...2-3b8e3d4e51df

C. Todos los pronombres de objeto directo

https://assess.lumenlearning.com/pra...a-40efd65c9265
[reveal-answer q="595100"]Text only[/reveal-answer]
[hidden-answer a="595100"]

A. La jalea especial

Paso 1: Subraya (*underline*) todos los pronombres de objeto directo en el párrafo que sigue. Hay nueve pronombres de objeto directo.

> Yo decidí cocinar unas galletas y para cocinarlas necesité una jalea (*jam, jelly*) especial. Yo la busqué en el supermercado, pero no había (*there wasn't any*). Los pasillos en el supermercado son largos y yo los caminé varias veces buscando mi jalea especial. El empleado me miró y me preguntó, "¿Puedo ayudarla a usted?" Yo respondí, "¿Tienen ustedes jalea de grosellas (*red currant*)? La necesito para unas galletas." El miró el inventario electrónico del supermercado y finalmente contestó, "Lo siento, ya no tenemos esa jalea." ¡Qué triste! Al final yo la compré en internet y fue bastante cara.

Paso 2: Ahora para cada pronombre de objeto directo, escribe cuál es el sustantivo al que refiere (*what is the noun to which it refers*).

B. Las tiendas en mi pueblo son mejores

Llena los espacios en blanco con los pronombres de objeto directo apropiados al contexto.

Diana: Hola, Susana. ____ vi en el centro comercial anteayer. ¿Compraste algo bueno?

Susana: Hola, Diana. No, yo busqué unos tenis nuevos, pero no _____ compré.

Diana: ¿No _____ venden en tu tamaño?

Susana: No, no me gustaban (*I didn't like*) los estilos. Las tiendas en mi pueblo tienen zapatos diferentes.

Diana: ¿Necesitas los tenis ahora, o puedes comprar_____ durante las vacaciones en tu pueblo?

Susana: Puedo esperar. Tengo amigas allí (*there*) y _____ voy a visitar. Juntas vamos a ir de compras. Bueno, anteayer en el centro comercial, ¿por qué no _____ saludaste?

Diana: Es que el centro comercial es muy grande y estaba muy lleno; solo _____ visito para caminar en el invierno.

Susana: Buena idea. Todos necesitamos salir de la casa a veces.

C.  Cómo se hace por internet

Llena los espacios en blanco con pronombres de objeto directo apropiados al contexto.

"Hola, abuela. ¿_____ llamaste (did you call me)? Ah, sí. El proceso de comprar por internet es difícil la primera vez. _____ explico (I'll explain it **to you**) ahora. ¿Ves el ícono para abrir el internet? _____ pulsas (press on it) dos veces. ¿Ahora ves la línea arriba donde dice 'http'? _____ llenas (la línea) con el URL de la tienda de internet. Muy bien, ahora estamos en la tienda y necesitamos la caja de búsquedas. _____ identificamos (la caja) por el ícono de la lupa (magnifying glass). Cuando tienes los resultados de la búsqueda, puedes ver_____ (los resultados) en detalle pulsando sobre la foto. ¿Decidiste comprar una cosa? Muy bien, _____pones en tu "carrito de compras" pulsando en el botón. Ahora vamos a pagar. ¿Ya te inscribiste en el sitio de internet? ¿No? La registración es simple y _____ haces en este formulario aquí. ¿Ves que el formulario pide la dirección? _____ escribes aquí. Y ahora la parte más importante, el formulario quiere el número de tu tarjeta de crédito. _____ pones aquí. Tienes una oportunidad final para revisar el pedido. ¿_____ revisaste ya? Pulsa aquí para confirmar y ¡ahora esperas unos días para recibir la caja por correo! De nada, abuela, es un gusto ayudar_____ (a ti)."
[/hidden-answer]

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5.19: Putting It Together- ¿Qué haces todos los días?

Click on each link below for a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

[reveal-answer q="255132"]Vocabulario: Partes del cuerpo[/reveal-answer]
[hidden-answer a="255132"]

La cara y la cabeza

- la frente (forehead)
- la piel (skin)
- los ojos (eyes)
- la nariz (nose)
- la boca (mouth)
- los dientes (teeth)
- los labios (lips)
- la lengua (tongue)
- el oído (ear [inside])
- la oreja (ear [outside])
- el cerebro (brain)
- el cuello (neck)

El torso y las extremidades

- la espalda (back)
- el pecho (chest)
- el estómago (stomach)
- las piernas (legs)
- los pies (feet)
- las manos (hands)
- los dedos (de las manos) (fingers)
- los dedos de los pies (toes)
- los brazos (arms)
- los huesos (bones)
- los músculos (muscles)

[/hidden-answer]

[reveal-answer q="158584"]Los verbos reflexivos[/reveal-answer]
[hidden-answer a="158584"]



despertarse (wake up)



levantarse (get up)

arreglarse (to get ready/ready oneself)



bañarse



ducharse



lavarse



limpiarse



cepillarse los dientes



cepillarse el pelo



peinarse



afeitarse



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



maquillarse

Otros verbos reflexivos



acostarse (lie down),

relajarse (to relax)



caerse (to fall down)



cansarse (to get tired)



irse (to go away, to leave)



lastimarse (to hurt oneself)



olvidarse (to forget)



quitarse (to remove, take away)



sentarse

The following are some more common reflexive verbs and their non-reflexive equivalents:

Forma reflexiva	**Forma no reflexiva**
afeitarse (*to shave oneself*)	afeitar (*to shave someone or something*)
arreglarse (*to get ready/ready oneself*)	arreglar (*to arrange someone or something*)
bañarse (*to bathe oneself*)	bañar (*to bathe someone or something*)
caerse (*to fall down*)	caer (*to fall, go down*)
cepillarse (*to brush oneself*)	cepillar (*to brush someone or something*)
ducharse (*to shower oneself/take a shower*)	duchar (*to shower/give someone a shower*)
irse (to *go away, to leave*)	ir (*to go*)
lastimarse (*to hurt oneself*)	lastimar (*to hurt someone or something*)
lavarse (*to wash oneself*)	lavar (*to wash someone or something*)
levantarse (*to get up*)	levantar (*to lift someone or something*)
llamarse (*to be called, named*)	llamar (*to call someone or something*)
maquillarse (*to put make-up on oneself*)	maquillar (*to put make-up on someone else*)
ponerse (*to put on*)	poner (*to put*)
probarse (*to try on*)	probar (*to try, to taste*)
quemarse (*to burn oneself*)	quemar (*to burn someone or something*)
quitarse (*to take off, e.g. clothing*)	quitar (*to take away from someone or something*)
relajarse (*to relax oneself*)	relajar (*to relax someone or something*)

[/hidden-answer]

[reveal-answer q="700514"]Adverbios de frecuencia[/reveal-answer]
[hidden-answer a="700514"]

Con frecuencia	**Sin frecuencia**
usualmente, constantemente	nunca, jamás
generalmente, por lo general	rara vez, pocas veces, poco
a menudo, regularmente	a veces, casi nunca, de vez en cuando
cada semana, semanalmente	apenas (*hardly ever*)
todos los días, diariamente	por lo menos
muchas veces, bastante, mucho	
siempre	

[/hidden-answer]

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5.20: Putting It Together- Mente sana en cuerpo sano

Click on each link below for a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

[reveal-answer q="644481"]Vocabulario: Enfermedad y salud[/reveal-answer]
[hidden-answer a="644481"]

Emfermedad y salud

Las enfermedades comunes y condiciones delicadas de salud del diario vivir

- la gripa o la gripe (flu)
- la tos (cough)
- la fiebre (fever)
- la infección (infection)
- el golpe (The hit)
- la hinchazón (swelling)
- la raspadura (scrape)
- la herida (wound)
- la alergia (allergy)
- el dolor de estómago (stomach pain)
- la cicatriz (scar)
- Algunos verbos usados en el tema de la salud.
- romperse un hueso (break a bone)
- torcerse un músculo/un tendón (strain a muscle/tendon)
- lastimarse (to injure oneself)
- desmayarse (to faint)
- toser (to cough)
- recuperarse (to recuperate)
- doler (o < ue) (to hurt; similar usage as “gustar”, e.g. A José le duelen los pies = José’s feet hurt.)

Condiciones físicas y psicológicas de cuidado

- estar embarazada (be pregnant)
- tener síntomas de… (have symptoms of…)
- tener un dolor de muela (to have a toothache)
- estar mareado/a (to be dizzy)

En el consultorio médico y las emergencias en el hospital

- el ataque al corazón (heart attack)
- la silla de ruedas (wheelchair)
- la receta médica (prescription)
- la vacuna (vaccine)
- el antibiótico (antibiotic)
- la pastilla (pills)
- el grado de temperatura (degree of temperature)
- el cirujano/ la cirujana (surgeon)
- el especialista (specialist)
- el enfermero / la enfermera (nurse)

Otras palabras

- la sangre (blood)
- el seguro de salud (health insurance)

[/hidden-answer]

[reveal-answer q="366019"]Verbos reflexivos con emociones[/reveal-answer]
[hidden-answer a="366019"]

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

List of Common Reciprocal Verbs

1. Abrazarse (*to hug each other*)
2. Ayudarse (*to help each other*)
3. Besarse (*to kiss each other*)
4. Casarse (*to marry each other*)
5. Conocerse (*to know each other*)
6. Despedirse (*to say goodbye to each other*)
7. Divorciarse (*to divorce each other*)
8. Mirarse (*to look at each other*)
9. Pelearse (*to fight with each other*)
10. Reunirse (*to get together*)
11. Turnarse (*to take turns*)

[/hidden-answer]

[reveal-answer q="266986"]Por y para / Pronombres preposicionales[/reveal-answer]
[hidden-answer a="266986"]

Por

1. Duration of time (*for*)
   - e.g. Llamamos una ambulancia y solo esperamos por cinco minutos cuando llega. (*We call an ambulance and only wait for five minutes before it comes.*)
2. Exchange (*for, in place of, in exchange for*)
   - e.g. Ella tiene alergia a la penicilina, entonces la cambiamos por vancomycin. (*She's allergic to penicillin, so we exchanged it for vancomycin.*)
   - e.g. Por $50 más, puedes ver Netflix en tu habitación del hospital. (*For $50 more, you can watch Netflix in your hospital room.*)
3. Motivation (*for, for the sake of*)
   - e.g. Camino en vez de manejar un coche, por mi salud y por el medioambiente. (*I walk instead of driving a car, for the sake of my health and the environment.*)
4. Mode of travel or communication (*by, through*)
   - e.g. La mujer embarazada llega al hospital por taxi, no por ambulancia. (*The pregnant woman comes to the hospital by taxi, not ambulance.*)

- e.g. La mujer entra por la puerta de urgencias y va por ese pasillo directamente a la sala de partos. (*The woman enters through the emergency room door, and goes along that hallway directly to the maternity ward.*)

Para

1. Deadlines (*by, for*)
   - e.g. Voy a llamar la farmacia y van a tener tus pastillas para las tres de la tarde. (*I'll call the pharmacy, and they will have your pills by three p.m.*)
2. Recipient, beneficiary (*for*)
   - e.g. La receta es para mi madre, que tiene hipertensión. (*The prescription is for my mom, who has high blood pressure.*)
3. Purpose, goal (*in order to, to*)
   - e.g. Para tener buena salud, necesitas comer bien y hacer ejercicio regularmente. (*To have good health, you need to eat well and exercise regularly.*)
4. Destination of travel (*for, to*)
   - e.g. La ambulancia sale para la escena del accidente un minuto después de la llamada a 911. (*The ambulance leaves for the scene of the accident one minute after the call to 911.*)

[/hidden-answer]

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5.21: Cultura en vivo. Argentina

Argentina

Map



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General information

La capital: Buenos Aires

La ubicación: Sudamérica

La moneda: el peso

Ciudades importantes: Córdoba, Rosario, La Plata

La economía: La agricultura, la ganadería, industria de procesamiento de alimentos, industria de electrónica y electrodomésticos.

El clima: cálido, templado y frío.



"Ar-map-es", by Poroa, Wikimedia Commons is licensed under CC0 1.0

Interesting facts

Las Cataratas del Iguazú. Es considerado una de las 7 maravillas naturales del mundo. Son unas cataratas impresionantes que se encuentran entre Argentina, Brasil y Paraguay. Tiene 275 caídas de agua. Dos tercios de las cataratas están en el lado argentino. Muchos turistas llegan hasta el Parque Nacional Iguazú para apreciar estas maravillosas cataratas que tienen hasta 85 metros de altura. En el parque también puedes ver mucha vegetación tropical y animales muy exóticos.

La Patagonia. Es un área localizada en Sudamérica muy cerca al Polo Sur. El clima en esta zona es muy frío. Esta zona pertenece a Argentina y a Chile. La Cordillera de los Andes divide la Patagonia de Argentina y la de Chile. Esta zona es muy hermosa por sus altas montañas, ríos y lagos. **El Glaciar Perito Moreno**. Es un impresionante glaciar que se encuentra en el Parque Nacional Los Glaciares en la región de la Patagonia. Muchos turistas llegan hasta aquí para apreciar esta maravilla de la naturaleza.

El Aconcagua. Esta montaña es la más alta del continente americano y del hemisferio occidental. forma parte de la cordillera de los Andes. La montaña mide 2,837 ft. de altura. Gente de todas partes del mundo llegan hasta la cordillera de los Andes en Argentina para subir el Aconcagua. La altura y el frío son dos grandes desafíos para escalar esta montaña tan alta.

El tango. El tango es una danza muy romántica y apasionada que nació en Argentina. Este baile no fue muy popular entre las altas clases sociales su inicio por ser considerada vulgar, pero al ver que muchas personas en muchos otros países lo bailaban, los argentinos empezaron a practicarlo en todos los niveles sociales hasta hoy en día. Este baile ahora es emblemático de Argentina. Las parejas bailan muy unidas y sincronizadamente. El hombre dirige los movimientos y la mujer sigue al hombre en cada movimiento muy de cerca.

El mate. Es una bebida hecha de la infusión de hojas de yerba mate. El mate contiene cafeína y es la bebida nacional de Argentina. El Mate no es sólo popular en Argentina, sino que otros países sudamericanos como Uruguay y Paraguay también la beben. Muchos amigos y familiares se reúnen para conversar y tomar la bebida juntos. El mate se toma de unos recipientes de calabaza *(calabash gourd)* y una bombilla *(metal straw)* de metal. Esta costumbre es muy antigua, proviene de los indígenas Guaraná que son los habitantes precolombinos de esta zona.

Actividades

Query

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

View this Interactive Content online

Las Cataratas de Iguazú

Watch the video below (or read its summary) to answer the questions below.

Video 5.8.0: Cómo visitar las Cataratas de Iguazú? (La Bitácora de Carlos y Eli via YouTube)

Actividades

Query

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

View this Interactive Content online

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6: CAPÍTULO 6

Learning Objectives

- Use vocabulary related to clothes
- Use vocabulary related to purchasing clothes
- Use direct object pronouns
- Use the verb "estar" with adjectives of emotion and condition
- Use the verbs "estar" and "ser"
- Use the present progressive tense
- Use the verbs "saber" and "conocer"
- Read about Camino de Santiago

6.1: ¿Necesito un suéter?

6.2: Vocabulario- La ropa

6.3: Gramática- Saber y conocer

6.4: En contexto- Repaso de 'a' personal / Pronombres del objeto directo en la tercera persona

6.5: Repaso de 'A' personal / Pronombres del objeto directo en la tercera persona

6.6: Ejercicios- Repaso de 'a' personal / Pronombres del objeto directo en la tercera persona

6.7: Lección- Pronombres de objetos indirectos

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

6.9: Lección- Pronombres de objeto indirecto y objeto directo usados juntos

6.10: En contexto- El pretérito

6.11: El pretérito

6.12: Ejercicios- El pretérito

6.13: En contexto- Pretérito con cambios de raíz

6.14: Los pretéritos irregulares, parte 1

6.15: Ejercicios- Pretérito con cambios de raíz

6.16: Introducción- Los demostrativos

6.17: Cultura en vivo. Perú

6.18: Cultura- Camino de Santiago

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6.1: ¿Necesito un suéter?

Here are a few songs to try on before you step out into the module—can you see what these titles have in common?

Rosalía — **Aute cuture**
Rosalía Vila Tobella, known mononymously as Rosalía, is a Spanish singer, songwriter and record producer. Initially known for her modern interpretations of flamenco music, Rosalía crossed language boundaries after receiving praise from international influencers and after several collaborations with artists such as J Balvin, Pharrell Williams, and James Blake. “Aute Cuture” was released as a single on 30 May 2019. (English translation of Aute cuture)

YouTube Video

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

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Juanes — **La camisa negra**
Juan Esteban Aristizábal Vásquez (born August 9, 1972), known professionally as Juanes, is a Colombian musician. (https://en.Wikipedia.org/wiki/La_Camisa_Negra)

YouTube Video

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Monsieur Periné — **La tienda de sombreros**
Monsieur Periné is a Bogotá-based musical ensemble from Colombia with an Afro-Colombian sound that mixes Latin and European flavors. Their style mixes elements of cumbia, tango, danzón, bolero and pop music, according to the San Diego Union Tribune. At the Latin Grammy Awards, the ensemble was named best new artist of 2015. (English translation of La Tienda de Sombreros)

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Kevin Johansen — **S. O. S. tan fashion**
Kevin Johansen (born 21 June 1964 in Fairbanks, Alaska) is a songwriter who mixes several rhythms and languages in his musical work. He naturally switches from English to Spanish or from Cumbia to Rock. He is seen as an artist who is not afraid to experiment, since he has not settled with one specific genre he usually calls his work “de genre-ate”.

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Jose Conde – **El Vestido**
Jose Conde is a Cuban American singer, songwriter, arranger, multi instrumentalist, and producer based in Brooklyn, NY who leads the genre bending Latin band OLA FRESCA and his own solo project.

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In this module, we'll also learn how to talk about the weather. The following song titles contain meteorological references: can you spot them?

Juan Gabriel – **Have You Ever Seen The Rain? (Gracias al Sol)**
Alberto Aguilera Valadez, known professionally as Juan Gabriel, was a Mexican singer, songwriter and actor. (More about Juan Gabriel on Wikipedia)

YouTube Video

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Juan Luis Guerra – **Ojalá que llueva café**
Juan Luis Guerra Seijas (born June 7, 1957), is a Dominican musician, singer, composer, and record producer. His popular style of merengue and Afro-Latin fusion has garnered him considerable success throughout Latin America. (Wikipedia)

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Santiago Vazquez – **Nublado**
Santiago Vazquez is a musician from Argentina who works in a variety of genres, including tango, jazz, electronic, and Afro beat. Click here to read more about Santiago Vazquez.

YouTube Video

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Jorge González & Los Bunkers – **LLueve sobre la ciudad**
Jorge Humberto González Ríos (born 6 December 1964) is a Chilean singer, who's best known for being the leader, vocalist, writer and bassist of the band "Los Prisioneros", considered by many to be the most popular rock band in the country. Los Bunkers was an alternative rock band from Concepción, Chile.

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6.2: Vocabulario- La ropa

La ropa

In this section we'll be talking about clothing. With your new clothing vocabulary, you'll be *como un niño con zapatos nuevos* (≈ like a kid in a candy store). Since we'll also be talking about the cost of clothing, we'll need numbers past 100—that's for the next section. But by now the numbers should be old hat. (In Spanish, *con la gorra* [with a hat] = easy)

If you feel like *no te llega la camisa al cuello* (you can't get the shirt over your neck; you're struggling), hang in there! We've been in your shoes (*Hemos estado en tus zapatos*). And if you feel like Spanish *queda como un guante* (fits like a glove), ¡*Nos quitamos el sombrero!* (We tip our hat to you).

Objetivos

Recognize and describe articles of clothing

Vocabulario: La ropa

Las prendas de ropa (*articles of clothing*)

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el abrigo



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el bolso



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las botas



la bufanda



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los calcetines



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la camisa



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to access it online.

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la camiseta



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la chaqueta



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

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la falda



la gorra



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el gorro



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los guantes



el impermeable



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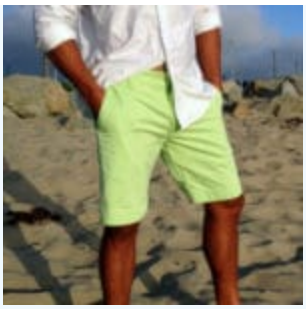
los lentes



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los pantalones



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los pantalones cortos



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el paraguas



el pijama



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el sombrero



el suéter



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los tenis



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el traje



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el traje de baño



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to access it online.

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el vestido



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los zapatos

Un verbo útil (*a useful verb*):

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Llevar (*to wear; also means to carry and to bring*)

Text only list

Las prendas de ropa (articles of clothing)

- el abrigo (coat)
- el bolso (bag / purse)
- las botas (boots)
- la bufanda (scarf)
- los calcetines (socks)
- la camisa (shirt)
- la camiseta (t-shirt)
- la chaqueta (jacket)
- de mezclilla (phrase for something made of denim - *una chaqueta de mezclilla; pantalones de mezclilla*)
- la falda (skirt)
- las gafas (las gafas de sol) - eyeglasses (sunglasses)*
- la gorra (baseball cap)
- el gorro (hat)
- los guantes (gloves)
- el impermeable (raincoat)
- los (blue) jeans (jeans)*
- los lentes (de sol) - eyeglasses (sunglasses)*
- la marca (ser de marca) - brand (*to be brandname*)
- las medias (pantyhose / stockings)
- los pantalones (pants / trousers)
- los pantalones cortos (shorts)
- el paraguas (umbrella)
- el pijama (pyjamas)
- la ropa interior (underwear)*
- las sandalas (sandals)*
- el sombrero (hat)
- el suéter (sweater)
- los tenis (sneakers)
- el traje (suit)
- el traje de baño (swimsuit)
- el vestido (dress)
- los zapatos (shoes)

Adjetivos útiles (useful adjectives):*

- barato/a (cheap or affordable)
- caro/a (expensive)
- loco/a (crazy)
- rico/a (rich)
- pobre (poor)

Verbos útiles (useful verbs):*

- Comprar (en línea) (to buy [online])
- Costar [*o: ue*] (to cost)
- Conocer (to know; to be acquianted with someone or something)
- Gastar (to spend money)
- Hacer juego [con] (to match [with]; to go [with])
- Llevar (to wear; also means to carry and to take something)
- Pagar (to pay)
- Regatear (to bargain)
- Saber (to know something; to know how)
- Usar (to wear; to use)
- Vender (to sell)

Objetivos

- Recognize the vocabulary of clothing
- Identify articles of clothing based on spoken descriptions

A. ¿Qué llevan las mascotas? (*What are the pets wearing?*)

Actividad 6.2.A

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B. La ropa

Actividad 6.2.B

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Text only

A. ¿Qué llevan las mascotas? (What are the pets wearing?)

1. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the

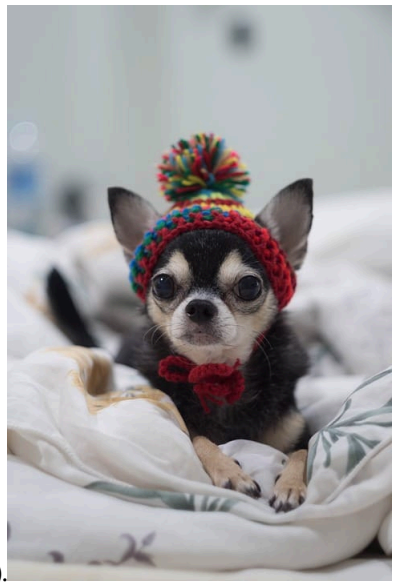

image).
   - traje de baño
   - gorro
   - lentes
   - zapatos
2. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the


image).
   - gorro
   - pantalones
   - camisa
   - calcetines
3. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the

image). 
    - gorros
    - trajes de baño
    - vestidos
    - bolsos
4. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the image). 
    - tenis
    - gorro
    - botas
    - bolso
5. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the

image). 
    - sombrero
    - paraguas
    - camisa
    - lentes
6. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the image). 
    - gorro
    - zapatos
    - camiseta
    - pantalones
7. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the



image).

- lentes
- vestido
- bufanda
- gorro

B. La ropa

1. Which picture corresponds to the speaker's description?

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2. Which picture corresponds to the speaker's description?

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3. Which picture corresponds to the speaker's description?

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4. Which picture corresponds to the speaker's description?

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VIESMANN
#Wintertans
8



5. Which picture corresponds to the speaker's description?

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6. Which picture corresponds to the speaker's description?

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7. Which picture corresponds to the speaker's description?

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6.3: Gramática- Saber y conocer

Objetivos

- Recognize the appropriate uses of the verbs saber and conocer

There are two verbs in Spanish that translate “to know” in English, similar to what you have observed with the English verb “to be”. The two ways of knowing in Spanish are *saber* and *conocer*.

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Saber Irregular in the first person singular, regular in all other forms in the present tense..	**Conocer** Irregular in the first person singular, regular in all other forms in the present tense.
sé	conozco
sabes	conoces
sabe	conoce
sabemos	conocemos
sabéis	conocéis
saben	conocen

The distinction is not so difficult to remember:

Saber → to know a skill / how to do something, to be aware of some information, to have knowledge about some topic.

Conocer → to know a person, to be familiar with who they are because of a previous physical encounter. Also to know a place because you have been there.

Ejemplos:

Saber
Yo sé las tablas de multiplicación. (*I know the times tables.*)

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Tú sabes hablar un poco de español. (*You know how to speak a bit of Spanish.*)

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Nosotros sabemos a qué hora es el partido de fútbol. (*We know what time the soccer game is.*)

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Ellos saben jugar dominó. (*They know how to play dominoes.*)

Conocer

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Yo conozco a la presidenta de la universidad personalmente. (*I know the president of the university.*—personally, we've met)

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¿Tú conoces la ciudad de Nueva York? (*Do you know / are you familiar with the city of New York?*)

Saber y Conocer

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Ellos conocen un lugar donde las personas que saben jugar dominó van los domingos. (*They know / are familiar with a place where the people who know how to play dominoes go on Sundays.*)

A Practicar

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6.4: En contexto- Repaso de ‘a’ personal / Pronombres del objeto directo en la tercera persona

Repaso de los pronombres del objeto directo con la "a" personal.

Es la hora de hacer las tareas domésticas, y una mamá **recoge a sus cinco niños** (Juanito, Sofía, Tomasito, y los dos gemelos Santiago y Federico) para hablar de su trabajo.



Mamá: Juanito, ¿**quién recogió los platos** y quién los lavó?
Juanito: Yo recogí los platos. Sofía, ¿tú los lavaste?
Sofía: ¡Mentira! ¡Tú no recogiste los platos, yo los recogí!
Tomasito: Sí, Sofía recogió los platos y yo los lavé.
Mamá: Bueno. ¿Quién **barrió el piso**?
Juanito: Yo lo barrí.
Tomasito: ¡No, yo lo barrí!
Mamá: Bien, tranquilos. ¿Quién **recogió la rop**a y quién la lavó?
Juanito: Los gemelos recogieron la ropa y yo la lavé.
Los gemelos: ¡Mentira! **Nosotros recogimos las camisas** y nosotros las lavamos también!
Mamá: Bueno, ustedes recogieron y lavaron la ropa. ¿Y Juanito?
Los gemelos: Juanito no recogió ni lavó nada.
Mamá: Niños, no vamos a **criticar a Juanito**. Juanito solamente tiene cinco años, no va a hacer tareas domésticas todavía.

An audio element has been excluded from this version of the text. You can listen to it online here: http://pb.libretexts.org/spansih2a/?p=144

Preguntas de análisis:

https://assess.lumenlearning.com/pra...0-d556ec3c6117

Para pensar:

1. ¿Dónde colocamos los pronombres en las oraciones?
2. ¿Cuáles de las frases en negrilla usan la preposición “a”?

[reveal-answer q=”255183″]Text only[/reveal-answer]

[hidden-answer a=”255183″]

1. Los pronombres reemplazan un sustantivo. Las palabras subrayadas son pronombres de objeto directo. Escribe abajo qué significan los pronombres en el diálogo.

lo =	los =
la =	las =

2. ¿Dónde colocamos los pronombres en las oraciones?
3. ¿Cuáles de las frases en negrilla usan la preposición “a”?

[/hidden-answer]

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6.5: Repaso de 'A' personal / Pronombres del objeto directo en la tercera persona

Objetivos

- Identify direct objects (review)
- Determine whether direct objects need the personal a (review)
- Recognize the appropriate third person singular and plural direct object pronouns (review)

Remember a direct object is the person or thing that directly suffers the action of the verb.

La "a" personal (the personal "a")

When the direct object of a verb in Spanish is a person, we need to add the preposition "a" in front of that direct object. This personal "a" does not get translated into English, but it needs to be there in Spanish. Pets are an interesting gray area: if the pet is considered to be part of the family, you would use the personal "a" if you did something to the pet (very common with cats and dogs that live in one's house, whom one might carry or pet, etc.); but otherwise animals don't get the personal "a".

-  Mamá **dejó a los niños** en la escuela. ("A" personal because the children are the direct objects of the verb, they are who Mom dropped off.)
-  Mamá **dejó la masa** del pan en el mostrador para subir. (No "a" personal because even though the bread dough is the direct object of the verb–it is what Mom left on the counter to rise–it's a thing not a person.)
-  Tía Sara **lleva a su gato** Fifi al veterinario. ("A" personal because the cat is the direct object of the verb, Fifi is who is being taken to the vet, and is being considered a part of the family.)
-  Juanito **mira los peces** por horas. (No "a" personal because even though the fish are the direct objects of the verb–they are what Juanito is watching for hours–they are not considered members of the family.)

Third-person direct object pronouns in Spanish

As we saw in Spanish 101 when we learned the subject pronouns, sometimes it becomes tiresome to repeat the name or noun constantly and we use a pronoun like "she" or "they" instead. The same is true of object pronouns. For example the following is

repetitious and sounds strange in both Spanish and English:

 ¿Lavaste los platos? Sí, lavé los platos, sequé los platos y devolví los platos al estante. (*Did you wash the dishes? Yes, I washed the dishes, I dried the dishes, and I returned the dishes to the shelf.*)

A much more natural way to say this would be:

 ¿Lavaste los platos? Sí, los lavé, los sequé y los devolví al estante. (*Did you wash the dishes? Yes, I washed them, dried them, and returned them to the shelf.*)

Note in the example that we have to use the noun once to establish what we are talking about, and after that first time we can switch to the appropriate pronoun, in this case "them". Just as in English it would be incorrect to say "I washed they", in Spanish the direct object pronouns are not the same as the subject pronouns.

- It / her = **la**
- It / him = **lo**
- Them (masc.) = **los**
- Them (fem.) = **las**

¡OJO! Preview of coming attractions: There is another set of object pronouns in Spanish, the indirect object pronouns, which don't exist as distinct words in English. So there are two ways to translate "it / him / her" and "them"! Make sure that you use one of the above pronouns when the object is directly receiving (suffering) the action of the verb. Once we get the hang of the direct object pronouns, we'll move on to the indirect ones in Unit 9.

Position of object pronouns in Spanish

Learning the pronouns themselves is only part of using them in Spanish: you need to learn where to put them in the sentence. Look back at the example above about the dishes. Did you notice that the Spanish object pronouns have a different position in the sentence, relative to the verb, as compared to the English object pronouns?

The basic rule in Spanish is that object pronouns are placed BEFORE the verb, whereas in English the pronouns come after the verb. This is the same placement rule that you learned in Unit 7 for the reflexive pronouns. Let's review the object pronoun placement rule in the context of this new kind of pronouns:

-  ¿Los platos? **Los** lavé. (*The dishes? I washed **them**.*)
-  ¿El piso? No **lo** barrí. (*The floor? I didn't sweep **it**.*)

-  ¿La basura? Tú **la** sacaste. (*The garbage? You took **it** out.*)
-  ¿Los estantes? Nosotros no **los** sacudimos. (*The shelves? We did not dust **them**.*)

Note that *nothing* comes between the object pronoun and its verb. If there's a subject noun or pronoun, that will come first. If there's a "no", that will come next. Then comes the object pronoun, and then the verb completes the thought.

Remember that when the verb has an infinitive or a gerund, you have the option of tacking the object pronoun onto the end of those forms, or you could still put the object pronoun before the conjugated verb.

-  ¿Los platos? Necesito lavarlos. -o-  Los necesito lavar. (*I need to wash them.*)
-  ¿El piso? No debes barrerlo. -o-  No lo debes barrer. (*You should not sweep it.*)
-  ¿La basura? Tú estás sacándola. -o-  Tú la estás sacando. (*You are taking it out.*)
-  ¿Los estantes? Nosotros no estamos sacudiéndolos. -o-  Nosotros no los estamos sacudiendo. (*We are not dusting them.*)

Be careful to add an accent mark to the gerund to preserve the stress placement when you tack a pronoun onto the end of it. An extra accent mark is not necessary when tacking just one pronoun to the end of an infinitive.

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6.6: Ejercicios- Repaso de ‘a’ personal / Pronombres del objeto directo en la tercera persona

Objetivos

- Identify direct objects (review)
- Determine whether direct objects need the personal a (review)
- Recognize the appropriate third person singular and plural direct object pronouns (review)
- Recognize the referent of a direct object pronoun when you hear it in a sentence (review)

A. El objeto directo

https://assess.lumenlearning.com/pra...4-cbe8f33d4131

B. ‘A’ personal

https://assess.lumenlearning.com/pra...6-eabb685c3735

C. Pronombres del objeto directo

https://assess.lumenlearning.com/pra...c-ee4a21abebde

D. Pronombres del objeto directo

https://assess.lumenlearning.com/pra...c-a8a6ec92df8b

[reveal-answer q=”747750″]Text only[/reveal-answer]
[hidden-answer a=”747750″]

A. ¿A quién?

Escribe la “a” personal solamente en los espacios donde es necesaria.

Yo visité ____ la casa de mi tía, que tiene cuatro hijos, tres gatos y dos perros. ¡Es una casa muy llena! Después de comer, yo lavé ____ los platos, y mi tía bañó ____ su hijo menor, el bebé. El hijo mayor miró ____ sus hermanas mientras ellas acariciaban (*were petting*) ____ los perros. De pronto, los tres gatos miraron fijamente ____ un punto en el techo (*a spot on the ceiling*) y los niños chillaron (*screamed*). Yo llamé ____ mi tía y ella mató ____ una araña muy grande. Al final todos bebimos ____ un vaso de leche caliente para calmarnos antes de acostarnos.

B. Lista de verificación (*checklist*)

Llena los espacios en blanco con el pronombre del objeto directo apropiado, “lo”, “la”, “los”, o “las”.

Esta tarde los padres de mi novio vienen a visitar mi apartamento por primera vez.

1. ¿Recogí los papeles y libros? Sí, ____ recogí.
2. ¿Sacudí el polvo? Sí, ____ sacudí.
3. ¿Quité las telarañas (*spiderwebs*)? Sí, ____ quité.
4. ¿Pasé la aspiradora? Sí, ____ pasé.
5. ¿Lavé los platos? Sí, ____ lavé.
6. ¿Limpié la estufa? Sí, ____ limpié.
7. ¿Preparé el café? Sí, ____ preparé.
8. ¿Saqué las galletas? Sí, ____ saqué.
9. ¿Cambié mi ropa? No, no ____ cambié. ¡Qué horror! No hay tiempo, ellos están a la puerta ¡y todavía estoy en mis pijamas!

C.  Es un lugar extraño para eso

Llena los espacios en blanco con el pronombre del objeto directo apropiado, “lo”, “la”, “los”, o “las”.

1. “Oye (*Hey*), Mac, ¿por qué tienes la plancha en el mostrador de la cocina?” “Porque ____ usé para hacer paninis.”
2. “Oye, Mac, ¿por qué tienes un jarro de centavos con el equipo de hornear (*baking equipment*)?” “Porque ____ uso para pesos de tarta (*pie weights*).”
3. “Oye, Mac, ¿por qué tienes tu bola de boliche al lado de la puerta?” “Porque ____ uso para mantener abierta la puerta (*to hold the door open*).”
4. “Oye, Mac, ¿por qué tienes grapas (*staples*) en tu equipo de coser (*sewing kit*)? “Porque ____ uso en emergencias para reparar el dobladillo (*hem*) de los pantalones. Es muy rápido y eficaz (*effective*).”
5. “Oye, Mac, ¿por qué tienes un rollo de cinta para conductos (*duct tape*) en el bolsillo de tu impermeable?” “Porque ____ uso para reparar el impermeable si el agua comienza a entrar.”

[/hidden-answer]

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6.7: Lección- Pronombres de objetos indirectos

Learning Objectives

- Recognize indirect object pronouns (review)
- Construct sentences with using indirect object pronouns (review)

Indirect objects and indirect object pronouns

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

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

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

-  **Le** compré un recuerdo para mi mamá. (*I bought a souvenir for my mom.*)

  Note: "un recuerdo" is the direct object, and "le" / "mi mamá" is the indirect object.

-  **Te** dije la fecha y la hora de mi vuelo. (*I told you the date and time of my flight.)*

  Note: "la fecha y la hora de mi vuelo" is the direct object, and "te" is the indirect object.

-  El recepcionista **les** dijo la contraseña del wifi a los turistas. (*The receptionist told the wifi password to the tourists.*)

  Note: "la contraseña del wifi" is the direct object, and "les" / "los turistas" is the indirect object.

-  El conserje va a pedir**le** un taxi para la señora. (*The concierge will call a taxi for the lady.*)

Note: “un taxi” is the direct object, and “le” / “la señora” is the indirect object.

Indirect object pronoun placement

Indirect object pronouns follow the same placement rules as the reflexive pronouns and the direct object pronouns that you have learned so far: the basic position is right in front of the conjugated verb.

Spanish places object pronouns immediately before a conjugated verb.

Fórmula: sujeto + pronombre + verbo conjugado

Le dije la verdad.

- Verbo = dije
- Sujeto = tú
- Objeto indirecto = a él, ella, o Ud.
- Pronombre de objeto indirecto = le

¿**Nos** compras los boletos?

- Verbo = compras
- Sujeto = tú
- Objeto indirecto = a nosotros
- Pronombre de objeto indirecto = nos

But the indirect object pronoun can be attached to the end of an infinitive or a gerund.

Object pronouns may precede the conjugated verb (except for positive commands)

Fórmula: sujeto + pronombre + verbo conjugado + verbo infinitivo o gerundio

Te voy a decir la verdad.

- Verbo 1= voy
- Verbo 2 = decir
- Sujeto = yo
- Objeto indirecto = a ti
- Pronombre de objeto indirecto = te

¿**Me** quieres comprar un auto nuevo?

- Verbo 1= quieres
- Verbo 2 = comprar
- Sujeto = tú
- Objeto indirecto = a mí
- Pronombre de objeto indirecto = me

It can also be attached at the end of the infinitive or gerund:

Fórmula: sujeto + verbo conjugado + verbo infinitivo o gerundio+pronombre

Voy a decir**te** la verdad.

¿Quieres comprar**me** un auto nuevo?

Indirect object pronoun redundancy

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

Práctica

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

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

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

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

Xavier: ¿A quién **se las** dio?

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

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

Marta: ¡Sí! ¿Qué te pasa?

Xavier: La familia García solamente tiene hijas.

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

An audio element has been excluded from this version of the text. You can listen to it online here: http://pb.libretexts.org/spansih2a/?p=252

Preguntas de análisis:

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

Objetivos

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

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

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

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

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

Third-person object pronouns used together

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

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

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

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

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6.9: Lección- Pronombres de objeto indirecto y objeto directo usados juntos

Las oraciones siempre incluyen un sujeto y un verbo conjugado. En muchas ocasiones ese verbo tiene dos tipos de complementos: el directo y el indirecto.

Ana	manda	mensajes	a sus amigos
sujeto	verbo conjugado	complemento directo: ¿qué manda?	complemento indirecto: ¿a quién manda mensajes?

A complete sentence in Spanish i two types of objects: direct and in

Ana	sends
subject	conjugated verb

Para los complementos, se usan los siguientes pronombres:

For direct and indirect objects, the following pronouns are used:

persona	Directo	Indirecto	
(yo)	**me**	**me**	*me*
(tú, vos)	**te**	**te**	*you*
(usted, él, ella)	**lo , la**	**le**	*him, her, it, you (usted)*
(nosotros)	**nos**	**nos**	*us*
(vosotros)	**os**	**os**	*you (plural) [in Spain]*
(ustedes, ellos, ellas)	**los , las**	**les**	*them, you (ustedes)*
*Escribí **una carta**. **La** escribí.* (¿qué escribí?) *Vi **al doctor**. **Lo** vi.* (¿qué vi?)		***Le** escribí una carta (a mi amiga).* (¿a quién escribí la carta?) ***Les** di el regalo (a ellos).* (¿a quiénes di el regalo?)	

• Los pronombres de complemento se colocan antes del verbo conjugado:
*Hola, ¿**me** llamaste? No **te** pude responder antes.*
*¿Cada cuánto visitas a tu hermano? No **lo** visito nunca.*
*¿Conoces a la abogada? Sí, **la** conozco y **le** debo un favor.*

• *Spanish places object pronouns immediately before a conjugated verb.*
*Hi, did you call **me**? I couldn't answer (**you**) earlier.*
*How often do you visit your brother? I never visit **him**.*
*Do you know the lawyer? Yes, I know **her** and I owe **her** a favor.*

• Cuando estos pronombres son el objeto de un infinitivo o gerundio, se unen al final (puede ser necesario añadir tilde según las reglas generales explicadas en §04):
*¿Viste a María? No, pero quiero ver**la** mañana.*
*Escribi**éndo**les van a entender mejor.*

• *When these pronouns are the object of an infinitive or a gerund, they are joined to the end (written accents may be needed according to the general rules explained in §04):*
Did you see María? No, but I want to see her tomorrow.
By writing to them, they're going to understand better.

• Así que los pronombres de complemento van antes del verbo conjugado (excepto imperativos positivos) o después del infinitivo o del gerundio:
*¿No **les vas** a dar un regalo? = ¿No vas a **darles** un regalo?*
***Lo están** buscando. = Están **buscándolo**.*
***Me siguió** contando la historia. = Siguió **contándome** la historia.*

• *Thus, object pronouns may precede the conjugated verb (except for positive commands) or be attached at the end of the infinitive or gerund:*
Aren't you going to give them a present?
They are looking for him.
She went on telling me the story.

• Cuando se combinan, los pronombres de complemento indirecto van antes de los de complemento directo:
***Me** siguió contando **la historia**. → **Me la** siguió contando.*
*Siguió contándo**me la historia**. → Siguió contándo**mela**.*
***Te** compro ese **camión**. → **Te lo** compro.*

• *When used together, indirect object pronouns precede direct object pronouns (the exact opposite of the usual English order).*
*She went on telling me **the story.***
*She went on telling **it** to me.*
*I'll buy you **that truck**. → I'll buy **it** from you* (tú/vos).

• Si el primero de los dos pronombres es ***le*** o ***les***, se transforma en **se** (para evitar la cacofonía **le lo, *les la*, etc.):
Le *compro ese* ***camión***. → ***Se lo*** *compro.*
Ana ***les*** *mandó* ***los mensajes***. → *Ana* ***se los*** *mandó.*
Le *quiero explicar* ***la situación***. → ***Se la*** *quiero explicar.*
*Quiero explicar****le la situación***. → *Quiero explicár****sela***.

• *When the first pronoun of the two would be* **le** *or* **les**, *it changes to* **se** *(singular or plural, to avoid cacophony).*
I'll buy you ***that truck***. → *I'll buy* ***it*** *from you* (usted).
Ana sent them ***the messages***. → *Ana sent* ***them*** *to them.*
I want to explain ***the situation*** *to them.* →
I want to explain ***it*** *to them.*

• Para clarificar o contrastar, pueden añadirse pronombres preposicionales (***a mí, a ti, a él***...):
Me *está mirando* ***a mí***, *no* ***a ti***. (contrastar)
No ***la*** *quiero molestar* ***a usted***. (clarificar: "la" podría ser "ella")
Le *expliqué la situación* ***a él***. → ***Se*** *la expliqué* ***a él.***
(clarificar: "le" podría ser "a ella" o "a usted")

• *For clarity or contrast, prepositional pronouns (***a mí, a ti, a él***...) can be used in addition to the object pronoun(s).*
He's looking at me, not you.
I don't want to bother you.
I want to explain the situation to him.
I want to explain it to him.

• Con frecuencia, los pronombres de complemento **indirecto** se usan incluso cuando se menciona el objeto indirecto:
Le *expliqué la situación* ***a mi jefe***. → ***Se*** *la expliqué* ***a mi jefe***.
¿Por qué no ***le*** *pides dinero* ***a tu hija****?*
Ana ***les*** *manda mensajes* ***a sus amigos***.
El lenguaje formal tiende a omitir la duplicación:
Explicaron la situación ***a los ciudadanos.***
El presidente solicitó dinero ***al congreso.***
Mandó un mensaje ***a los congresistas***.
Pero la duplicación es hoy obligatoria cuando se emplean pronombres preposicionales (***a mí, a ti, a ellas***...):
El presidente ***les*** *explicó la situación* ***a ellos***.
¿Por qué no ***me*** *pides dinero* ***a mí****?*

• *Spanish often uses the* ***indirect*** *object pronouns even when the indirect object is mentioned.*
I explained the situation to my boss. → I explained it to him.
Why don't you ask her, your daughter, for money?
Ana sends messages to them, her friends.
Formal speech tends to omit this kind of duplication.
They explained the situation to the citizens.
The President requested money from the Congress.
He sent a message to the members of the Congress.
*But in contemporary Spanish the duplication is mandatory when using prepositional pronouns (***a mí, a ti, a ellas***...):*
The President explained the situation to them.
Why don't you ask me for money?

♦ *Note the following verbs, which take certain prepositions in English, but not in Spanish (except for the personal* **a** *when needed):*

mirar: *look at*	**Miré el juego y miré a los jugadores. Los miré.** *I looked at the game and at the players. I looked at them.*
buscar: *look for*	**Buscamos a la profesora Reyes. La buscamos. Buscamos ayuda.** *We're looking for Professor Reyes. We're looking for her. We're looking for help.*
escuchar: *listen to*	**Escuchan la canción. La escuchan. Escuchan al cantante.** *They listen to the song. They listen to it. They listen to the singer.*
pedir: *ask for*	**Pedimos dos empanadas. Se las pedimos al mesero.** *We asked for two empanadas. We asked the waiter for them.*
robar: *steal from*	**Le robaron dinero** (a ella). **Se lo robaron.** *They stole some money from her. They stole it from her.*

Práctica

Práctica 45

Complete los diálogos con los pronombres adecuados para cada contexto, como en los ejemplos. [Ejercicio interactivo] *(Diccionario)*.
Ejemplos:
¿ *Le* diste la comida al perro? Sí, *se la* di hace más de una hora.
¿ *Me* puedes preparar este informe (a mí)? Sí, puedo prepará*rtelo* más tarde.

1. ¿___ compraste un regalo a tu tía? Sí, ____ compré esta mañana.
2. ¿___ puedes reenviar ese mensaje (a mí)? Sí, voy a reenviár____ lo más pronto posible.
3. ¿___ pediste la cuenta al mesero? Sí, hace más de media hora que ____ pedí.
4. ¿Cuándo vas a escuchar___ (a mí)? No puedo escuchar___ si te quejas tanto.
5. ¿Cuándo ___ robaron el dinero (a ustedes)? ____ robaron cuando salíamos del banco.
6. ¿Podrías buscar___ un mejor trabajo a mi sobrino? Claro que ____ puedo buscar, con gusto.
7. ¿Seguiste dándo___ dinero a tus primos? No ____ seguí dando porque ya tienen buenos ingresos.
8. ¿___ prestas cien euros? Lo siento, ahora no ____ puedo prestar. Puedes pedír____ a mi esposa.

Traducción al inglés available at the end of this section.

Respuestas available at the end of this section.

Práctica interactiva

- ASCCC: objeto directo - objeto indirecto - combinación
- aprenderespañol: objecto directo - objeto indirecto
- Nelson: https://personal.colby.edu/~bknelson/SLC/DO_IO.html
- ver-taal: pronombres de complemento - posición con infinitivo - posición general
- Yepes: https://www.bowdoin.edu/~eyepes/newgr/prc.htm

Answers

Práctica 45

1) Did you buy a gift for your aunt? Yes, I bought it for her this morning. 2) Can you forward me that message? Yes, I'm going to forward it to you as soon as possible. 3) Did you ask the waiter for the check? Yes, I asked him for it more than half an hour ago. 4) When are you going to listen to me? I can't listen to you if you complain so much. 5) When did they steal the money from you? They stole it from us when we were leaving the bank. 6) Could you find a better job for my nephew? Of couse I can find it for him, with pleasure. 7) Did you continue to give money to your cousins? I didn't keep on giving it to them because they have a good income now. 8) Would you lend me a hundred euros? Sorry, I can't lend them to you now. You can ask her (my wife) for them.

Práctica 45

1) Le - se lo - 2) Me - reenviártelo - 3) Le - se la - 4) me - te - 5) les - nos lo - 6) le - se lo - 7) les - se lo - 8) Me - te los - perdírselos

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6.10: En contexto- El pretérito

 Es la hora de hacer las tareas domésticas y una mamá recoge a sus cinco niños (Juanito, Sofía, Tomasito y los dos gemelos Santiago y Federico) para hablar de su trabajo.

Mamá: Juanito, ¿quién **recogió** los platos y quién los **lavó**?
Juanito: Yo **recogí** los platos. Sofía, ¿**lavaste** tú los platos?
Sofía: ¡Mentira! ¡Tú no **recogiste** los platos, yo **recogí** los platos!
Tomasito: Sí, Sofía **recogió** los platos y yo los **lavé**.
Mamá: Bueno, ¿quién **barrió** el piso?
Juanito: Yo lo **barrí**.
Tomasito: No, yo lo **barrí.**
Mamá: Bien, tranquilos. ¿Quién **recogió** la ropa y quién la **lavó**?
Juanito: Los gemelos **recogieron** la ropa y yo la **lavé**.
Los gemelos: ¡Mentira! ¡Nosotros **recogimos** las camisas y nosotros las **lavamos** también!
Mamá: Bueno, ustedes **recogieron** y **lavaron** la ropa. ¿Y Juanito?
Los gemelos: Juanito no **recogió** ni **lavó** nada.
Mamá: Niños, no vamos a criticar a Juanito. Juanito solamente tiene cinco años, no va a hacer tareas domésticas todavía.

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Preguntas de análisis:

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

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

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

yo	nosotros
tú	vosotros -isteis

él/ella/usted	ellos/ellas/ustedes

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6.11: El pretérito

Objetivos

Conjugate verbs in the preterit tense

The preterit tense is one of the two simple past tenses in Spanish, and is used to talk about concrete, completed actions in the past. In this conjugation, -AR verbs have one set of endings and -ER and -IR verbs share a second set of endings.

Conjugation of regular -AR, -ER and -IR verbs in the preterit tense:

	-AR		-ER/-IR	
	singular	plural	singular	plural
1a persona	**-é**	**-amos**	**-í**	**-imos**
2a persona	**-aste**	**-asteis**	**-iste**	**-isteis**
3a persona	**-ó**	**-aron**	**-ió**	**-ieron**

- 

 Después de comer, yo lavé los platos y barrí el piso. (*After eating, I washed the dishes and swept the floor.*)
-  Ella no lavó los platos ni barrió el piso. (*She neither washed the dishes nor swept the floor.*)

Note the accent marks on the first and third-person singular ("yo" and "él/ella/usted") endings! These are important to distinguish the present and preterit tenses (Hablo = *I speak*; Habló = *He/She/You spoke*). Also note that the first-person plural "nosotros" endings are the same as the present tense for -AR and -IR verbs, and you'll have to use the context to know which one is meant. There should be no confusion for -ER verbs since those endings are different:

-  Nosotros siempre llamamos a mamá los domingos. (*We always call Mom on Sundays. – present*)
-  Nosotros llamamos a mamá el domingo pasado. (*We called Mom last Sunday. – preterit*)
-  Nosotros no sacudimos el polvo nunca. (*We never dust. – present*)
-  Nosotros no sacudimos el polvo ayer. (*We didn't dust yesterday. – preterit*)
-  Nosotros barremos el patio. (*We sweep the patio. – present*)
-  Nosotros barrimos el patio. (*We swept the patio. – preterit*)

Spelling changes in the preterit tense:

Some verbs require a spelling change in order to maintain consistent pronunciation of their consonants. These spelling changes follow consistent patterns, and in fact you have seen some of them before when you learned pluralization and some of the present tense verbs. In the preterit, these spelling changes are limited to the yo forms.

1. "Z" changes to "c" before "i" and before "e". You should remember this from Spanish 1, when you learned pluralization (1 luz – 2 luces). In the preterit this happens in the yo forms of verbs whose infinitives end in -ZAR, for example:
    - **Cruzar** (*to cross*) –  Yo crucé la calle.  Tú cruzaste la calle.  ¿Por qué cruzó la gallina la calle?

- **Empezar** (*to begin*) –  Yo empecé,  tú empezaste,  él empezó,  ¡todos empezamos juntos!

2. Hard “g” to “gu”. This happens in the yo forms of verbs whose infinitives end in -GAR, for example:
   - **Pagar** (*to pay*) –  Yo pagué mis impuestos.  Tú pagaste tus impuestos.  La compañía internacional, ¿pagó sus impuestos?
3. Hard “c” to “qu”. This happens in the yo form of verbs whose infinitives end in -CAR, for example:
   - **Buscar** (*to look for*) –  Yo busqué un buzón de correos (*mailbox*).  Tú buscaste un buzón.  Buscamos un buzón para mandar una carta.
   - **Sacar** (*to take out*) –  Yo saqué la basura ayer.  Tú sacaste la basura anteayer.  El no sacó la basura,  es su turno hoy.
4. Intervocalic “i” to “í” and “y”. This happens in verbs that end in -EER and -UIR as well as “oír”, because the “i” in the endings either needs an accent mark so it doesn’t become a dipthong (first and second persons), or needs to change to a “y” to separate the strong vowels of the stem and ending (third persons). This change follows the rules of when words in Spanish need accent marks, but for now you could just memorize the forms.

- **Creer** (*to believe*) –  Yo lo creí (*I believed it*).  Tú lo creíste.  Ella lo creyó.  Nosotros lo creímos.  Vosotros lo creísteis.  Ustedes lo creyeron.
- **Oír** (*to hear*) –  Yo lo oí (*I heard it*).  Tú lo oíste.  Usted lo oyó.  Nosotras lo oímos.  Vosotros lo oísteis.  Ellas lo oyeron.

Spelling changes, from a different perspective:

Another way of looking at these spelling changes is to see them in the context of the Spanish alphabet: they're not special irregularities peculiar to any particular tense, they're just how Spanish spells particular sounds, regardless of when they turn up. If you look at them in terms of syllables, the pattern becomes clearer:

- (The soft "c"): ZA – CE – CI – ZO – ZU In Latin American pronunciation this is indistinguishable from the "s" (SA – SE – SI – SO – SU). But the letter "z" is never used before the letters "e" or "i", and switches to a "c" in those positions. So it's understandable to confuse "sa" and "za" occasionally, but there's no doubt about when to alternate "z" and "c": alcanzar (*to reach, achieve*), alcancé, alcanzaste, alcanzó, etc.
- (The hard "c"): CA – QUE – QUI – CO – CU Notice that the syllables "ce" and "ci" already are used for spelling the soft "c", so the hard "c" needs to switch to the "qu" before "e" and "i". Except for foreign words that use the letter "k", there's only one way to spell these syllable sounds in Spanish, no matter what the word is: jaqueca (*migraine*), coquí (*Puerto Rican tree frog*), sacar, saqué, sacaste, sacó, etc.
- (The soft "g"): JA – GE/JE – GI/JI – JO – JU This explains the spelling change that you remember from the present tense, with an -ER verb needing to preserve its soft "g" in front of the "o" of the yo ending: escoger, escojo, escoges, escoge, etc. But in the preterit, the endings for -GER verbs don't stray into "j" territory: escoger, escogí, escogiste, escogió, etc.

- (The hard "g"): GA – GUE – GUI – GO – GU Since the "ge" and "gi" are already taken for the soft "g", the hard "g" adds a "u". This is in a number of words that are probably familiar to you, for example guitarra and guerrilla. Why do -GAR verbs only change their spelling in the yo form of the preterit? Because the yo form is the only one with the vowel "e" (and no preterit endings of -AR verbs start with an "i"): entregar (*to hand in*), entregué, entregaste, entregó, entregamos, entregasteis, entregaron.

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6.12: Ejercicios- El pretérito

Objetivos

Conjugate verbs in the preterit tense

A. El pretérito

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B. El pretérito 2

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A. Fiesta de cumpleaños

Llena los espacios en blanco con la forma apropiada del verbo, en tiempo pretérito.

1. Mis compañeros de casa y yo _____ (decidir) dar una fiesta para celebrar el primer cumpleaños de nuestro perrito, Manchas.
2. Felipe y José _____ (lavar) y _____ (doblar) la ropa. Entonces Manchas _____ (subir) a la cesta (*climbed into the basket*) de ropa limpia para dormir.
3. Yo _____ (recoger) todos los papeles y juguetes etc. en la sala. Entonces Manchas _____ (sacar) sus juguetes otra vez.
4. Luis y Raúl _____ (sacudir) el polvo y _____ (barrer) los pisos. Entonces Manchas _____ (jugar) en el jardín y _____ (llevar) el polvo a la casa otra vez.
5. En la cocina, Manchas "_____" (lavar) los platos con su lengua (*with his tongue*) y José y yo _____ (meter) los platos en el lavaplatos (*put the dishes in the dishwasher*).
6. ¡Manchas _____ (ayudar) mucho con las preparaciones de su fiesta! Y_____ (pasar) bien en su fiesta de cumpleaños.

B. Mandados del sábado

Llena los espacios en blanco con la forma apropiada del verbo, en tiempo pretérito.

1. Mi amigo Esteban _____ (pasar) un sábado muy ocupado. Por la mañana él y sus compañeros de apartamento _____ (limpiar) la cocina _____ (recoger) sus cosas en la sala. Luego Esteban _____ (separar) el reciclaje de la basura y _____ (llevar) la basura al vertedero. Por la tarde él _____ (escribir) unas tareas y _____ (salir) a trabajar desde las cinco de la tarde hasta la medianoche.
2. Yo, al contrario, _____ (descansar) mucho este sábado. Yo _____ (lavar) la ropa y _____ (dejar) un traje en la tintorería. También yo _____ (sacar) dinero del cajero automático, pero yo no _____ (pagar) los impuestos y no _____ (trabajar). En vez de eso (*instead of that*) yo _____ (echarse) una siesta de cuatro horas y yo _____ (jugar) videojuegos. ¡Qué bien es descansar el fin de semana!

C. Quehaceres universitarios

Elige el verbo correcto de la caja al contexto. Luego, llena los espacios en blanco con la forma apropiada del verbo, en tiempo pretérito.

buscar	comenzar	devolver	escoger	escribir
entregar	leer	pasar	sacar	

1. Yo _____ un ensayo de tres páginas en español, y mi amigo _____ un ensayo de seis páginas en inglés.
2. ¿_____ tú el examen de química? Muchos estudiantes no _____ ese examen.
3. Nosotros _____ los libros a la biblioteca a tiempo, pero ellos _____ sus libros tarde.
4. Tú _____ el ensayo por correo electrónico y yo _____ mi ensayo en papel.
5. Yo _____ ese libro de la biblioteca universitaria; ella _____ el libro de la biblioteca municipal.
6. Ellos _____ una clase de francés introductorio y yo _____ una clase de español intermedio.
7. Yo ya _____ mi tarea para mañana. ¿_____ tú?
8. Ella _____ el libro entero en una noche. Nosotros _____ el libro en una semana.
9. Yo _____ mi concentración académica en mi primer semestre, pero muchos de mis amigos _____ su concentración en su segundo año.

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6.13: En contexto- Pretérito con cambios de raíz

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

Mamá: Bueno, Luisita, ¿lo pasaste bien en el centro comercial?
Luisita: Sí, mamá, mis amigas compraron un regalo para su padre y yo compré unos zapatos.
Mamá: Para saber el tamaño de tus pies, ¿te los **mediste** o te los **midió** el empleado?
Luisita: No **medimos** mis pies, yo miré los zapatos que llevo y usé esa talla.
Mamá: Pero, ¿te los **probaste** antes de comprarlos?
Luisita: Sí, el empleado me ayudó y yo me los **probé**. Son zapatos muy cómodos, con tacones bajos.
Mamá: Muy bien, y ¿tus amigas compraron zapatos?
Luisita: No, ellas se **probaron** algunos pero no los compraron. En la sección de ropa, mis amigas compraron un suéter para su padre y te compré una blusa.
Mamá: ¿De veras? ¿Compraron la talla correcta?
Luisita: Sí, porque ellas **midieron** las mangas del suéter con una cinta métrica. El empleado nos miró un poco raro, pero está bien.
Mamá: Y su padre puede devolverlo si la talla es incorrecta.

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Preguntas de análisis:

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Preguntas de análisis:

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

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6.14: Los pretéritos irregulares, parte 1

Irregular preterites, part 1

The preterite tense is the most difficult tense to learn in terms of conjugation. First review what you learned in 5.6.0.

Now we will continue with the conjugations of some irregular verbs in preterite tense.

Stem-changing verbs ending in -ir

- In 4.3.0 you learned the 3 types of stem-changing verbs in the present tense: "e → i, o → ue, and e → i".
- In 5.6.0 you learned that stem-changing verbs ending in "-ar" and "-er" are conjugated as regular verbs in the preterite.
- You will now learn that stem-changing verbs ending in "-ir" have a stem-change only in the conjugations of "usted, él, ella" and "ustedes, ellos, ellas" (3rd person singular and plural). This stem-change is also different from the present tense. In preterite, you need to change "e → i, o → u". In the examples below, the preterite endings are in blue and the stem-change in the preterite conjugation is indicated in **bold**.

Present	Preterite	Present	Preterite
e → ie	e → i	o → ue	o → u
preferir	**preferir**	**dormir**	**dormir**
pref**ie**ro preferimos	preferí preferimos	d**ue**rm**o** dormimos	dormí dormimos
pref**ie**res preferís	preferiste preferisteis	d**ue**rmes dormís	dorrmiste dormisteis
pref**ie**re pref**ie**ren	pref**i**rió pref**i**rieron	d**ue**rme d**ue**rmen	d**u**rmió d**u**rmieron



Figure 1: Ayer Blanca se divirtió mucho en la cocina.



Figure 2: El gato d**u**rmió muy bien anoche.



Figure 3: El sábado pasado los camareros s**i**rvieron comida deliciosa.

List of stem-changing verbs ending in "-ir"

Stem change "e" → "i"

The vowel highlighted in bold will have change "**e**" → "i" in the the conjugations of "usted, él, ella" and "ustedes, ellos, ellas" (3rd person singular and plural) in the preterite tense.

Spanish	English
adv**e**rtir	to warn
cons**e**guir	to get; to obtain
conv**e**rtir	to convert
conv**e**rtirse en	to become
desp**e**dir	to fire (job dismissal)

Spanish	English
desp**e**dirse	to say goodbye
div**e**rtirse	to have fun
m**e**dir	to measure
m**e**ntir	to lie
p**e**dir	to ask for (something)
pref**e**rir	to prefer
r**e**ír (reírse)	to laugh
rep**e**tir	to repeat
s**e**guir	to follow; to continue
s**e**ntir	to feel (regret)
s**e**ntirse	to feel
s**e**rvir	to serve
v**e**stir	to dress someone
v**e**stirse	to get dressed

Stem change "o" → "u"

The vowel highlighted in bold will have change "**o**" → "u" in the the conjugations of "usted, él, ella" and "ustedes, ellos, ellas" (3rd person singular and plural) in the preterite tense.

Spanish	English
dormir	to sleep
dormirse	to fall asleep
morir	to die
morirse	to die off (of something, ie: of love)

Stems that end in a vowel for verbs ending in "-er" and "-ir"

- Observe that the stem of "-er" and "-ir" ending verbs of the verbs "leer", "caer", "oír" and "huir" end in a vowel.
- A written accent is needed on the "í" for the conjugations of "yo", "tú", "nosotros", and "vosotros".
- The vowel "i" of the ending in the conjugations of "usted, él, ella" and "ustedes, ellos, ellas" will change to "y". This is because the endings for "-er" and "-ir" are "ió" and "ieron" (whereas, verbs ending in "-ar" are just "-o" and "-aron").

Leer - to read	Caer - to fall	Oír - to hear	Huír - to flee
le**í** le**ímos**	ca**í** ca**ímos**	o**í** o**ímos**	hu**í** hu**ímos**
le**íste** le**ísteis**	ca**íste** ca**ísteis**	o**íste** o**ísteis**	hu**íste** hu**ísteis**
le**yó** le**yeron**	ca**yó** ca**yeron**	o**yó** o**yeron**	hu**yó** hu**yeron**

Note that in the conjugations above, the endings are in **bold** and the spelling change is indicated in blue.

A Practicar

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6.15: Ejercicios- Pretérito con cambios de raíz

Objetivos

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

A. Pretérito con cambios de raíz

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B. Pretérito con cambios de raíz 2

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A. La terapia de compras

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

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

B. Regalos deseados y no deseados

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

1. Los niños _____ muchos regalos de sus tíos y tías. (recibir)

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

C. El octogésimo cumpleaños

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

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

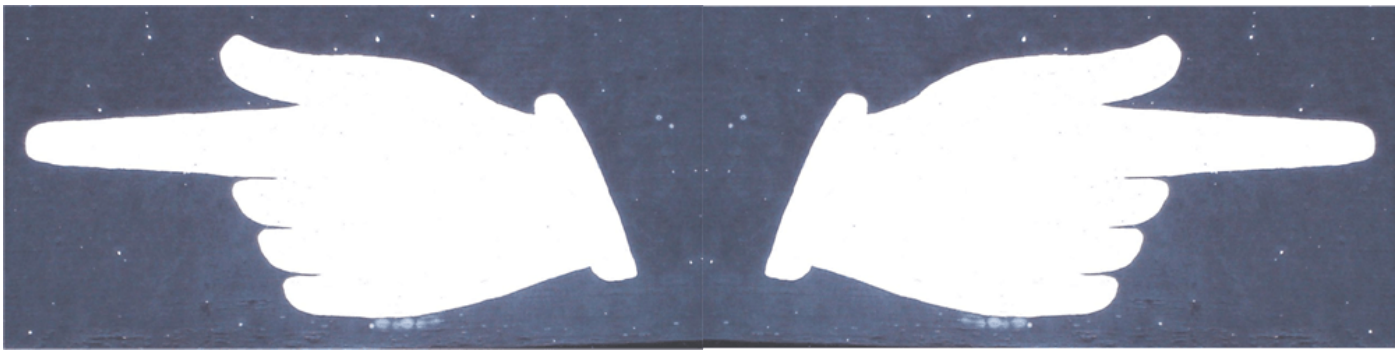
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6.16: Introducción- Los demostrativos



Demonstratives are used to demonstrate how close something is to the speaker.

They are adjectives when they directly accompany a noun.

Me gusta esta blusa. (This blouse)

They are pronouns when they stand alone (even when they stand alone, they still refer to the noun and must match its gender/number).

¿Qué blusa te gusta más? - - - Esta. (This one)

The English equivalents are:

This and These (for things within the speaker's reach)

-and-

That and Those (for things outside of the speaker's reach)

In Spanish, we have a third group for things that are quite far away. We'll call them:

That and Those *way over there*

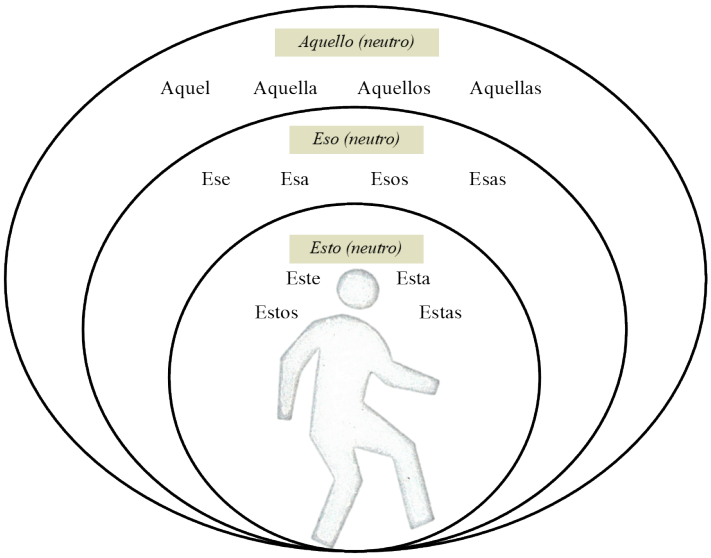
In English, you see that we have a singular and a plural version of each, which is true for Spanish as well. However, we also have to account for gender.



Esa curva es muy peligrosa. Hay que tener cuidado.



Esta piedra de playa tiene forma de *corazón*



Other notes:

When used as pronouns, some people will put an accent over the first “e.” However, it is no longer required.

We have a neutral “this” and a neutral “that” when we are referring to something abstract (meaning, we are not referring to any specific noun in particular).

Esto:

¿Qué es esto? _____

Esto es increíble. _____

Eso:

¡Eso es ridículo! _____

¿Qué es eso? _____

Aquello: This is the neutral “that way over there.” It is much less commonly used than the others.

Aquello es mío. _____

Actividad 13

Los adjetivos demostrativos. Fill in the blanks and answer the questions to build your foundation with the demonstrative adjectives.

¿Cómo se dice *this?* Masculino _____ Femenino _____

_____ casa _____ chico _____ marcador _____ clase

¿Cómo se dice *these?* Masculino _____ Femenino _____

_____ perros _____ plumas _____ niñas _____ estudiantes

What is the proximity to the speaker for *this* and *these*?_____

¿Cómo se dice *that?* Masculino _____ Femenino _____

_____ carro _____ reloj _____ mujer _____ farmacia

¿Cómo se dice *those?* Masculino _____ Femenino _____

_____ niños _____ manzanas _____ clases _____ gatos

What is the proximity to the speaker for *that* and *those*_____

¿Cómo se dice *that way over there?* Masculino _____ Femenino _____

_____ hombre _____ casa _____ árbol _____ mujer

¿Cómo se dice *those way over there?* Masculino _____ Femenino _____

_____ árboles _____ casas _____ montañas _____ carros

What is the proximity to the speaker for *that* and *those* way over there?_____



Actividad 14

Los pronombres demostrativos. Fill in the blanks and answer the questions to build your foundation with the demonstrative adjectives.

1. ¿Qué libro lees? ---- _____. Se llama *La casa de los espíritus*. (this one)

2. ¿Cuál es tu gorra favorita? --- _____. La llevo todos los días. (this one)

3. ¿Qué zapatos te gustan más? --- _____. Voy a comprarlos. (these ones)

4. ¿Cuáles son las galletas que te gustan más? ---_____. Son Marías. (these ones)

5. ¿Cuál es tu carro? ---- _____; el rojo. (that one)

6. ¿Qué blusa te gusta más? ----_____. Me gusta el color. (that one)

7. ¿Qué caramelos buscas? --- _____. Son mis favoritos. (those ones)

8. ¿Cuáles son tus pinturas favoritas? --- _____. Me encantan las pinturas modernas (those ones way over there)

Actividad 15

Tus preferencias. First, fill in the blanks using the demonstrative adjectives for “this/these” “that/those” and “that/those way over there.” To give perspective, the items that are farthest away are the smallest photos. Then, write a sentence to say which one you like using a demonstrative pronoun. *Modelo*: “Me gusta ése,” (I like that one) or, “Me gusta éste,” (I like this one).



_____ zapatos casuale



_____ zapatos de tacón



_____ zapatos de vesti

1._____



_____ perro



_____ perro

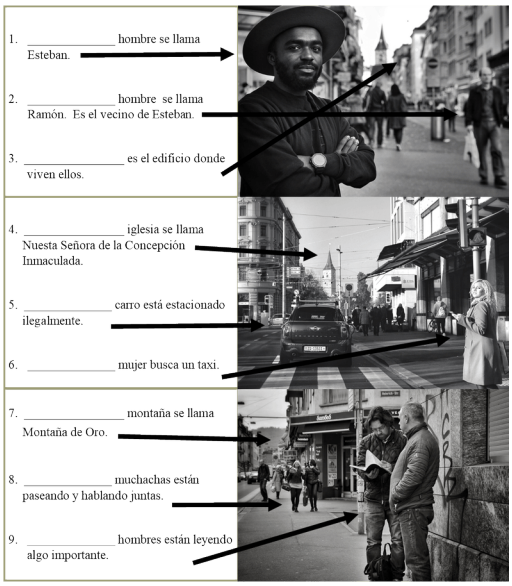


_____ perro

2._____

Actividad 16

Las fotografías. Fill in the blanks using demonstrative adjectives to complete the descriptions of the photos below. Pay attention to foreground, middle ground, and background. Then translate the sentences.



Las comparaciones de desigualdad

Comparisons of inequality

Más	Menos
Adjetivos:	Adjetivos:
Sustantivos:	Sustantivos:
Adverbios:	Adverbios:
Más _____ que…	**Menos _____ que…**
Yo soy más alta que mi hermana.	*Danny DeVito es menos alto que Shaq.*
Mi hermana tiene más amigos que yo.	*La profesora tiene menos gatos que su mamá.*
Mi papá habla más lento que mi mamá.	*Todo el mundo corre menos rápido que Usain Bolt.*
Verbos:	Verbos:
_____ más que…	**_____ menos que…**
María Antiona lee más que su novio.	*Yo limpio menos que mis compañeros de casa.*
Yo cocino más que mi esposo.	*Mi mamá viaja menos que mi papá.*
Tomás corre más que su mejor amigo.	*Alejandro trabaja menos que tú.*

Los irregulares

When speaking about age of a person:

~~Más bueno~~	Mejor(es)
~~Más malo~~	Peor(es)
Más viejo	Mayor(es)
Más joven	Menor(es)

Actividad 17

El reino animal. Write a sentence using “más” and a sentence using “menos” to compare these members of the animal kingdom. Use the word bank to assist you.

Banco de palabras

Rápid@s

Lent@s

Slow

Feroces

Ferocious

Mimad@s

Spoiled/ pampered

Tont@s

Stupid/ silly

Inteligentes

Peligros@s

Dangerous

Perezos@s

Divertid@s

Curios@s

Grandes

Pequeñ@s

Agresiv@s

Sociables

Cabezones

Stubborn

1.



Los caballos versus los burros



_____

_____

2.



Los perros

versus

los gatos



_____

_____

3.



Los gorilas

versus

los chimpancés



_____

_____

4.



Los delfines

versus

los tiburones



_____

_____

Actividad 18

¿Qué opinas? Make comparisons to give your opinion about the following match-ups. **Audio** **Video**

1. ¿Es el otoño mejor que la primavera?

2. ¿Es el invierno peor que el verano?

3. ¿Es Bill Gates más inteligente que Steve Jobs?

4. ¿Es Superman menos fuerte que Hulk?

5. ¿Es Nueva York menos grande que Los Ángeles?

6. ¿Es Russel Wilson más talentoso que Tom Brady?

Actividad 19

Tú versus tu mejor amig@. Answer the following questions using complete sentences and comparisons of inequality. **Audio** **Video**

1. ¿Eres más alt@ que tu mejor amig@?

2. ¿Eres más sociable o más reservad@ que tu mejor amig@?

3. ¿Eres mayor o menor que tu mejor amig@?

4. ¿Tienes más zapatos que tu mejor amig@?

5. ¿Estudias más que o menos que tu mejor amig@?







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6.17: Cultura en vivo. Perú

Perú

Mapa

Query

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6.18: Cultura- Camino de Santiago

Objetivos

- Learn about the Catholic pilgrimage tradition through northern Spain to Santiago de Compostela
- Practice what you have learned so far.



Un mapa del Camino de Santiago. Busca (*look for*) un mapa físico o político de España para comparar.

The following *Cultura* reading is about the *Camino de Santiago*, an ancient pilgrimage route in Northern Spain. If you want to kn more about the *Camino,* there are many websites devoted to the route, and any number of videos detailing the many sights alc the way. Here, for example, is a video about the *Camino* by travel writer Rick Steves.

YouTube Video

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¿Qué es el Camino de Santiago? Es una ruta de peregrinaje que los católicos toman para visitar la tumba del Apóstol Santiago el Mayor en la ciudad de Santiago de Compostela, en la región de Galicia, España. Un peregrinaje es un viaje religioso, y el Santiago de Compostela es la tercera destinación de peregrinaje más importante a los católicos, después de Jerusalén y Roma.

Hoy en día hay aviones y autobuses, pero a muchas personas les gusta caminar la ruta a Santiago de Compostela por razones espirituales o en honor de la tradición, que data de la época medieval. El norte de España está a 43° de latitud; la ruta principal pasa al lado de las montañas Cantábricas y cruza las sierras gallegas a una altitud máxima de 1250 metros. En invierno, hace bastante frío y hay tormentas; llueve mucho e incluso nieva en las montañas. Por eso, la mayoría de las personas decide caminar el Camino de Santiago en la primavera o verano.



¿Qué ropa debemos llevar para caminar a Santiago de Compostela en la primavera?

Desde Pamplona a Santiago de Compostela son 665 kilómetros, y es normal tomar 28 días para completar el peregrinaje a pie. En los pueblos pequeños por la ruta, muchos peregrinos pasan la noche en albergues especiales, donde comen, beben y comparten información sobre la ruta y sobre sus países de origen.



El albergue de peregrinos en San Juan de Villapañada. ¿Qué deseas preguntar a los otros peregrinos que vienen al albergue?



La Catedral de Santiago de Compostela. ¿Qué emociones tiene el peregrino al finalmente llegar a su destino?

El Camino de Santiago pasa por varias ciudades muy viejas en el norte de España y cada ciudad tiene su catedral. Pero al final los peregrinos llegan a la Catedral de Santiago de Compostela, que data de 1100-1211 y representa diferentes estilos de arquitectura.

Cada año celebran un festival en honor a Santiago el Mayor, las Fiestas del Apóstol, en las dos últimas semanas de julio, y hay fuegos artificiales, conciertos, desfiles, y misas especiales para el santo patrón de la ciudad.

A. Preguntas

Contesta las preguntas con oraciones completas en español (*answer the questions in complete sentences in Spanish*).

1. ¿Qué es un peregrinaje? ¿Qué es un peregrino?
2. ¿Cuál es la destino final del Camino de Santiago?
3. ¿Qué tiempo hace en el Camino de Santiago en invierno? ¿Y en verano?
4. ¿Qué hay de interesante en la ruta del Camino?

B. La concha de vieira

La concha de vieira (*scallop seashell*) es el símbolo tradicional del Camino de Santiago, y usan una concha dibujada con rayas (*a shell drawn with rays or lines*) para marcar la ruta. Describe y compara las diferencias entre estas dos fotos (*describe and compare the differences between these two photos*).





C. Una tarjeta postal

Imagina que eres peregrino/a en el Camino de Santiago; escoge una de las fotos arriba y escribe una tarjeta postal a un amigo/a sobre cómo es (*imagine that you are a pilgrim on the Camino de Santiago; choose one of the above photos and write a postcard to a friend about what it's like*). Necesitas estas frases para abrir y para terminar tu tarjeta: Querido/a — (*Dear —*), y Un abrazo, de — (*A hug, from —*). Cuánto caminas? ¿Te gusta caminar? ¿Cuántas horas caminas al día? ¿Con quién caminas? ¿Es bonito? ¿Cuáles pueblos o ciudades visitas? ¿A dónde vas a llegar? ¿En cuántos días vas a llegar?

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7: CAPÍTULO 7

Learning Objectives

- Use vocabulary related to chores and errands
- Use regular verbs in the preterit tense to describe past events
- Recognize direct objects and use direct object pronouns

7.1: Los verbos reflexivos y las rutinas

7.2: Gramática- Los verbos reflexivos

7.3: Ejercicios- Los verbos reflexivos

7.4: En contexto- Pretérito irregular

7.5: Los verbos irregulares en el pretérito

7.6: Ejercicios- Los verbos irregulares en el pretérito

7.7: Los pretéritos irregulares, parte 2

7.8: Pretérito de dar, ser, ver, ir

7.9: Verbos que cambian de significado en el pretérito

7.10: “To become” + “to realize”

7.11: Ejercicios- “To become” + “to realize”

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

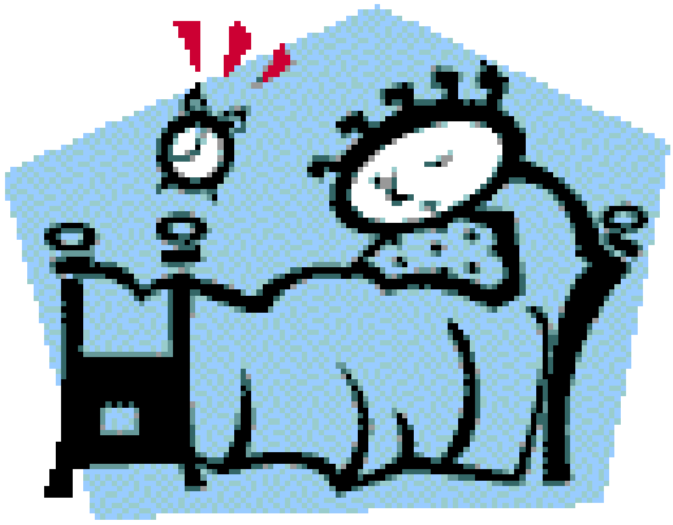
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7.1: Los verbos reflexivos y las rutinas

Reflexive verbs & *las rutinas*

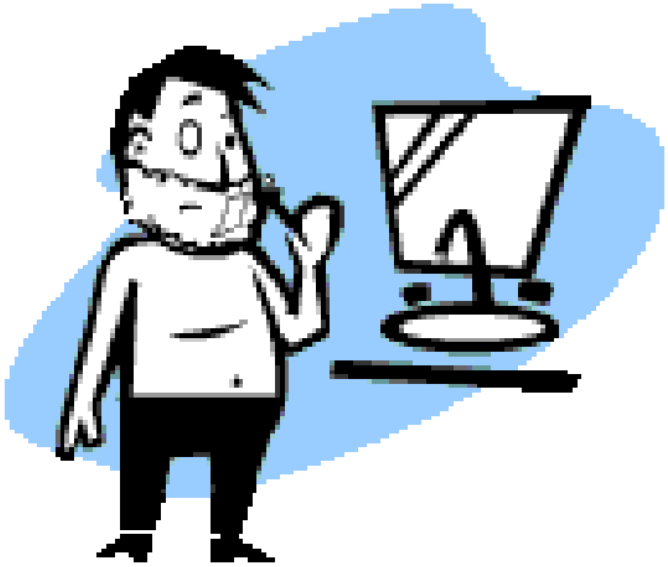
In the examples below, pay special attention to the reflexive pronouns and the conjugation endings noted in blue.



Pedro **se** **despiert**a a las ocho de la mañana.



Después **se** **ducha**.



Finalmente **se** **afeit**a.

In Spanish, to talk about some of the actions that describe daily routine or personal care (getting up, taking a shower, getting dressed, etc.), we use reflexive verbs. The pronoun "se" (in blue) attached to an infinitive verb (levantar**se**, peinar**se**, despertar**se**...), indicates that a verb is reflexive.

Conjugation

Reflexive verbs require reflexive pronouns to indicate that the subject of the sentence receives the action of the verb (oneself): me, te, se, nos, os, se. The reflexive pronoun and the conjugation ending must agree. Analyze the conjugations below paying special attention to the reflexive pronouns and conjugation endings in blue.

despertarse (e:ie) **vestir**se (e:i)



me despierto nos despertamos me visto nos vestimos

te despiertas os despertáis te vistes os vestís

se despierta se despiertan se viste se visten

Both the verb ending and the reflexive pronoun agree with the subject.



Yo me pongo **los** zapatos. Vosotros os despertáis temprano.

I put on my shoes (myself). You (all) wake up early (yourselves).

¡Ojo!: Unlike English, parts of the body or clothing are not used with the possessive pronouns, instead, use definite or indefinite articles instead.

Common reflexive verbs

In the chart below, the "se" ending in blue indicates that the verb is reflexive.

Verbo	Inglés	Verbo
acordarse (de) (o:ue)	*to remember*	llamarse
acostarse (o:ue)	*to go to bed*	maquillarse
afeitarse	*to shave*	peinarse
bañarse	*to bathe; to take a bath*	ponerse (+noun)
cepillarse (los dientes, el pelo)	*to brush (one's teeth, hair)*	ponerse (+adj.)
despertarse (e:ie)	*to wake up*	probarse (o:ue)
dormirse (o:ue)	*to fall asleep*	quedarse
ducharse	*to take a shower*	quitarse
enojarse	*to get angry*	secarse (las manos, el pelo)
irse	*to go away; to leave*	sentarse (e:ie)
lavarse (las manos, el pelo)	*to wash (one's hands, hair)*	sentirse (e:ie)
levantarse	*to get up*	vestirse (e:i)

¡Ojo!: Many of the reflexive verbs can be also used as a non-reflexive verb. The meaning will change.

Study the following pairs of sentences and the change in meaning created by the addition of the reflexive pronouns. In the example below, non-reflexive verbs are indicated in bold, and the reflexive verbs are in bold with the reflexive pronouns and conjugation endings in blue.



Carlos **lava** su coche.

Carlos washes his car.



Carlos **se** **lava** **las** manos.

Carlos washes his hands.



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Yo le **seco** el pelo a Helga.

I dry Helga's hair.



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Yo **me** **seco** **el** pelo.

I dry my hair.

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7.2: Gramática- Los verbos reflexivos

Objetivos

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



Reflexive verbs are special in Spanish because they signal actions that are done by the subject to him/her/themself. In other words the subject and the object of the sentence is doing and receiving the action at the same time. You can recognize reflexive verbs by the “se” attached to the infinitive.

Verbos reflexivos



despertarse (wake up)



levantarse (get up)

arreglarse (to get ready/ready oneself)



bañarse



ducharse



lavarse



limpiarse



cepillarse los dientes



cepillarse el pelo



peinarse



afeitarse



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



maquillarse

Otros verbos reflexivos



acostarse (lie down), relajarse (to relax)



caerse (to fall down)



cansarse (to get tired)



irse (to go away, to leave)



lastimarse (to hurt oneself)



olvidarse (to forget)



quitarse (to remove, take away)



sentarse

The following are some more common reflexive verbs and their non-reflexive equivalents:

Forma reflexiva	**Forma no reflexiva**
afeitarse (*to shave oneself*)	afeitar (*to shave someone or something*)

Forma reflexiva	Forma no reflexiva
arreglarse (*to get ready/ready oneself*)	arreglar (*to arrange someone or something*)
caerse (*to fall down*)	caer (*to fall, go down*)
cansarse (*to get tired)*	cansar (*to tire out)*
cepillarse (*to brush oneself*)	cepillar (*to brush someone or something*)
ducharse (*to shower oneself/take a shower*)	duchar (*to shower/give someone a shower*)
irse (to *go away, to leave*)	ir (*to go*)
lastimarse (*to hurt oneself*)	lastimar (*to hurt someone or something*)
lavarse (*to wash oneself*)	lavar (*to wash someone or something*)

Forma reflexiva	Forma no reflexiva
 levantarse (*to get up*)	 levantar (*to lift someone or something*)
 llamarse (*to be called, named*)	 llamar (*to call someone or something*)
 maquillarse (*to put make-up on oneself*)	 maquillar (*to put make-up on someone else*)
 ponerse (*to put on*)	 poner (*to put*)
 probarse (*to try on*)	 probar (*to try, to taste*)
 quemarse (*to burn oneself*)	 quemar (*to burn someone or something*)
 quitarse (*to take off, e.g. clothing*)	 quitar (*to take away from someone or something*)

Forma reflexiva	Forma no reflexiva
relajarse (*to relax oneself*)	relajar (*to relax someone or something*)

Note that the meaning changes when the verb is reflexive or not.

¿Cómo se conjugan los verbos reflexivos?

To conjugate reflexive verbs, reflexive pronouns are used that match the verb ending; as usual in Spanish, you may specify the subject pronoun, especially for clarification, but subject pronouns may be left out of these sentences because the reflexive pronoun and verb ending should be clarification enough.

You probably noticed in the vocabulary list above that all reflexive infinitives end with the pronoun “se”. This ending is a reflexive pronoun, and is placed *before* a conjugated verb. This indicates that the subject of the sentence is doing the action to him/herself. The ending of the verb matches the subject (and the reflexive pronoun) according to the tense, and in this case we are still in the present tense. See the table that follows:

Subject Pronoun	Reflexive Pronoun	bañar**se**	vestir**se**	cepillar**se**	dormir**se**
yo	**me**	me baño	me visto	me cepillo	me duermo
tú	**te**	te bañas	te vistes	te cepillas	te duermes
él, ella, usted	**se**	se baña	se viste	se cepilla	se duerme

nosotros, nosotras	**nos**	nos bañamos	nos vestimos	nos cepillamos	nos dormimos
vosotros, vosotras	**os**	os bañáis	os vestís	os cepilláis	os dormís
ellos, ellas, ustedes	**se**	se bañan	se visten	se cepillan	se duermen

¡OJO! The reflexive pronoun “nos” and the subject pronoun “nosotros” are two different words, with different functions. Never think that “nos” is an abbreviation of “nosotros”!

To recap, in reflexive verbs the subject is acting on itself: this is the most common use of the reflexive, though there are others. Essentially reflexives are verbs where the subject and object are the same. Here’s a summary table with the reflexive pronouns:

	Singular	Plural
1a persona	**me** (*myself*)	**nos** (*ourselves*)
2a persona	**te** (*yourself – informal*)	**os** (*yourself – formal*)
3a persona	**se** (*himself, herself, itself*)	**se** (*themselves*)

Why is this so complicated for English speakers? Because there is no exact translation of the reflexive verbs into English. The reflexive usage is often translated in a non-reflexive way, as you have seen since the start of this course: “Ella se llama Carmen” literally translates to “She calls herself Carmen”, but it is translated into English as “Her name is Carmen.”

Pronoun placement

To make the reflexive form complete you must add the appropriate reflexive pronoun and put it in the appropriate place. When the reflexive verb is conjugated, the reflexive pronoun must agree with the subject and it must **precede** the conjugated verb.

sujeto + **pronombre** + verbo conjugado

- Ella **se** levanta temprano. (*She gets up early.*)

As pointed out above, the reflexive pronoun must precede a conjugated verb. However, when the infinitive follows a conjugated

verb or is part of a construct the reflexive pronoun may go either in front of the conjugated verb or attached to the infinitive at the end of the construct.

sujeto + **pronombre** + verbo conjugado + verbo infinitivo

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

sujeto + verbo conjugado + verbo infinitivo+**pronombre**

-  Ella tiene que **levantarse** temprano. (*She has to get up early.*)

Similarly, in the present progressive the reflexive pronoun may go either in front of the conjugated verb “estar”, or attached to the gerund. When attaching to the end of the gerund care must be taken to ensure that any required written accents are added.

sujeto + **pronombre** + verbo conjugado + verbo gerundio

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

sujeto + verbo conjugado + verbo gerundio+**pronombre**

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

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7.3: Ejercicios- Los verbos reflexivos

Objetivos

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

A. ¿Cómo funcionan los verbos reflexivos?

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B. Los verbos reflexivos

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C. Los verbos reflexivos

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D. Los pronombres reflexivos

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E. Los pronombres reflexivos

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F. Los verbos reflexivos

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F. Una carta a los padres

Completa el siguiente párrafo con la forma apropiada del verbo. **¡OJO!** Unos verbos son reflexivos y otros no.

Hola papá y mamá:

Ya los niños (1.) _____ (estar) en el colegio y yo (2.) _____ (tener) más tiempo para escribirles un poco más. No es fácil, queridos padres: tener una carrera profesional e hijos en casa es un reto (*challenge*) cada día. Yo (3.) _____ (levantarse) muy temprano en la madrugada, como a las cuatro generalmente. Yo (4.) _____ (prepararse) seis tazas de café que (5.) _____ (tomarse) despacio hasta las seis de la mañana que es la hora cuando mis hijos (6.) _____ (despertarse) para ir a la escuela. Estas primeras dos horas del día son mías para preparar las clases y calificar tareas. Esto yo no lo (7.) _____ (poder) hacer mientras la familia está despierta y activa por toda la casa. Además, desde (*since*) que tenemos el perro, mis mañanas (8.) _____ (hacerse) más cortas porque Shiro siempre necesita salir a las 5:30 para hacer sus necesidades y correr un poco.

Lo bueno es que ahora yo (9.) _____ (hacer) ejercicio temprano en la mañana con un poco de frío y niebla en el campo. No te preocupes (*don't worry*), mamá, yo siempre (10.) _____ (ponerse) mi gorro para cubrir las orejas del frío; también guantes para proteger mis manos. Yo (11.) _____ (abrigarse) muy bien porque comienza a hacer frío aquí en Nueva York. Bueno, un beso y esta noche los llamo (*I'll call you*) por teléfono. Por favor escríbanme (*write to me*)—me gusta saber cómo están.

—Vicky.

G. Una carta de los padres

Completa el siguiente párrafo con la forma apropiada del verbo. ¡OJO! Unos verbos son reflexivos y otros no.

Querida hija:
Nosotros (1.) _____ (alegrarse) de oír de ti sobre nuestros nietos y por supuesto el perro, Shiro. Los vecinos (2.) _____ (acordarse) mucho de ti y de los niños y ellos (3.) _____ (preguntar) por ustedes todos los días. Nosotros (4.) _____ (estar) bien, no te preocupes; tu padre no (5.) _____ (perderse) ninguna de sus citas médicas y yo no (6.) _____ (faltar) a mis ejercicios con mi grupo de la tercera edad. Esta semana nosotros (7.) _____ (hacer) ejercicios muy fuertes y me duelen todos los músculos, pero yo (8.) _____ (seguir) activa y esto es bueno para la circulación de la sangre. Yo siempre (9.) _____ (hacer) los ejercicios con cuidado para no torcerme un tobillo o lastimarme algún hueso.

A tu padre no le gusta asistir a los ejercicios, tú sabes, él dice que eso es para "viejitos" y que él no es uno de ellos. Pero no te preocupes tampoco, pues él (10.) _____ (mantenerse) muy activo en la finca (*the farm*) cortando el pasto (*mowing the lawn*) y trabajando con los árboles frutales. Mientras yo estoy en los ejercicios él (11.) _____ (despertarse), (12.) _____ (bañarse), y (13.) _____ (afeitarse); cuando regreso de los ejercicios, él ya está listo para salir.

Cuéntanos un poco más de los niños (*Tell us some more about the kids*); ¿María Paula todavía (*still*) (14.) _____ (pintarse) la boca y (15.) _____ (maquillarse) como una artista? Ah, ¿y ella (16.) _____ (cortarse) y (17.) _____ (limarse *to file*) las uñas (*fingernails*) largas que tiene? Y Juan Pablo, ¿cuándo piensa cortarse el pelo? Imaginamos que ya hace frío. Por favor, deben secarse el pelo antes de salir a la escuela o van a enfermarse. ¿Los niños (18.) _____ (abrigarse) y (19.) _____ (abrocharse *to button up*) las chaquetas bien antes de salir? Pueden enfermarse, cuídalos mucho (*take good care of them*). ¿Ah y siguen hablando español? No dejes que se olviden (*Don't let them forget*) de su español ni de sus abuelos.

Te queremos mucho, saluda a tu esposo de nuestra parte (*say hello to your husband for us*). Un beso.

—Mamá y Papá.

H. Una mañana loca

Primero selecciona los verbos apropiados. Luego completa el párrafo con la forma necesaria de cada verbo. **¡OJO!** Unos verbos deben ser reflexivos y otros no.

Juan Camilo _____ (despertar/despertarse) y _____ (mirar/mirarse) su teléfono. ¡Ya es tarde! Rápidamente _____ (levantar/levantarse) y de repente su novia Gina _____ (despertar/despertarse) también. Los dos _____ (levantar/levantarse) y van al baño. Mientras Juan Camilo _____ (duchar/ducharse), Gina _____ (preparar/prepararse) el café para los dos. Cuando Juan Camilo entra en la cocina para desayunar, Gina corre al baño y empieza

a _____ (arreglar/arreglarse). Ella _____ (maquillar/maquillarse) y _____ (cepillar/cepillarse) los dientes. Después Juan Camilo _____ (llamar/llamarse) a Gina, “Mi amor, hoy es sábado, no tenemos trabajo hoy.” Los dos se ríen y después _____ (acostar/acostarse) para tomar una siesta.

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7.4: En contexto- Pretérito irregular

Objetivos

- Understand the irregular preterite verb conjugation

David y Luisa hablan en una recepción para estudiantes que acaban de volver (*who just returned*) de sus estudios al extranjero (*their overseas study*). Lee el diálogo y contesta las preguntas para analizar la gramática.

Luisa: Hola, David, tú **fuiste** a Bolivia, ¿verdad?

David: No, de veras yo **fui** a Ecuador. **Fue** un buen viaje, excepto por el vuelo.

Luisa: ¿Qué pasó? ¿Te pusiste enfermo en el vuelo?

David: No, hubo una avería (*malfunction*) y el avión **fue** a México para ser reparado. Nosotros dormimos la noche en el aeropuerto y **fuimos** a Ecuador el día siguiente en otro avión.

Luisa: ¿Te volviste loco de impaciencia?

David: Sí, un poco. Esperamos mucho tiempo. Los pilotos y asistentes de vuelo **fueron** a un hotel para pasar la noche, pero no teníamos reservaciones y tuvimos que dormir en un asiento en el aeropuerto.

Luisa: ¡Qué buena profesión, ser piloto!

David: Al contrario, mi primo se hizo piloto para viajar y ver el mundo, pero solamente vio aeropuertos y hoteles. Al final, no le gustó mucho la profesión. Bueno, ¿cómo fue tu experiencia en Costa Rica?

An audio element has been excluded from this version of the text. You can listen to it online here: http://pb.libretexts.org/spansih2a/?p=210

Preguntas de análisis:

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Preguntas de análisis:

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

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7.5: Los verbos irregulares en el pretérito

Objetivos

- Understand the irregular preterite verb conjugation

By now we have learned the preterit past tense, including the conjugation of regular verbs, verbs with a spelling change to preserve their pronunciation, and stem-changing verbs. All of those groups of verbs use the same sets of endings (for -AR verbs or for -ER/-IR verbs) in the preterit, but may change a stem vowel or consonant. Now we'll learn the irregular preterit verbs, which have irregular stems **and** irregular endings. You'll note that none of the irregular preterit verbs have accent marks on their endings.

There are a lot of irregular verbs in the preterit, and you'll need to pay close attention to small details that may change, for example sometimes the 3rd person plural ending is "-eron" instead of "-ieron". It may help to remember them in sub-groups that have similar (not always identical!) irregularities.

List of irregular preterit verbs:



Monumento a los Caídos por España: "Honor a todos los que dieron su vida por España."

- **Andar** (*to walk*) – anduve, anduviste, anduvo, anduvimos, anduvisteis, anduvieron
- **Estar** (*to be*) – estuve, estuviste, estuvo, estuvimos, estuvisteis, estuvieron
- **Tener** (*to have*) – tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron

-  **Conducir** (*to drive*) – conduje, condujiste, condujo, condujimos, condujisteis, condujeron
-  **Decir** (*to say, to tell*) – dije, dijiste, dijo, dijimos, dijisteis, dijeron
-  **Traer** (*to bring*) – traje, trajiste, trajo, trajimos, trajisteis, trajeron
-  **Poder** (*to be able*) – pude, pudiste, pudo, pudimos, pudisteis, pudieron
-  **Poner** (*to put*) – puse, pusiste, puso, pusimos, pusisteis, pusieron
-  **Saber** (*to know*) – supe, supiste, supo, supimos, supisteis, supieron
-  **Dar** (*to give*) – di, diste, dio, dimos, disteis, dieron
-  **Hacer** (*to make, to do*) – hice, hiciste, hizo, hicimos, hicisteis, hicieron

-  **Querer** (*to want*) – quise, quisiste, quiso, quisimos, quisisteis, quisieron
-  **Venir** (*to come*) – vine, viniste, vino, vinimos, vinisteis, vinieron
-  **Ver** (*to see*) – vi, viste, vio, vimos, visteis, vieron
-  **Ir** (*to go*) – fui, fuiste, fue, fuimos, fuisteis, fueron
-  **Ser** (*to be*) – fui, fuiste, fue, fuimos, fuisteis, fueron

Did you notice?

- Which verbs lose the “i” in the third person plural, i.e. which ones have the “-eron” ending instead of -ieron?
- Which of these irregular verbs is a good example of the spelling change rule, “z changes to c before i and before e”?
- What’s the difference between the preterit conjugations of “ser” and of “ir”?

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7.6: Ejercicios- Los verbos irregulares en el pretérito

Objetivos

- Recognize the correct conjugations of irregular verbs in the preterit tense
- Understand spoken sentences using irregular verbs in the preterit tense

A. Los verbos irregulares en el pretérito

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B. Los verbos irregulares en el pretérito 2

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C. Los verbos irregulares en el pretérito 3

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A. De viaje

La familia Gómez fue de viaje a San Diego, California, el mes pasado. Completa los espacios en blanco para conocer detalles de su experiencia.

Celia, la madre _____ (decir) las opciones de destino: Seattle, San Francisco o San Diego. Los chicos _____ (querer) sol y calor, por eso eligieron San Diego. Emilio, el hijo mayor _____ (hacer) las reservaciones de hotel. Los Gómez _____ (conducir) el coche de la familia, una furgoneta con lugar para ocho personas. Al llegar a San Diego y ver el sol y sentir el calor, ¡los padres _____(saber) que sus hijos tomaron la decisión correcta! El abuelo _____ (poner) los folletos (*brochures*) turísticos en el equipaje, pero nadie los necesitó porque la abuela, Sara _____ (traer) su tableta y encontró toda la información necesaria en Internet.

El primer día todos _____ (ir) juntos al Parque Balboa y al zoológico, donde _____ (ver) diferentes especies de animales. Los padres y abuelos _____ (andar) por el centro y conocieron la ciudad mientras que los hijos _____ (estar) en las playas de San Diego por muchas horas. Sofía y Emilio _____ (poder) practicar el surfeo, al tiempo que Federico y Liliana _____ (hacer) castillos de arena. En las vacaciones, nadie _____ (tener) tiempo de aburrirse y al final, toda la familia _____ (estar) contenta de la decisión de ir a San Diego, ya que durante esos días ellos _____ (ser) muy felices.

B. Las noticias de los famosos

Paso 1: Combina elementos de las columnas abajo, formando oraciones completas sobre las noticias de este año. Es posible crear diferentes combinaciones, pero cada oración necesita un sujeto, un verbo en tiempo pretérito y un predicado lógico.

sujeto	verbo (en pretérito)	predicado
Un/a deportista	tener	un problema de salud
Una persona en la política	decir	algo escandaloso o controversial
Un/a escritor/a	venir	a la librería de nuestra ciudad
Un/a filántropo/a	hacer	una importante contribución monetaria a una causa social
Una persona famosa	conducir	un coche con exceso de velocidad o bajo influencia de alcohol
Un actor/una actriz	dar	una conferencia de prensa sobre su película más reciente
Una persona joven	ser	un/a activista líder contra el cambio climático
El público	saber	la verdad sobre algo importante

Paso 2: Ahora conversa con un compañero de clase sobre quiénes realmente hicieron estas cosas. ¿Cómo se llaman? ¿Siguieron ustedes estas noticias este año?

C. La semana pasada

En oraciones completas, habla de las actividades que hiciste o no hiciste la semana pasada. Luego, da más detalles en tus respuestas.

Ejemplo: poner la mesa
→ La semana pasada **puse** la mesa todos los días. Mis hermanos lavaron los platos y sacaron la basura.
→ La semana pasada **no puse** la mesa porque no cené en casa. Yo trabajé todas las noches.

1. **hacer** ejercicio
2. **traducir** oraciones del inglés al español
3. **tener** una cita romántica
4. **estar** preocupado por algo
5. **dar** un regalo a alguien
6. **poner** música en español
7. **saber** una noticia importante
8. **conducir** un coche deportivo
9. **decir** una mentira piadosa (*a white lie*) a alguien
10. **ver** una película extranjera (*foreign*)
11. **ir** a un concierto

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7.7: Los pretéritos irregulares, parte 2

Irregular preterites, part 2

In the preterit tense, there are a few verbs with irregular stem. These irregular verbs do not have written accent on the verb conjugation (as compared to the regular verbs in the preterit tense). The irregular stem can be categorized by:

- The -u- stem
- The -i- stem
- The -j- stem

Irregular stems in the preterit tense

In the charts below, the irregular stems are in **bold**.

-u- stem

Verb	Irregular stem
andar	and**u**v- p**u**d-
estar	est**u**v-
haber	h**u**b-
poder	p**u**d-
poner, suponer, proponer	p**u**s-, sup**u**s-, prop**u**s-
saber	s**u**p-
tener	t**u**v-

-i- stem

Verb	Irregular stem
hacer	h**i**c- , h**i**z- (Use "z", instead of "c", in the conjugations of "usted", "él", and "ella".)
querer	qu**i**s-
venir	v**i**n-

-j- stem

Verb	Irregular stem
conducir	conduj-
decir	dij-
producir	produj-
reducir	reduj-
traducir	traduj-
traer	traj-

Verb conjugations in the preterite tense

All verbs with irregular stems in the preterite, have the same set of endings when cojugated. Moreover, none of them need an accent mark. The verb conjugation for -u- stem and the -i- stem differs from the -j- stem in the 3rd person plural: "ustedes", "ellos", and "ellas" form, since verbs with -j- stem do not have an "i" in their ending. This spelling change is noted in **bold** in the chart below. Let's review the chart below:

Subject	The -u- and -i- stem	The -j- stem	Examples of verb conjugations
Yo	e	e	Yo: pude, hice, traje (poder, hacer, traer)
Tú	iste	iste	Tú: supiste, hiciste, condujiste (saber, hacer, conducir)
Él/Ella/Usted	o	o	Ud., Él, Ella: *hubo (pretérite for "hay"), (haber) hi**z**o (hacer), condujo (conducir)
Nosotros/as	imos	imos	Nosotros/as: tuvimos, vinimos, produjimos (tener, venir, producir)
Vosotros/as	isteis	isteis	Vosotros/as: estuvisteis, quisisteis, tradujisteis (estar, querer, traducir)
Ellos/Ellas/ Ustedes	**ie**ron	**e**ron	Ellos/Ellas/Uds.: pus**ie**ron, hic**ie**ron (poner, hacer) Ellos/Ellas/Uds.: traj**e**ron, conduj**e**ron, produj**e**ron, tradujeron, reduj**e**ron, dij**e**ron (traer, conducir, producir, traducir, reducer, decir)

Ejemplos

Hubo una fiesta de cumpleaños en la casa de Mariela.

Mi amiga Gabriela quiso ir pero no pudo. Ella tuvo que trabajar.

Anoche Mateo hizo ejercicios en el gimnasio.

Los amigos de Mariela le trajeron regalos para ella.

A Practicar

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7.8: Pretérito de dar, ser, ver, ir

Irregular preterites of verbs "dar", "ser", "ver", "ir"

There are four additional verbs that have irregular conjugations. They are: "dar" (to give), "ver" (to see/to watch), "ser" (to be) and "ir" (to go). One thing these verbs have in common is that they do not need an accent on the conjugation of "yo" or "él", even if some of the endings resemble those of regular verbs. The verbs "ir" and "ser" have the same conjugation; the context tells you the verb being used when conjugated.

Subject	Dar (endings like -er/-ir verb)	Ver (no accent marks)	Ser, Ir (same conjugation)
Yo	Di	Vi	Fui
Tú	Diste	Viste	Fuiste
Él/Ella/Usted	Dio	Vio	Fue
Nosotros/as	Dimos	Vimos	Fuimos
Vosotros/as	Disteis	Visteis	Fuisteis
Ellos/Ellas/Ustedes	Dieron	Vieron	Fueron

A Practicar



La semana pasada nosotros **fuimos** a la fiesta de cumpleaños de Mariela.

Keiko le **dio** un regalo a Mariela.

Yo **vi** a todos mis compañeros en la fiesta.

¡**Fue** una fiesta maravillosa!

(All irregular verbs from this lesson are in **bold**.)

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7.9: Verbos que cambian de significado en el pretérito

Verbs that change in meaning in the preterite

We are going to study the verbs that change its meaning from "present" to "preterite" tense in Spanish. These are the following verbs:

Saber

Subject pronoun	Present tense	Preterite tense
Yo	sé	supe
Tú	sabes	supiste
Usted, él, ella	sabe	supo
Nosotros, nosotras	sabemos	supimos
Vosotros, vosotras	sabéis	supisteis
Ustedes, ellos, ellas	saben	supieron

In the present tense, "saber" is used to express "to know something" (knowledge, fact) and "to know how to do something" (skill).

- Yo sé la capital de los Estados Unidos. Es Washington DC.
- Nosotros sabemos bailar tango.

In the preterite tense, "saber" is used to express "to find out about something" (found out, realized). The preterite tense of "saber" are highlighted in **bold**.

- El sábado pasado en la reunión familiar, **supe** que mi prima Elizabeth va a casarse en la primavera.
  Last Saturday in the family gathering, I **found out** that my cousin Elizabeth is going to get married in the Spring.

Conocer

Subject pronoun	Present tense	Preterite tense
Yo	conozco	conocí
Tú	conoces	conociste
Usted, él, ella	conoce	conoció
Nosotros, nosotras	conocemos	conocimos
Vosotros, vosotras	conocéis	conocisteis
Ustedes, ellos, ellas	conocen	conocieron

In the present tense, "conocer" is used to express "to know or to be acquainted or familiar with a person, a place, or a thing".

- Yo conozco bien la capital de los Estados Unidos. Viví en esta ciudad por varios años.
- Leticia conoce a todos los padres de sus estudiantes.

In the preterite tense, "conocer" is used to express "to meet someone for the first time" (met). Personal "a" is used after the verb conocer. The preterite tense of "conocer" are highlighted in **bold**.

- Anoche en la casa de Arturo, nosotros **conocimos** a sus abuelitos.
  Last night at Arturo's house, we **met** his grandparents.

Poder

Subject pronoun	Present tense	Preterite tense
Yo	puedo	pude
Tú	puedes	pudiste
Usted, él, ella	puede	pudo
Nosotros, nosotras	podemos	pudimos
Vosotros, vosotras	podéis	pudisteis
Ustedes, ellos, ellas	pueden	pudieron

In the present tense, "poder" means "to be able to" or "can", and "no poder" means "not be able to" or "cannot".

- ¿Puedes ir al concierto con nosotros la próxima semana?
  - Lo siento, no puedo ir. Tengo que trabajar.

In the preterite tense, "poder" means "managed or succeeded in doing something", while "no poder" means "failed after attempting to do something". The preterite tense of poder are highlighted in **bold**.

- Anoche **pude** entregar mis tareas antes de la medianoche. ¿Y Carlos?
  Last night I **managed** to turn in my homework before midnight. How about Carlos?
  - Desafortunadamente, Carlos **no pudo** entregarlas a tiempo.
    Unfortunately Carlos **failed** to turn them in on time.

Querer

Subject pronoun	Present tense	Preterite tense
Yo	quiero	quise
Tú	quieres	quisiste
Usted, él, ella	quiere	quiso
Nosotros, nosotras	queremos	quisimos
Vosotros, vosotras	queréis	quisisteis
Ustedes, ellos, Ellas	quieren	quisieron

In the present tense, "querer" means "to want" or "to love", and "no querer" means "do not want".

- ¿Qué quieren hacer esta noche?
  - Esta noche no queremos hacer nada. Preferimos estar en casa.
- Mami, te queremos mucho.

In the preterite tense, "querer" means "tried to", while "no querer" means "refused". The preterite tense of "querer" are highlighted in **bold**.

- Arturo **quiso** ir a la fiesta de Mariela, pero tuvo que trabajar.
  Arturo **tried** to go to Mariela's party, but he had to work.
- Paola y Laura **no quisieron** salir con Fabio y Daniel.
  Paola and Laura **refused** to go out with Fabio and Daniel.

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7.10: “To become” + “to realize”

Objetivos

Understand and use the various ways to say “to become” and “to realize” in Spanish

Note: This section’s grammar involves some verbs that are not only reflexive, but also frequently (not exclusively) used with the preterit past tense.

David y Luisa hablan en una recepción para estudiantes que acaban de volver (*who just returned*) de sus estudios al extranjero (*their overseas study*). Lee el diálogo y contesta las preguntas para analizar la gramática.

Luisa: Hola, David, tú fuiste a Bolivia, ¿verdad?

David: No, de veras yo fui a Ecuador. Fue un buen viaje, excepto por el vuelo.

Luisa: ¿Qué pasó? ¿**Te pusiste enfermo** en el vuelo?

David: No, hubo una avería (*malfunction*) y el avión fue a México para ser reparado. Nosotros dormimos la noche en el aeropuerto y fuimos a Ecuador el día siguiente en otro avión.

Luisa: ¿**Te volviste loco** de impaciencia?

David: Sí, un poco. Esperamos mucho tiempo. Los pilotos y asistentes de vuelo fueron a un hotel para pasar la noche, pero nosotros no nos dimos cuenta con tiempo para hacer reservaciones y nos tocó dormir en un asiento en el aeropuerto.

Luisa: ¡Qué buena profesión, ser piloto!

David: Al contrario, **mi primo se hizo piloto** para viajar y ver el mundo, pero cuando se dio cuenta de que sólo hay tiempo de ver aeropuertos y hoteles, no le gustó mucho la profesión. Bueno, ¿cómo fue tu experiencia en Costa Rica?

An audio element has been excluded from this version of the text. You can listen to it online here: http://pb.libretexts.org/spansih2a/?p=218

Preguntas de análisis:

Para pensar:

1. Busca las frases en negrilla. ¿Cuáles son sus infinitivos? ¿Son diferentes las situaciones a las que refieren? Explica cómo.
2. Busca los dos usos de la frase “darse cuenta”. ¿Qué significa? ¿Hay otra manera de decir eso en español?

Preguntas de análisis:

1. Busca las frases en negrilla. ¿Cuáles son sus infinitivos? ¿Son diferentes las situaciones a las que refieren? Explica cómo.
2. Busca los dos usos de la frase “darse cuenta”. ¿Qué significa? ¿Hay otra manera de decir eso en español?

“To become” en español

There are three verbs in Spanish that are used reflexively and imply transformations or changes; these verbs are not interchangeable! Note the situations described below for each verb:

1. **Ponerse** (sudden, physical or emotional change, effortless, almost always a person)

Examples:

- Se pone rojo cuando le preguntan su edad. (*She blushes when they ask her age.*)
- Se puso enfermo después de trasnochar demasiado. (*He got sick after staying up all night too often.*)

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

Examples:

- Mi perro se vuelve loco con el olor a comida. (*My dog goes crazy with the smell of food.*)
- La madre se volvió un ogro cuando trataron de hacerle daño a sus hijos. (*The mother turned into an ogress when they tried to harm her children.*)
- La situación se volvió peligrosa cuando empezó a nevar y la temperatura bajó rápidamente. (*The situation got dangerous when it started to snow and the temperature dropped quickly.*)

3. **Hacerse/** **Pasar a ser/** **Llegar a ser** (long term, requires an effort; these are usually used in the past when the action is completed)

Examples:

-  Se hizo abogada después de mucho trabajo. (*She became a lawyer after working hard.*)
-  Llegó a ser muy famoso en su tiempo. (*He became very famous in his time.*)
-  Pasó a ser el heredero de toda la fortuna. (*He became the heir to the whole fortune.*)



Darse cuenta de

This is often translated into English as “to realize”, meaning “to find out” or “to know for the first time”. When followed by a noun or an infinitive use “darse cuenta de”. When followed by a conjugated verb, standard Spanish uses “darse cuenta que”, but it’s possible to say “darse cuenta de que”.
Examples:

-  Las personas que escuchan música con audífonos en el metro no se dan cuenta de lo fuerte que es el sonido. (*The people who listen to music on headphones on the subway don’t realize how loud the sound is.*)
-  Dejé mi pasaporte en el hotel y solo me di cuenta del error cuando llegué al aeropuerto. (*I left my passport in the hotel and only realized my error when I got to the airport.*)

¡OJO! There is a related false cognate that English speakers will need to be careful of—“realizar” actually means “to make real” or “to achieve”.

Contribute!

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7.11: Ejercicios- “To become” + “to realize”

Objetivos

Identify various ways to say “to become” and “to realize” in Spanish

A. El turismo

https://assess.lumenlearning.com/pra...3-5ec650644f90

B. “To become” + “to realize”

https://assess.lumenlearning.com/pra...d-62b68a76623d

C. En una excursión turística

https://assess.lumenlearning.com/pra...f-021b01b5857b

[reveal-answer q=”125514″]Text only[/reveal-answer]
[hidden-answer a=”125514″]

A. El turismo

Escoge la expresión correcta que mejor o más lógicamente completa las siguientes oraciones.

1. Después de muchos años de trabajar muy duro, el Sr. Rodríguez _____ el director de la mejor agencia turística de su ciudad.
   a. se volvió
   b. llegó a ser
2. La agencia turística _____ muy popular en el país y en el extranjero.
   a. se puso
   b. se volvió
3. La semana pasada, los guías turísticos _____ locos por la cantidad de trabajo en la agencia.
   a. se volvieron
   b. se hicieron
4. Los pasajeros _____ furiosos cuando su autobús turístico chocó con un taxi.
   a. se hicieron
   b. se pusieron
5. En poco tiempo, esta ciudad _____ un destino turístico muy importante en el país.
   a. pasó a ser
   b. se puso

B. Las reacciones

Escoge la opción correcta para completar las oraciones de forma lógica.

1. A mí no me gustan los viajes. Siempre que viajo me pongo **nervioso / contento**.
2. La gente se pone **enojada/feliz** cuando los vuelos están retrasados.
3. El niño se pone **enfermo / tímido** muy fácilmente. Es muy enfermizo.
4. Cuando viajamos por autobús nos ponemos **frustrados / relajados**. Nos encanta apreciar el paisaje durante el camino.
5. El conductor de ese autobús se vuelve **loco / triste** al volante, ¡conduce muy rápido!
6. En los últimos años, las redes sociales pasaron a ser muy **populares / inefectivas** en la planeación de viajes.
7. Eva se hizo **piloto / conductora**. Desde niña le fascinan los aviones.
8. ¿Tú te pones **frustrado / emocionado** cuando llegas tarde al aeropuerto?
9. Las activistas se vuelven **furiosas / tranquilas** con la inercia de las personas por el problema del calentamiento global.
10. Pepito se pone **inteligente / rojo** cuando le preguntan si ya tiene novia.
11. Viajar todos los veranos pasó a ser una **tradición / profesión** en nuestra familia.
12. Ayer, por primera vez **mehice / medi cuenta** que el ecoturismo es muy popular en esta zona del país.

C.  En una excursión turística

Utiliza las expresiones relacionadas con “volverse” y “ponerse” en el banco de palabras para completar las siguientes oraciones. Atención a la concordancia.

ponerse emocionados	ponerse nervioso	volverse peligrosa
ponerse feliz	ponerse pálidas	volverse locos

La guía de turistas, la Sra. Rojas _____ cuando supo que muchos turistas quisieron visitar las pirámides de Chichén Itzá. En el autobús, camino a las pirámides, los niños _____ de impaciencia. Los turistas _____ cuando finalmente llegaron a las ruinas mayas. Pedro _____ al subir la inclinada pirámide porque a él no le gustan las alturas. En el autobús de regreso al hotel, Ana y Raquel sufrieron náusea, mareo y _____. La situación _____ cuando todos se enfermaron y tuvieron que ir al hospital.

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

Click on each link below for a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

[reveal-answer q="460698"]Vocabulario: Viajar[/reveal-answer]
[hidden-answer a="460698"]

Por avión

- El avión (*the airplane*)
- El helicóptero (*the helicopter*)
- El aeropuerto (*the airport*)
- Salidas (*departures*)
- Llegadas (*arrivals*)
- La tienda libre de impuestos (*duty-free shop*)
- El pasaje / El boleto (*ticket*)
- El pasaporte (*passport*)
- La tarjeta de embarcación (*boarding pass*)
- Hora de embarcación (*boarding time*)
- Un asiento de ventana (*a window seat*)
- Un asiento de pasillo (*an aisle seat*)
- Facturar el equipaje (*to check luggage, i.e. send it to the luggage compartment*)
- Recoger el equipaje (*to pick up luggage*)
- Pasar por aduanas (*to pass through customs and passport control*)
- El/la asistente de vuelo (*flight attendant*)
- El/la pasajero/a (*passenger*)
- Los auriculares/audífonos (*headphones*)
- La salida de emergencia (*the emergency exit*)
- La escala (*layover*)
- La puerta (*gate*)
- El vuelo (*flight*)
- A tiempo (*on time*)
- Retrasado (*delayed*)

Por tren o autobús

- El tren (*train*)
- El ferrocarril (*railway*)
- El metro/subterráneo (*subway*)
- El autobús (*bus*)
- El transbordo (*transfer*)
- La estación (*station*)
- El anuncio público (*public announcement*)
- La parada de metro/autobús (*subway/bus stop*)
- Subir al tren (*to get on the train*)
- Bajarse del tren (*to get off the train*)
- Caber en el vagón del metro (*to fit into the subway car*)
- El coche-comedor (*dining car*)
- El coche-cama (*sleeping car, e.g. for overnight trains*)
- Perder el tren/autobús (*to miss the train/bus*)
- Esperar el autobús (*to wait for the bus*)
- El conductor (*conductor/driver*)

[/hidden-answer]

[reveal-answer q="220064"]Los verbos irregulares en el pretérito[/reveal-answer]
[hidden-answer a="220064"]

- **Andar** (*to walk*) – anduve, anduviste, anduvo, anduvimos, anduvisteis, anduvieron
- **Estar** (*to be*) – estuve, estuviste, estuvo, estuvimos, estuvisteis, estuvieron
- **Tener** (*to have*) – tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron

- **Conducir** (*to drive*) – conduje, condujiste, condujo, condujimos, condujisteis, condujeron
- **Decir** (*to say, to tell*) – dije, dijiste, dijo, dijimos, dijisteis, dijeron
- **Traer** (*to bring*) – traje, trajiste, trajo, trajimos, trajisteis, trajeron

- **Poder** (*to be able*) – pude, pudiste, pudo, pudimos, pudisteis, pudieron
- **Poner** (*to put*) – puse, pusiste, puso, pusimos, pusisteis, pusieron
- **Saber** (*to know*) – supe, supiste, supo, supimos, supisteis, supieron

- **Dar** (*to give*) – di, diste, dio, dimos, disteis, dieron
- **Hacer** (*to make, to do*) – hice, hiciste, hizo, hicimos, hicisteis, hicieron
- **Querer** (*to want*) – quise, quisiste, quiso, quisimos, quisisteis, quisieron
- **Venir** (*to come*) – vine, viniste, vino, vinimos, vinisteis, vinieron
- **Ver** (*to see*) – vi, viste, vio, vimos, visteis, vieron

- **Ir** (*to go*) – fui, fuiste, fue, fuimos, fuisteis, fueron
- **Ser** (*to be*) – fui, fuiste, fue, fuimos, fuisteis, fueron

[/hidden-answer]

[reveal-answer q="69863"]"To become" + "to realize"[/reveal-answer]
[hidden-answer a="69863"]

There are three verbs in Spanish that are used reflexively and imply transformations or changes; these verbs are not interchangeable! Note the situations described below for each verb:

1. **Ponerse** (sudden, physical or emotional change, effortless, almost always a person)
2. **Volverse** (sudden and extreme transformation, emotional/physical/situational, involuntary change; doesn't have to be a person)
3. **Hacerse/Pasar a ser/ Llegar a ser** (long term, requires an effort; these are usually used in the past when the action is completed)

Darse cuenta de

This is often translated into English as "to realize", meaning "to find out" or "to know for the first time". When followed by a noun or an infinitive use "darse cuenta de". When followed by a conjugated verb, standard Spanish uses "darse cuenta que", but it's possible to say "darse cuenta de que".

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GLOSSARY

S

Sample Word 1 | Sample Definition 1

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