AHORA EMPEZAMOS



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Ahora Empezamos

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Licensing

*A detailed breakdown of this resource's licensing can be found in **Back Matter/Detailed Licensing**.*

Summary

Summary

Ahora Empezamos is an elementary level Spanish textbook that consists of fifteen chapters. Each chapter begins with a useful list of vocabulary words and expressions. Exercises to practice the words and expressions follow. Then, grammar points are explained with ample practice exercises. At the end of each grammar point students are asked to reflect and critically think about what they have learned and to explain the concept in their own words.

Ahora Empezamos was written for individuals who are starting to learn or wanting to review Spanish. Instructors, learners, and individuals can use it alone, in a classroom, or with others outside of a formal educational setting. The author of **Ahora Empezamos** teaches college, but the text could be used by any individual or program starting to learn or review Spanish.

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I am excited to share Ahora Empezamos with you and see what you think. Here is to book number ten!

Author's Note

Author's Note

Ahora Empezamos exists for many reasons and is a product of many years. Before finding my home in the Spanish classroom, I taught bilingual education, English as a Second Language, and English as a Foreign Language. Then, I transitioned to teaching Spanish, where I have been in a formal educational setting for more than 36 years. Outside of the classroom, one of my favorite activities has always been writing my own teaching materials, and then finding fun and creative ways to use them. I enjoy creating activities to encourage my students to communicate, and watching them become more confident as they do so. And, I very much enjoy experiencing and learning about new cultures in a variety of places and ways, and then sharing what I learn with others. In short, I love learning and watching others learn, especially anything related to language and culture, and I have been fortunate enough to have enjoyed these activities for many years.

Languages and all related to them fascinate me. On my own I have studied Portuguese, Italian, French, Catalan, Latin, and Esperanto. Explaining the various components of learning Spanish to others and having them understand is extremely rewarding for me. The first books I wrote introduced children to Spanish. The next book I wrote focused exclusively on the subjunctive. When I was writing an online course, I could not find a book to cover the vocabulary, grammar, and culture in the way that I wanted to include them, and so I created a way for students to self-generate a weekly vocabulary list, wrote all of the grammar explanations and activities, and created cultural activities for the course. During Covid, I wrote some story books, resulting hard and on-line copies. After Covid, I wanted to continue to write. I realized that students were coming back to the classroom, but no longer wanted or were willing to buy expensive textbooks. So, I started writing more grammar practice sheets so they could extend their learning and practice beyond the classroom. Last year I wrote an intermediate level Open Educational Resource, **Ahora Entendemos**. So, writing an elementary level text seemed like a logical next step. Thus, **Ahora Empezamos** grew over the course of a year that included a spring semester sabbatical.

Why this book? This book is exactly what I think my students need. I want them to understand and be able to explain the Spanish language. I understand that students come from a variety of learning backgrounds. I believe there are different competencies one should strive to achieve in and with any language. To really understand a language, one must examine, practice, and learn the grammar. Too much education is about regurgitating information without processing it. It is necessary to be able to put concepts and explanations in one's own words. Language is a living, dynamic thing that grows and changes and needs to be used. Learning occurs every time a language is used and it can be used in a variety of settings, some more fun and entertaining than others. Most of all, I want others to enjoy the process of learning Spanish.

Learning a language develops critical thinking and communication skills. Learning a new language should include the careful examination of how things are done differently by diverse individuals in a variety of settings. Students should realize that there never really is only one way to do any one thing, especially communicate. Students should be encouraged to develop interpersonal skills when studying and using a language. The typical foreign language classroom involves a variety of activities and usually incorporates individual, large group, small group, partner and whole classroom groupings. This resource has activities that can be used as they are written. They can also be duplicated, expanded, or adapted to best suit the needs of any group of learners.

Ahora Empezamos is intended for all learners just starting or reviewing basic components of the Spanish language. This resource is written in English at an elementary level with the assumption that the learner has been exposed to only a little Spanish. Effective learning environments and good learning materials are open and inviting to all learners. Students learn best when they are encouraged to learn in a supportive way. Studying Spanish should be a welcoming experience for everyone because all individuals have important contributions to make in a language classroom, in the community in which they live, and in the world as a whole.

I find that there is a richness in our lives when we know and can use more than one language, and can effectively communicate with others. For me, language learning is a magical process that exposes all involved to new ways of learning, thinking, communicating, understanding, and living. **Ahora Empezamos** is intended to be a starting place for learning or reviewing Spanish. My hope is that all who use it will enjoy using and adapting it to fill their needs.

~ DLHatcher

CHAPTER OVERVIEW

1: Capítulo Uno

Learning Objectives

- Learners will learn and use some basic Spanish phrases.
- Learners will be able to count to 100 in Spanish.
- Learners will be able to define and identify nouns.
- Learners will be able to define and use articles.
- Learners will be able to define and use subject pronouns.
- Learners will be able to conjugate regular -AR verbs.
- Learners will be able to conjugate, use, and distinguish SER and ESTAR.
- Learners will be able to tell time in Spanish.

1.1: Vocabulario- Let's get started!

1.2: Let's count!

1.3: Nouns

1.4: Articles

1.5: Subject Pronouns

1.6: -AR verbs

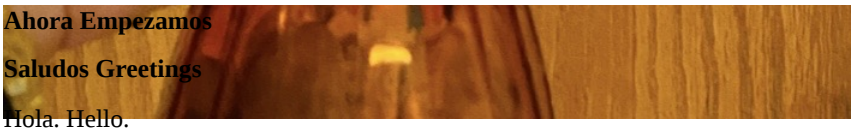
1.7: Ser and estar

1.8: Telling Time

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1.1: Vocabulario- Let's get started!





Ahora Empezamos

Saludos Greetings

Hola. Hello.

Buenos días. Good morning.

Buenas tardes. Good afternoon.

Buenas noches. Good evening.

Un poco más A little more

¿Cómo estás? How are you (informal)?

¿Cómo está usted How are you (formal)?

¿Qué hay de nuevo? What's new?

Nada. Nothing.

¿Qué tal? How are you? This is a bit less formal.

¿Y tú? And you (informal)?

¿Y usted? And you (formal)?

Estoy alegre. I am happy.

Estoy bien. I am well.

Estoy mal. I am not well.

Estoy cansado(a). I am tired.

Estoy contento(a). I am content.

Estoy enfermo(a). I am sick.

Estoy ocupado(a). I am busy.

Estoy preocupado(a). I am worried.

Estoy triste. I am sad.

muy very

también also

pues well

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

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

Me llamo My name is

Mucho gusto. Nice to meet you.

El gusto es mío. The pleasure is mine.

Igualmente. Likewise.

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

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

Soy de I am from

Despedidas Leave takings.

Adiós. Goodbye.

Chau. Bye.

Hasta luego. See you later.

Hasta mañana. See you tomorrow.

Hasta pronto. See you soon.

Nos vemos. See you.

Saludos a Greetings to

With a partner, read the dialogues.

Dialogo Uno

Juan Hola.

María Hola.

Juan ¿Cómo estás

María Estoy bien. ¿Y tú?

Juan Estoy bien también.

María ¿De dónde eres?

Juan Soy de Aurora. ¿Y tú?

María Soy de Batavia.

Juan Adiós.

María Hasta luego.

Diálogo Dos

Ana Hola.

José Hola.

Ana ¿Cómo te llamas?

José Me llamo José. ¿Y tú?

Ana Me llamo Ana.

José ¿De dónde eres?

Ana Soy de Oswego. ¿Y tú?

José Soy de Aurora.

Ana Chau.

José Hasta pronto.

Diálogo Tres

Karla Buenos días. Me llamo Karla.

Edgar Hola. Me llamo Edgar.

Karla Mucho gusto.

Edgar El gusto es mío. ¿De dónde eres?

Karla Soy de México. ¿Y tú?

Edgar Soy de México también.

Karla ¿Cómo estás?

Edgar Estoy bien. ¿Y tú?

Karla Estoy bien también.

Edgar Pues, nos vemos.

Karla Adiós.

Which dialogue did you like the most? Explain your answer.

Now, with your partner, write your own diálogo**.**

Yo

Mi amigo/a

Yo

Mi amigo/a

Yo

Mi amigo/a

Yo

Mi amigo/a

Yo

Mi amigo/a

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1.2: Let's count!

Los Números (0 – 100)

It is important that we know how to count in Spanish. So, let us look at the way we write out the numbers as words in Spanish.

0 = cero

1 = uno

2 = dos

3 = tres

4 = cuatro

5 = cinco

6 = seis

7 = siete

8 = ocho

9 = nueve

10 = diez

11 = once

12 = doce

13 = trece

14 = catorce

15 = quince

16 = diéciseis

17 = diecisiete

18 = dieciocho

19 = diecinueve

20 = veinte

21 = veintiuno

22 = veintidós

23 = veintitrés

24 = veinticuatro

25 = veinticinco

26 = veintiséis

27 = veintisiete

28 = veintiocho

29 = veintinueve

30 = treinta

31 = treinta y uno

32 = treinta y dos

Now we will only have to learn a new number for the tens digit because we add y and the ones digit.

33 = treinta y tres

34 = treinta y cuatro

40 = cuarenta

41 = cuarenta y uno

42 = cuarenta y dos

50 = cincuenta

51 = cincuenta y uno

52 = cincuenta y dos

60 = sesenta

61 = sesenta y uno

62 = sesenta y dos

70 = setenta

71 = setenta y uno

72 = setenta y dos

80 = ochenta

81 = ochenta y uno

82 = ochenta y dos

90 = noventa

91 = noventa y uno

92 = noventa y dos

100 = cien/ciento

When saying the number 100 alone, we use the word cien. When it is used before another number it becomes ciento. For example

140 = ciento cuarenta

185 = ciento ochenta y cinco.

Note how we only use the word *y*, or and, for the numbers between sixteen and ninety-nine.

veinte y tres

cincuenta y cuatro

sesenta y siete

We do not use it in larger numbers.

ciento veinte y tres

ciento cincuenta y cuatro

ciento sesenta y siete

Some important terms to know with numbers are

dividir to divide

multiplicar to multiply

restar to subtract

sumar to add

\+ más

\- menos

x por

/ dividido por

= es/son/es igual a

Numbers are useful and fun to use. So, now let's practice.

Prácticas.

A. With a partner, practice counting to one hundred.

B. Write out the numbers in the word form in Spanish.

1. 10
2. 13
3. 15
4. 20
5. 25
6. 37
7. 49
8. 56
9. 52
10. 63
11. 74
12. 79
13. 88
14. 91
15. 100

B. Complete each number series.

1. dos, cuatro, seis, _____, _____, _____
2. diez, veinte, _____, _____, _____
3. sesenta, setenta, _____, _____, _____
4. cinco, diez, _____, _____, _____
5. cincuenta y tres, cincuenta y seis, _____, _____, _____

C. Complete the following math problems in Spanish.

1. 22 + 12 =
2. 5 + 32 =
3. 50 + 16 =
4. 31 + 14 =
5. 90 + 9 =

6. 70 – 32 =

7. 84 – 15 =

8. 100 – 49 =

9. 35 – 20 =

10. 60 – 19 =

11. 2 x 30 =

12. 10 x 5 =

13. 22 x 4 =

14. 50 x 2 =

15. 15 x 3 =

16. 90 / 3 =

17. 100 / 25 =

18. 99 / 3 =

19. 50 / 25 =

20. 80 / 2 =

D. Do you like counting in English or Spanish more? Why? Which numbers will be the easiest for you to remember? Why? Which will be the most difficult? Why? Which numbers are the most fun to say?

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1.3: Nouns

Nouns

Nouns are words that describe people, places, animals, and things. In Spanish all nouns have gender and number. This means that all nouns in Spanish are considered feminine or masculine and are considered singular or plural. Not all nouns have gender in English so this can be a bit confusing, but with patience and practice it will become easier to understand.

Usually words that describe males are masculine.

el maestro = the teacher

el chico = the boy

el profesor = the professor, male

Usually words that describe females are feminine.

la maestra = the teacher

la chica = the girl

la profesora = the professor, female

Some words have masculine and feminine forms.

el abuelo = the grandfather

la abuela = the grandmother

el hermano = the brother

la hermana = the sister

el tío = the uncle

la tía = the aunt

Most nouns that end in -o, -s, -ma, -pa, and -ta are masculine.

el libro = the book

el autobús = the bus

el problema = the problem

el programa = the program

el mapa = the map

el planeta = the planet

Most nouns that end in -a, -ción, - sión, -dad, -tad, and -tud are feminine.

la palabra = the word

la lección = the lesson

la televisión = the television

la ciudad = the city

la dificultad = the difficulty

la solicitud = the application

Some words are exceptions to these rules and you have to memorize them.

el agua = the water

el día = the day

la mano = the hand

la radio = the radio

Some words are exceptions to these rules and the article determines the gender of the noun.

el/la atleta = the athlete

el/la artista = the artista

el/la astronauta = the astronaut

el/la dentista = the dentist

el/la estudiante = the student

el/la modelo = the model

el/la poeta = the poet

el/la turista = the tourist

Some words have shortened forms but are still considered feminine even though the shortened form ends in O.

la bicicleta => la bici

la fotografía => la foto

la motocicleta => la moto

Sometimes you just need to remember the gender of a new noun when you are learning it. For example, here are some words of items you might find in a classroom.

el bolígrafo = the pen

el celular = the cell phone

la computadora = the computer

la conversación = the conversation

el cuaderno = the folder

el diccionario = the dictionary

el escritorio = the desk

la lección = the lesson

el lápiz = the pencil

el libro = the book

la luz = the light

el marcador = the marker

la mesa = the table

la mochila = the backpack

la pantalla = the screen

la pared = the wall

el papel = the paper

el piso = the floor

la pizarra = the board

la puerta = the door

la silla = the chair

la tableta = the tablet

el techo = the roof

la ventana = the window

Making Nouns Plural

Nouns that end in a vowel form the plural by adding the letter S. The definite article EL changes to LOS and the definite article LA changes to LAS.

el chico, los chicos

la chica, las chicas

el libro, los libros

la silla, las sillas

Nouns that end in a consonant form the plural by adding the letters ES.

la ciudad, las ciudades

el celular, los celulares

el papel, los papeles

Nouns that end in the consonant Z change the Z to a C and add ES.

el lápiz, los lápices

la luz, las luces

If the last syllable of a noun has an accent, the accent is removed before making it plural.

el autobús, los autobuses

la lección, las lecciones

la televisión, las televisiones

Now, let us see what you have learned.

Practice.

A. Write the appropriate definite article in front of each noun.

1. _____ chica

2. _____ bici

3. _____ tío

4. _____ bolígrafo

5. _____ bolí

6. _____ hermana

7. _____ solicitud

8. _____ palabra

9. _____ problema

10. _____ escritorio

11. _____ mano

12. _____ foto

13. _____ mesa

14. _____ mapa

15. _____ lección

16. _____libro

17. _____ televisión

18. _____ profesora

19. _____ abuelo

20. _____ pared

21. _____ pisa

22. _____ ciudad

23. _____ planeta

24. _____ computadora

25. _____ práctica

26. _____ moto

27. _____ padre

28. _____ silla

29. _____ programa

30. _____ ventana

B. Change each noun and definite article to the plural form.

Ejemplo: el chico los chicos

1. la chica

2. el mapa

3. la computadora

4. el turista

5. el programa

6. la ventana

7. el planeta

8. la pared

9. la bici

10. la mano

11. el celular

12. la modelo

13. la hermana

14. el padre

15. la solicitud

16. la luz

17. el autobús

18. la lección

19. el papel

20. el profesor

C. Answer the following questions.

1. What is a noun?

2. Do all nouns have gender in English or Spanish?

3. How do you make nouns plural in Spanish? Give three examples.

4. Write a list of ten nouns in Spanish. Be sure to use the correct definite article in front of each noun.

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1.4: Articles

Definite and Indefinite Articles

An article is a short word that goes in front of a noun. There are two types of articles: definite and indefinite.

In English, the definite article is THE. In Spanish, the definite article must match the noun in gender and number, so there are four of them: EL, LA, LOS, LAS. In a way, definite articles *define* the noun by specifying the noun with the word THE.

In English, the words A, AN, SOME, or A FEW are indefinite articles. In Spanish, indefinite articles come from the number *uno*. Since an indefinite article must match a noun in gender and number in Spanish, there are four indefinite articles: UN, UNA, UNOS, UNAS.

Indefinite articles do not limit or define a noun as much as a definite article. For example, A book, un libro, is not as specific as THE book, el libro.

There are two contractions that happen in Spanish. These contractions include definite articles. When EL follows the prepositions a (to) or de (from, of), the following contractions take place.

a + el = al (to the)

Vamos al museo. = We go to the museum.

Saludamos al chico. = We say “hello” to the boy.

de + el = del (of, from the)

El libro es del chico. = The book is from the boy.

Vamos del cine. = We come from the cinema.

There are no other contractions that happen in Spanish. When the definite articles LA, LOS, and LAS follow the prepositions a or de, they remain two separate words.

Vamos a la casa de Juana. = We go to Jane’s house.

El libro es de la profesora. = The book is from the teacher.

Vamos a los estadios. = We go to the stadiums.

El perro es de las chicas. = The dos is from the girls.

Reread the information above one more time. Then, see what you have learned by completing the following practices.

Prácticas.

A. Answer the following questions.

1. What is an article?
2. What are the four ways to say THE in Spanish?
3. What are the four ways to say A, AN, SOME, or A FEW in Spanish?
4. What is the difference between a definite and an indefinite article?
5. Why are there more definite and indefinite articles in Spanish than English?

B. Change the definite article to the indefinite article before each noun in the following exercise.

Example:

DEFINITE ARTICLE INDEFINITE ARTICLE

el papel (the paper) un papel (a paper)

las ventanas (the windows) unas ventanas (some windows)

1. el bolígrafo (the pen) _____ (a pen)

2. la conversación (the conversation) _____(a conversation)

3. los cuadernos (the folders) _____ (some folders)

4. las computadoras (the computers) _____ (some computers)

5. la silla (the seat) _____ (a few chairs)

6. el marcador (the marker) _____ (a marker)

7. las mochilas (the backpack) _____ (some backpacks)

8. la mesa (the table) _____ (a table)

9. los escritorios (the desks) _____ (a few desks)

10. el libro (the book) _____ (some books)

11. la pared (the wall) _____ (a few walls)

12. las pantallas (the screens) _____ (some screens)

13. el celular (the cellphone) _____ (a cellphone)

14. los programas (the programs) _____ (some programs)

15. la madre (the mother) _____(a mother)

16. el padre (the father) _____ (a father)

17. los padres (the parents) _____ (some parents)

18. el perro (the dog) _____(a dog)

19. los gatos (the cats) _____(some cats)

20. el hámster (the hamster) _____ (a hamster)

C. Translate the following phrases into Spanish.

1. a restaurant

2. the restaurant

3. the book

4. some children

5. the class

6. the university

7. the universities

8. a chair

9. some computers

10. the computer

11. the cat

12. some dogs

13. the teachers (f.)

14. the teacher (m.)

15. some students

16. a family

17. a book

18. the pencil

19. the pencils

20. a class

D. The Spanish language uses articles more than English. The song La Bamba is a traditional Mexican folk song and wedding dance from the Mexican state of Veracruz that uses the definite article LA a great deal. Listen to this song and think about what you have learned about definite and indefinite articles.

E. The song El Chico del Apartamento 512 uses the definite article EL and the contraction DEL. Listen to this song and pay attention to when she uses the words EL and DEL. Which song did you like better? Why?

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1.5: Subject Pronouns

Subject Pronouns

All sentences must have a subject. A subject tells who is performing the action or is being described in a sentence. A subject can be a person, place, thing, or idea. Usually the subject goes before the verb in a sentence.

Sometimes a subject has a specific name, such as María or Juan. Other times the subject can be a subject pronouns. For example, instead of María we can say she or ella. Instead of Juan we can say he or él.

Subject pronouns can be singular or plural. María is a singular subject. María y Juan is a plural subject.

Subject pronouns also denote gender, meaning whether a noun is feminine or masculine.

Subject pronouns can be remembered in this way.

SINGULAR PLURAL

first person, the speaker yo = I nosotros, nosotras = we

second person, person spoken to tú = you, familiar vosotros, vosotras = you all, familiar

third person,person spoken about él = he ellos = they, masculine ella = she ellas = they, feminine usted = you, formal ustedes = you all, formal

There are four different ways to say **you** in Spanish. In Spanish you consider your relationship with the person or persons with whom you are speaking and decide if you have a familiar or formal relationship. If you are talking to someone you know well, like family or a friend, you use the forms of tú or vosotros or vosotras. Vosotros and Vosotras is mainly used in Spain. Other countries will use ustedes for a plural form of you.

If you are addressing someone with whom you want or need to be more formal, you use the forms of usted or ustedes. Usted and ustedes show more respect and you use them to be more formal and with people like the parents of a friend, a teacher, an employer, or a group of adults.

Usted can be abbreviated Ud. and ustedes can be abbreviated Uds.

Usted and Ustedes are derived from the expressions vuestro merced or vuestra merced and vuestros mercedes or vuestras mercedes, your grace. This is from the medieval era when the different autonomous regions of Spain each had their own king and queen.

Review the subject pronouns that are listed above. Then complete the following exercises.

Prácticas.

A. Translate the following subject pronouns into Spanish.

1. They (a group of males)
2. I
3. She
4. We (a group of females)
5. You (familiar, singular)
6. You (familiar, plural)
7. You (formal, singular)
8. You (formal, plural)
9. He
10. They (a group of females)
11. We (a group of males)

B. Replace these subjects with the appropriate subject pronoun.

1. Juan
2. Juan y Carlos
3. Elena
4. Elena y María
5. Mi madre
6. La profesora
7. Los estudiantes
8. Mis padres
9. Tú y yo
10. La familia

C. Decide which of the Spanish words for YOU is most appropriate, and then write it.

1. Tu mejor amigo
2. La presidenta de la universidad
3. Los estudiantes en tu clase
4. La profesora
5. Todos sus profesores
6. Un grupo de sus amigos
7. Ana, María y Ava
8. el señor González
9. el señor Gómez y la señora Gómez
10. una persona nueva

D. Explain what subject pronouns are and when they are used. Explain why they are used more in English than Spanish.

E. Why are there more forms of the word *you* in Spanish than English? What do you think of this?

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1.6: -AR verbs

Verbs

A verb is the word in a sentence that describes the action, occurrence, or state of being. A verb explains what the subject of a sentence is doing or the state or condition it is in. A sentence must have a verb.

Verbs also tell a lot of information such as the time or tense, the subject, the number of subjects, and the mood. To show this information in Spanish we conjugate verbs. We are going to start conjugating verbs in the present tense in Spanish. With practice and patience, conjugating verbs in Spanish can become as automatic as it is in English for English-speakers.

-AR Verbs

We group Spanish verbs by their last two letters. Verbs that end in -AR are the largest group of Spanish verbs. The other two groups of verbs end in -ER and -IR.

Spanish verbs change their endings to show who the subject of the verb is. This is called conjugating. We are going to learn to conjugate -AR verbs before the other two groups.

In order to conjugate, we are going to use the same format as the subject pronouns. This is because the endings of a Spanish verb change based on who is completing the action.

The first step in conjugating, is to remove the last two letters, the AR. Without the AR, we are left with the stem of the verb. This is the part we will use to conjugate. We conjugate by adding an ending to the stem. The ending we add is based on who is completing the action. So, the conjugated forms of the AR verb bailar are:

Yo bail**o**. Nosotros/Nosotras bail**amos**.

Tú bail**as**. Vosotros/Vosotras bailáis.

Él/Ella/Usted bail**a**. Ellos/Ellas/Ustedes bail**an**.

It is necessary to remember O, AS, A, AMOS, ÁIS, and AN in order to conjugate. Some students find it helpful to clap while they repeat the endings. Practice saying: O, AS, A, AMOS, ÁIS, AN.

Now, write and say the conjugated forms of the verb hablar

Yo habl_____. Nosotros/Nosotras habl_____.

Tú habl _____. Vosotros/Vosotras habl _____.

Él/Ella/Usted habl _____. Ellos/Ellas/Ustedes habl_____.

Now, write and say the conjugated forms of the verb trabajar

Yo trabaj_____. Nosotros/Nosotras trabaj_____.

Tú trabaj_____. Vosotros/Vosotras trabaj _____.

Él/Ella/Usted trabaj _____. Ellos/Ellas/Ustedes trabaj_____.

Now, write and say the conjugated forms of an AR verb that you pick

Yo _____. Nosotros/Nosotras _____.

Tú _____. Vosotros/Vosotras _____.

Él/Ella/Usted _____. Ellos/Ellas/Ustedes _____.

The present indicative can be translated in three ways.

For example, Bailo. translates to

1. I dance.

2. I do dance.

3. I am dancing.

Native Spanish speakers generally do not use the subject pronouns with the conjugated forms of yo, tú, nosotros/nosotras, vosotros/vosotras because the conjugation indicates who the subject is. Still, sometimes native speakers use the subject pronouns to give emphasis to the subject.

Bailo bien. means I dance well. All of the words are of equal importance.

Yo bailo bien. means I dance well but really emphasizes the subject.

Since the conjugated forms of él, ella, usted, ellos, ellas, ustedes share a conjugated form, the subject pronoun is often included to clarify who is doing the action.

The form of vosotros/vosotras is usually used in Spain.

Frequently used -AR verbs

ayudar ~ to help

bailar ~ to dance

buscar ~ to look for

cambiar ~ to change

caminar ~ to walk

cantar ~ to sing

cenar – to eat dinner

cocinar ~ to cook

comprar ~ to buy

contestar ~ to answer

conversar ~ to converse, to talk

cortar ~ to cut

desayunar ~ to eat breakfast

descansar ~ to rest

desear ~ to wish, to want

dibujar ~ to draw

enseñar ~ to teach

escuchar ~ to listen to

esperar ~ to wait for, to hope

estudiar ~ to study

explicar ~ to explain

gritar ~ to yell

hablar ~ to talk, to speak

limpiar ~ to clean

llegar ~ to arrive

llevar ~ to carry

llorar ~ to cry

manejar ~ to drive

mirar ~ to look at, to watch

nadar ~ to swim

necesitar ~ to need

ordenar ~ to order

patinar ~ to skate

pintar ~ to paint

practicar ~ to practice

preguntar ~ to ask a question

preparar ~ to prepare

prestar ~ to loan

regalar ~ to give as a gift

regresar ~ to return

saltar ~ to jump

terminar ~ to end, to finish

tocar ~ to play an instrument

tomar ~ to take, to drink

tomar una foto ~ to take a photo

trabajar ~ to work

viajar ~ to travel

visitar ~ to visit

Now let us practice conjugating regular AR verbs.

Prácticas

A. Conjugate the verbs in the indicated forms.

1. Yo (caminar) _____.
2. Ella (tomar) _____.
3. Ustedes (ayudar) _____.
4. Tú (explicar) _____.
5. Ellos (visitar) _____.
6. Usted (patinar) _____.
7. Nosotros (pintar) _____.
8. Yo (preparar) _____.
9. Las chicas (estudiar) _____.
10. Tú (escuchar) _____.
11. Mi amigo y yo (cantar) _____.
12. La clase (necesitar) _____.
13. Mis amigos (nadar) _____.
14. Ustedes (dibujar) _____.
15. Usted (manejar) _____.

16. Yo (viajar) _____.

17. Usted (saltar) _____.

18. Tú (hablar) _____.

19. Tú y yo (conversar) _____.

20. El músico (tocar) _____.

B. Answer the following questions in complete sentences in Spanish.

1. ¿Tocas un instrumento?

2. ¿Cocinas mucho?

3. ¿Patinas?

4. ¿Cantas bien?

5. ¿Hablas español?

6. ¿Cuándo miras la televisión?

7. ¿Dónde estudias?

8. ¿Contestas muchas preguntas en clase?

9. ¿Manejas rápidamente?

10. ¿Ayudas a tus amigos?

11. ¿Estudias mucho o poco?

12. ¿Bailas bien o mal?

13. ¿Cantas bien o mal?

14. ¿Cocinas bien o mal?

15. ¿Trabajas mucho o poco?

C. Translate the following sentences.

1. She takes photos.

2. We do speak Spanish.

3. You (tú) paint.

4. I am cleaning.

5. They explain.

6. You (usted) do eat breakfast.

7. I work a lot.

8. We study Spanish.

9. They (ellas) do sing.

10. They (ellos) dance.

11. We study a lot.

12. She jumps.

13. They swim in the lake.

14. They do arrive early.

15. I look for the book.

D. Use the verbs in the list above to write ten of your own short sentences.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

E. The song *Bidi Bidi Bom Bom* by Selena is a happy song about how a young girl feels when her crush walks by. Listen to the song. Then, read through the list of AR verbs and write about activities that make you feel happy. You can place the saying ME GUSTA in front of an infinitive to say you like doing something.

For example, Estoy alegre cuando bailo. = I am happy when I dance.

OR

Me gusta bailar. = I like to dance.

1.
2.
3.
4.
5.

F. Why do we conjugate verbs? How do we conjugate an -AR verb? Pick three verbs from the list above and conjugate them.

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1.7: Ser and estar

Ser and Estar

In Spanish, there are also two ways to say **to be**. **Ser** is used with more permanent characteristics that describe. **Estar** is used with conditions and feelings, things which are more likely to change because they are temporary. Sometimes it helps to remember the saying, “How you feel and where you are, always use the verb ESTAR. If not ESTAR, then use SER.”

The present tense conjugations for **ser** and **estar** are below. Both of these verbs are irregular verbs and must be memorized.

ser estar

yo soy nosotros somos yo estoy nosotros estamos nosotras somos nosotras estamos

tú eres vosotros sois tú estás vosotros estáis vosotras sois vosotras estáis

él es ellos son él está ellos están ella es ellas son ella está ellas están usted es ustedes son usted está ustedes están

We can learn a little bit more about how **ser** and **estar** are different by using examples with the words DOCTOR and PLACE.

SER ESTAR

Description **P**osition Es interesante. Está aquí.

Occupation **L**ocation Son médicas. Están en Aurora.

Characteristic **A**ction Eres inteligente. Estás aprendiendo.

Time **C**ondition Son las ocho. Estoy alegre.

Origin **ESTAR** Somos de Illinois**.**

Relation Son hermanos.

Ser is the doctor because being a doctor is something that lasts a long time. **Esta**r is with place because the places we are each day tend to change depending on what we are doing.

Some adjectives change meaning depending on whether they are used with **ser** or **estar**. Six adjectives that change meaning based on the use of **ser** and **estar** are: aburrido, listo, malo, seguro, verde and vivo. With **ser** the adjectives are descriptive. With **estar** they are conditions that can easily change.

SER ESTAR

El libro ***es*** **aburrido**. El niño ***está*** **aburrido**. The book is boring. The child is bored.

Tú ***eres*** **listo**. Tú ***estás*** **listo** para salir. You are smart. You are ready to leave.

El programa ***es*** **malo**. Él ***está*** **malo**. The program is bad. He is sick.

Ella ***es*** **segura**. No **está seguro**. She is sure/confident. It is not sure/certain.

Los plátanos ***son*** **verdes**. Los plátanos ***están verdes.*** The bananas are green. The bananas are green/not ripe.

La chica ***es*** **viva**. La planta ***está viva.*** The girl is lively. The plant is alive.

Let's see what you have learned about the verbs **ser** and **estar** with a few practice exercises.

Prácticas.

A. Read each sentence or question. Then, write why the verb **ser** or **estar** was used in it.

1. El restaurante *es* bueno.
2. Nosotros *estamos* muy alegres hoy.
3. La profesora *es* una persona alegre.
4. Ella *es* profesora de español.

5. *Estamos* en la clase de español.
6. *Estamos* en la universidad.
7. ¿*Eres* una estudiante dedicada?
8. ¿*Estás* estudiando biología?
9. *Es* un programa muy interesante.
10. *Son* las once de la mañana.

B. Now, conjugate each of the verbs **ser** and **estar** in the present tense.

ser **estar**

C. Fill in the blanks with the appropriate present tense conjugation of **ser** or **estar**.

1. Yo _____ la ciudad de Nueva York
2. Yo _____ de la ciudad de Nueva York.
3. Ustedes _____ buenos estudiantes.
4. Usted _____ cansada hoy.
5. Nosotros _____ estudiantes.
6. Tú _____ en casa ahora.
7. Ella _____ mi hermana.
8. La clase _____ alegre con las notas.
9. ¿Qué hora _____?
10. _____ las dos de la tarde.
11. Mi café _____ muy caliente.
12. ¿Otra A? Es una buena nota. Tú _____ listo.
13. Vámonos. Nosotros _____ listos.
14. Me gusta el libro. No _____ aburrido.
15. No tenemos planes. Nosotros _____ aburridos.
16. ¡Hola! ¿Cómo _____ ustedes?
17. ¿De dónde _____ ustedes?
18. Nosostros estudiamos en una universidad que _____ Aurora.

D. The song La Bamba is a traditional Mexican folk song about dancing. One sentence is "Yo no soy marinero, soy capitán." which means "I am not a sailor, I am a captain." Listen to the song. Then, write about five different things that you are or are not.

1.
2.
3.
4.
5.

E. Explain the difference between **ser** and **estar**. Then, write two sentences with **ser** and two with **estar**.

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1.8: Telling Time

Telling time: ¿Qué hora es?

We use time to describe when something takes place. For this reason, we use the verb **ser** to tell time in Spanish.

To say what time it is, we use **es la** with una and **son las** with all of the other hours.

For example

Es la una de la tarde. It is one o'clock in the afternoon.

Son las dos de la tarde. It is two o'clock in the afternoon.

Son las diez de la noche. It is ten o'clock in the evening.

Any time the minutes are less than thirty, we say the hour and add the number of minutes.

Es la una y diez. It is one ten.

Son las tres y cuarto de la tarde. It is three fifteen in the afternoon.

Son las siete y media de la noche. It is seven thirty at night.

Notice how we can use the word **cuarto** to say fifteen minutes and **media** to say half an hour.

Any time the minutes are more than thirty, we say the next hour and subtract the number of minutes to that hour.

Es la una menos diez. It is ten minutes to one.

Son las cuatro menos cuarto. It is fifteen minutes to four.

Son las once menos veinte de la noche. It is twenty minutes to eleven in the evening.

Below are some other useful expressions related to telling time.

¿Qué hora es? What time is it?

de la manaña in the morning

de la tarde in the afternoon

de la noche in the evening

Es el mediodía. It is noon.

Es la medianoche. It is midnight.

ahora now

más temprano earlier

más tarde later

nunca never

siempre always

Prácticas.

A. Write the following times out in Spanish.

1. 8:00 a.m.
2. 10:15 p.m.
3. Noon
4. 1:30 p.m.
5. 4:00 a.m.

6. 8:20 p.m.
7. 9:40 a.m.
8. Midnight.
9. 7:12 p.m.
10. 11:55 a.m.

B. Explain when you do the following things with time expressions in Spanish. Remember to use the expressions **a la** or **a las** before your time expression.

1. Me despierto
2. Salgo de mi casa para ir
3. Lllego a la universidad
4. Salgo de la universidad
5. Llego a mi trabajo
6. Salgo de mi trabajo
7. Como la cena
8. Estudio
9. Cepillo los dientes
10. Me acuesto

C. Answer the following questions with a time construction in Spanish.

1. ¿Qué hora es?
2. ¿A qué hora te despiertas?
3. ¿A qué hora sales de tu casa para la universidad?
4. ¿A qué hora empiezan tus clases?
5. ¿A qué hora sales de la universidad?
6. ¿A qué hora comes la cena?
7. ¿A qué hora haces tu tarea?
8. ¿A qué hora apagas tu celular?
9. ¿A qué hora te duermes?
10. ¿Qué hora es ahora?

D. Explain how to tell time in Spanish to someone. Then, write five examples of telling time.

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CHAPTER OVERVIEW

2: Capítulo Dos

Learning Objectives

- Learners will be able to identify people and places in Spanish.
- Learners will be able to count to 1000 in Spanish.
- Learners will be identify, form, and ask questions.
- Learners will be able to differentiate the uses of QUÉ and CUÁL.
- Learners will be able to conjugate -ER verbs.
- Learners will discuss how words can vary in different Spanish-speaking countries.
- Learners will be able to identify and use days of the week, months of the year, and the seasons.
- Learners will be able to identify and use dates in Spanish.

2.1: Vocabulario - People and places
2.2: Let's keep counting!
2.3: Asking questions
2.4: 2.4 What and which
2.5: -ER verbs
2.6: Popcorn!
2.7: Days, months, seasons, and dates

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2.1: Vocabulario - People and places



Personas y Lugares

sustantivos

el/la abogado/a lawyer

el aeropuerto airport

el/la arquitecto/a architect

la biblioteca library

el banco bank

el/la bombero/a firefighter

la casa house

el/la doctor/a doctor

el hospital hospital

el/la maestro/a teacher

el/la médico/médica doctor

el parque park

el zoológico zoo

adjetivos

alto tall

calvo bald

contento happy

guapo handsome

bonito pretty

inteligente intelligent

joven young

juguetón playful

perezoso lazy

tímido shy

tranquilo calm

triste sad

viejo old

adverbios

actualmente currently

ahora now

antes before

aquí here

cerca nearby

dentro inside

detrás behind

enfrente in front of

mucho a lot

poco a little

verbos

caminar to walk

conocer to know

llegar to arrive

ir to go

mudar to move

salir to exit, to leave

seguir to follow

trabajar to work

viajar to travel

visitar to visit

vivir to live

expressions

Es un lugar muy divertido. It is a very fun place.

Es una zona segura/peligrosa. This zone is safe/dangerous.

Es muy tranquilo por la noche. It's very calm during the night.

Es una persona muy amable. He/She is a very nice person.

Siempre está de buen/mal humor. He/she is in a good/bad mood

Estoy emocionado por….. I'm very excited for….

Le encanta pasar tiempo…. He/She loves to spend time

Este lugar está rodeado por…. This place is surrounded by…

Práctica de Vocabulario

Read the vocabulary words out loud. Then, answer the following questions.

1. Which words have you heard before?

2. Which are the three most useful new words?

3. Which are the three words that are the most fun to say?

4. Which word is the most difficult to pronounce?

5. Which word are you most likely to use?

6. Which word are you least likely to use?

7. Which words have written accent marks?

8. Which word with a written accent mark will be the easiest to remember? Why?

9. Which word with a written accent mark will be the most difficult to remember? Why?

10. *Cognates* look the same in two languages. For example, hospital is spelled the same in English and Spanish, but it is pronounced differently. Are there cognates in this list? If so, what are they?

11. A *false friend* is a word that looks the same in two languages, but does not have a similar meaning. For example, the Spanish word embarazada looks like the English word embarrassed, but it means pregnant. Embarrassed in Spanish is avergonzada. Are there false friends in this list? If so, what are they?

12. It is helpful to think of mnemonic devices to remember words. For example, to remember the verb llegar which means to arrive, you can remember "Yeah! They got here!" What mnemonic device can you think of for words in this list?

Definitions. Pick five words and write definitions to describe them.

For example, Bien is the opposite of malo.

1.

2.

3.

4.

5.

Questions. Pick five different words and write questions for your classmates with them.

For example, ¿Te gusta comer tacos?

1.

2.

3.

4.

5.

Working with the vocabulary.

Each person can work alone or in a group.

Cada persona puede trabajar solo o en grupo.

Each project should include, at least, ten of the vocabulary words from the list.

Pick one of the following four activities.

1. Write and sing a song.

2. Write and present a dialogue.

3. Create and present a drawing.

4. Write and read a short story or poem.

Before getting started, it is necessary to read the vocabulary list and to pick a variety of words.

This can be a very useful way to learn and practice new vocabulary words.

I hope that this is a fun and useful experience!

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2.2: Let's keep counting!

Los Números (above 100)

Sometimes we want to count higher than 100. To count from 101 to 199 we use the word ciento and add the other number.

For example

125 = ciento veinte y cinco

146 = ciento cuarenta y seis

198 = ciento noventa y ocho

There are numbers for the hundreds.

200 = doscientos

300 = trescientos

400 = cuatrocientos

500 = quinientos

600 = seiscientos

700 = setecientos

800 = ochocientos

900 = novecientos

1000 = mil

To count in between these numbers, we use the hundreds word and the other number.

For example

225 = doscientos veinte y cinco

349 = trescientos cuarenta y nueve

480 = cuatrocientos ochenta

595 = quinientos noventa y cinco

687 = seiscientos ochenta y siete

762 = setecientos sesenta y dos

875 = ochocientos setenta y cinco

999 = novecientos noventa y nueve

Prácticas.

A. Answer the following questions.

1. Besides counting, what are some other ways that you use numbers?
2. Which numbers will be the easiest for you to remember? Which numbers will be the most difficult? Why?
3. Which numbers are the most fun to say? Which numbers are the most difficult to say? Why?

B. Write out the numbers in the word form in Spanish.

1. 101
2. 213
3. 715

4. 920

5. 325

6. 837

7. 649

8. 456

9. 552

10. 863

11. 548

12. 742

13. 850

14. 998

15. 902

16. 123

17. 321

18. 689

19. 500

20. 1000

C. Complete each number series.

1. cien, doscientos, trescientos, _____, _____

2. seiscientos, setecientos, _____, _____, _____

3. ciento cincuenta, doscientos, doscientos cincuenta, _____, _____

4. cuatrocientos, quinientos, _____, _____

5. setecientos cincuenta, ochocientos, _____, _____, _____, _____

D. Complete the following math problems in Spanish.

1. 101 + 25 =

2. 54 + 46 =

3. 99 + 101 =

4. 100 + 200 =

5. 300 + 67 =

6. 300 + 141 =

7. 300 + 200 =

8. 345 + 246 =

9. 190 + 810 =

10. 200 - 50 =

11. 360 – 30 =

12. 1000 - 500 =

13. 850 - 50 =
14. 700 - 300 =
15. 125 + 274 =
16. 500 + 425 =
17. 440 + 260 =
18. 900 – 350 =
19. 875 – 250 =
20. 1000 – 999 =

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2.3: Asking questions

Asking and Answering Questions

There are three different ways we can form questions in Spanish.

First, we can raise our voice at the end of what we are saying. Say the sentence without raising your voice. *Ustedes estudian español*. Now, read the same sentence, but raise your voice at the end of it. *¿Ustedes estudian español?* Raising your voice solicits a response from someone, which makes it a question.

Second, we can form a question by switching the positions of the subject and verb. *Ustedes estudian* español. ¿Estudian ustedes español?

Third, we can add a short question at the end of a sentence. This short question is called a tag question. *Ustedes estudian español, ¿no?*

Other common tag questions are

¿ok? Ok? ¿sí? Yes? ¿verdad? True? ¿y tú? And you? ¿vale? Ok?

¿Vale? Is very common in Spain and can also be an individual question to ask if all is good, much like the question ¿ok?.

Interrogative Words

Sometimes we want to ask a question that needs more than a yes or no response. In order to ask for specific information, we need to know interrogative words. Read and say each of the interrogative words out loud.

¿Adónde? To where?

¿Cómo? How?

¿Cuál? Which?

¿Cuáles? Which?/Which ones?

¿Cuándo? When?

¿Cuánto/a? How much?

¿Cuántos/as? How many?

¿De dónde? From where?

¿Dónde? Where?

¿Para qué? For what purpose?

¿Por qué? Why?

¿Qué? What?

¿Quién/es? Who?

Each of the interrogative words has a written accent mark. Without the accent mark, the interrogative words change meaning and is are no longer asking for information. So, it is important to learn these words with the written accent mark.

One interrogative word, ¿Por qué?, becomes one words and loses its accent mark when it is used to answer a question.

¿**Por qué** estudias español? = why Estudio español **porque** es importante. = because

Note how the prepositions **a**, **con**, and **de** precede the interrogative word. In Spanish you do not want to place a preposition at the end of sentence or question.

¿**A dónde** vas? = To where are you going?

¿**Con quién** estudias? = With whom do you study?

¿**De dónde** eres? = From where are you?

Prácticas.

A. Change each sentence to a question.

1. Pierre habla francés.
2. Tú bailas bien.
3. Ustedes trabajan mucho.
4. Nosotros bebemos café.
5. Usted está cansado.
6. Ana María mira la televisión.
7. Tú escribes poesía.
8. Ellos van al mercado.
9. Usted tiene un celular nuevo.
10. Nosotras conjuguemos los verbos.

B. Make each sentence into a question by using a tag question.

1. Tú bailas bien.
2. Juan lee mucho.
3. Nosotras hablamos español.
4. María y Ana compran café.
5. Ustedes tienen sus libros.
6. Te llamas Marcos.
7. Vives cerca.
8. Ella conduce bien.
9. La profesora es loca.
10. La familia tiene un gato.

C. Complete the following questions with the appropriate interrogative word according to the answer provided after the question.

1. ¿_____ cuesta el cafe? El café cuesta cinco dólares.
2. ¿_____ vive la profesora? Ella vive cerca de la universidad.
3. ¿_____ eres tú? Soy de Aurora, IL.
4. ¿_____ canta el estudiante? El estudiante canta muy bien.
5. ¿_____ trabajas? Trabajo porque necesito dinero.
6. ¿_____es el examen? El examen es viernes.
7. ¿_____ tienen sus libros? Los estudiantes preparados tienen sus libros.
8. ¿_____ estudiantes están en clase hoy? Hay treinta y dos estudiantes en clase hoy.
9. ¿_____ quieres? Quiero el bolígrafo verde.
10. ¿_____ es la paella? Es un plato típico en España.

D. Answer the following questions in Spanish.

1. ¿De dónde eres?

2. ¿Qué estudias?
3. ¿Cuánto trabajas?
4. ¿Cómo te llamas?
5. ¿Cuántas clases tomas?
6. ¿Cuándo estudias?
7. ¿Cómo es tu mejor amigo/a?
8. ¿Cuál es tu bebida preferida?
9. ¿Qué es un taco?
10. ¿Por qué tomas esta clase?

E. Look at the interrogative words and write five questions in Spanish.

1.
2.
3.
4.
5.

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2.4: 2.4 What and which

¿Qué? and ¿Cuál?

We can use the words ¿qué? or ¿cuál? to ask for more information. Both can mean what? or which?, but they are used in different situations.

¿Qué? is used for an explanation or definition and is used before a noun. For example ¿Qué es la paella? ¿Qué quieres comer hoy?

¿Cuál? is used there is a choice between two or more things and should not be used before a noun. For example ¿Cuál es tu libro? ¿Cuál es mejor?

¿Cuáles? is a plural form and is used when the subject or answer is plural. For example ¿Cuáles son tus bolígrafos? ¿Cuáles quieres?

With practice, it becomes easier to use these interrogative words. So, let's practice.

Prácticas.

A. Complete each question with ¿qué? ¿cuál? or ¿cuáles?.

1. ¿ _____ libro quieres?
2. ¿ _____ programa miras?
3. ¿ _____ es su número de teléfono?
4. ¿ _____ tienes en tu cuaderno?
5. ¿ _____ quieres?
6. ¿ _____ clase es muy interesante?
7. ¿ _____ deporte es mejor?
8. ¿ _____ es la fecha?
9. ¿ _____ es la mejor canción?
10. ¿ _____ es un examen parcial?

B. Decide if you would use **qué, cuál, or cuáles** in each question into Spanish.

1. Which do you want?
2. What is paella?
3. Which is better?
4. What is this blue object?
5. What do you think?
6. Which shoes should I wear?
7. What is a luna de miel?
8. Which drink do you want?
9. Which is your favorite song?
10. What is The Pitt?
11. Which singer should win?
12. What are you studying?
13. What is in your backpack?
14. Which did you pick?

15. Which is your favorite day?

C. Answer the following questions in Spanish.

1. ¿Qué estudias?
2. ¿Qué tienes en tu mochila?
3. ¿Cuál es tu número de telefóno?
4. ¿Cuál es tu dirección?
5. ¿Qué libro lees?
6. ¿Qué opinas sobre el programa?
7. ¿Qué dice?
8. ¿Cuál es tu fecha de nacimiento?
9. ¿Cuál es tu clase favorita?
10. ¿Qué es *pickleball*?

D. Pick two photos on your phone or your computer. Write five questions using ¿qué? ¿cuál? or ¿cuáles? to ask information about them.

1.
2.
3.
4.
5.

E. Explain the difference between ¿qué? and ¿cuál?. Then, write two questions with each word.

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2.5: -ER verbs

The present tense of -ER verbs.

We group Spanish verbs by their last two letters. Verbs that end in -ER are the second largest group of Spanish verbs. The other two groups of verbs end in -AR and IR.

Spanish verbs change their endings to show who the subject of the verb is. This is called conjugating. We are going to learn to conjugate -ER verbs, which is very similar to conjugating AR verbs except we will use the letter E in place of the letter A in the endings.

In order to conjugate, we are going to use the same format as the subject pronouns. This is because the endings of a Spanish verb change based on who is completing the action.

The first step in conjugating, is to remove the last two letters, the ER. Without the ER, we are left with the stem of the verb. This is the part we will use to conjugate. We conjugate by adding an ending to the stem. The ending we add is based on who is completing the action. So, the conjugated forms of the AR verb comer are:

COMER

Yo com**o**. Nosotros/Nosotras com**emos**.

Tú com**es**. Vosotros/Vosotras com**éis**.

Él/Ella/Usted com**e**. Ellos/Ellas/Ustedes com**en**.

It is necessary to remember O, ES, E, EMOS, ÉIS, and EN in order to conjugate. Some students find it helpful to clap while they repeat the endings. Practice saying: O, ES, E, EMOS, ÉIS, EN.

Now, write and say the conjugated forms of the verb beber

BEBER

Yo beb_____. Nosotros/Nosotras beb_____.

Tú beb _____. Vosotros/Vosotras beb_____.

Él/Ella/Usted beb _____. Ellos/Ellas/Ustedes beb_____.

Now, write and say the conjugated forms of the verb correr

CORRER

Yo corr_____. Nosotros/Nosotras corr_____.

Tú corr_____. Vosotros/Vosotras corr _____.

Él/Ella/Usted corr _____. Ellos/Ellas/Ustedes corr_____.

Now, write and say the conjugated forms of an ER verb that you pick

_____

Yo _____. Nosotros/Nosotras _____.

Tú _____. Vosotros/Vosotras _____.

Él/Ella/Usted _____. Ellos/Ellas/Ustedes _____.

The present indicative can be translated in three ways. For example, Como. translates to

1. I eat.

2. I do eat.

3. I am eating.

Native Spanish speakers generally do not use the subject pronouns with the conjugated forms of yo, tú, nosotros/nosotras, vosotros/vosotras because the conjugation indicates who the subject is. Still, sometimes native speakers use the subject pronouns to give emphasis to the subject.

Como mucho. means I eat a lot. All of the words are of equal importance.

Yo como mucho. means I eat a lot but really emphasizes the subject.

Since the conjugated forms of él, ella, usted, ellos, ellas, ustedes share a conjugated form, the subject pronoun is often included to clarify who is doing the action.

The form of vosotros/vosotras is usually used in Spain.

Frequently used -ER verbs

aprender to learn

barrer to sweep

beber to drink

comer to eat

comprender to understand

correr to run

coser to sew

creer to believe

deber + infinitive should, ought to

depender de to depend

esconder to hide

leer to read

prender to catch, to turn on

responder to respond

romper to break

suceder to happen, occur

tejer to knit, weave

temer to fear

toser to cough

vender to sell

ver to see

With practice, conjugating becomes easier and sort of fun. So, let us practice conjugating regular ER verbs.

Prácticas.

A. Conjugate the verbs in the indicated forms.

1. Yo (leer) _____.
2. Ella (responder) _____.
3. Ustedes (depender) _____.
4. Tú (vender) _____.
5. Ellos (visitar) _____.

6. Usted (comprender) _____.

7. Nosotros (creer) _____.

8. Yo (coser) _____.

9. Las chicas (tejer) _____.

10. Tú (esconder) _____.

11. Mi amigo y yo (prender) _____.

12. La clase (ver) _____.

13. Mis amigos (responder) _____.

14. Ustedes (toser) _____.

15. Usted (correr) _____.

B. Answer the following questions in complete sentences in Spanish.

1. ¿Corres rápidamente?

2. ¿Lees mucho?

3. ¿Bebes café?

4. ¿Crees en el destino?

5. ¿Respondes mucho en clase?

6. ¿Cuándo respondes en español?

7. ¿Aprendes mejor en clase o en linea?

8. ¿De quién dependes?

9. ¿Cuándo prendes tu computadora?

10. ¿Qué temes?

C. Translate the following sentences.

1. She drinks a lot of water.

2. We understand Spanish.

3. You (tú) are seeing

4. I do eat.

5. They fear.

6. You (usted) run.

7. I read a lot.

8. We do believe.

9. They (ellas) are eating.

10. They (ellos) learn.

D. Use the verbs in the list above to write five of your own short sentences.

1.

2.

3.

4.

5.

E. The song *Otro Día Más Sin Verte* by Jon Secada is a song about how a he feels when he does not see someone he wants to see. Listen to the song. Then, write about five different things you like to do. You can start your sentences with ME GUSTA and use an infinitive, an unconjugated form of the verb.

For example

Me gusta correr rápidamente.

1.

2.

3.

4.

5.

F. Why do we conjugate verbs? How do we conjugate an -ER verb? Give three examples

---

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2.6: Popcorn!

¿Cómo se dice *popcorn* en español?

Sometimes there is more than one way to say something and different countries use different words. One example of this is popcorn.

In Spain, Mexico, El Salvador, Costa Rica, Honduras, and Nicaragua people use the Word PALMOMITAS.

In Guatemala, the word is POPOROPO.

In Panamá, you eat MILLO.

In Venezuela, you would eat COTUFAS.

In Colombia, people say CRISPETAS.

In Ecuador, they use the word CANGUIL.

In Perú, they use the word CANCHITAS.

In Bolivia, the word is PIPOCAS.

In Paraguay, you eat PORORÓ.

In Uruguay, people say POP.

In Argentina, the word is POCHOCLOS.

In Chile, people use the word CABRITAS.

In Cuba, people say ROSITAS.

In the Dominican Republic, they use the word COCALECA.

In Puerto Rico, the word is POP CORN.

* Which word or words are the most fun to say?

* Which word or words are the easiest to say?

* Which word or words are the most difficult to say?

*Which word or words will be easiest for you to remember?

* What are some words like this in English? For example, what is a davenport? What is a pocketbook? Do you say soda or pop?

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2.7: Days, months, seasons, and dates

Dias, meses, estaciones, fechas

Knowing the days, months, seasons, and how to express dates will let us communicate a bit more.

The days of the week are lunes, martes, miércoles, jueves, viernes, sábado, domingo. The week starts week starts with Monday in Spanish. This is so that the weekend really is the weekend, or fin de semana.

¿Cuál es tu día favorito? ¿Por qué?

¿Cuál es tu día menos favorito? ¿Por qué?

¿Qué días trabajas?

¿Qué días vas a la universidad?

¿Qué día no vas a la universidad?

The months of the year are enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.

¿Cuál es tu mes favorito? ¿Por qué?

¿Cuál es tu mes menos favorito? ¿Por qué?

The seasons are invierno (winter), primavera (spring), verano (summer), and otoño (fall).

¿Cuál es tu estación favorita? ¿Por qué?

¿Cuál es tu estación menos favorita? ¿Por qué?

¿Cuáles son los meses del invierno? ¿de la primavera? ¿del verano? ¿del otoño?

The months of the year are enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.

¿Cuál es tu día favorito? ¿Por qué?

¿Cuál es tu día menos favorito? ¿Por qué?

¿Cuál es tu día favorito? ¿Por qué?

¿Cuál es tu día menos favorito? ¿Por qué?

We tell dates in Spanish by using the definite article el, the numerical date, the word de, the month, the word de, the year. For example

el veintiuno de septiembre de mil novecientos sesenta y siete

el dieciséis de febrero de mil novecientos noventa y cinco

el primero de agosto de mil novecientos noventa y siete

Note how the days of the week and the months are not capitalized in Spanish.

Also note how three of the four seasons use the masculine definite el.

Other related words and expressions are

anoche last night

anteayer the day before yesterday

ayer yesterday

¿Cuál es la fecha? What is the date?

al aniversario anniversary

el cumpleaños birthday

el fin de semana weekend

hoy today

pasado/a last

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CHAPTER OVERVIEW

3: Capítulo Tres

Learning Objectives

- Learners will be able to use basic vocabulary related to families.
- Learners will be able to identify and use adjectives.
- Learners will be abel to identify and use possessive adjectives.
- Learners will be able to conjugate regular -IR verbs.
- Learners will be able to conjugate and use the verb TENER.
- Learners will be able to conjugate and use the verb VENIR.
- Learners will be able to use the pronoun LO.

3.1: Vocabulario - Family
3.2: Adjectives
3.3: Possessive adjectives
3.4: -IR verbs
3.5: TENER
3.6: VENIR
3.7: Lo

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3.1: Vocabulario - Family



La Familia

sustantivos

abuela/ita grandma

abuelo/ito grandpa

abuelos grandparents

bisabuela great-grandma

bisabuelo great-grandpa

bisabuelos great-grandparents

la boda wedding

el cumpleaños birthday

la fiesta del cumpleaños birthday party

el gato cat

la hermana sister

el hermano brother

los hermanos brothers and sisters

la hermanastra stepsister

el hermanastro stepbrother

la hija daugther

el hijo son

los hijos children

la madrastra stepmother

la madre mother

la mamá mom

la madrina godmother

la mascota pet

la melliza twin, female

lo mellizo twin, male

el nacimiento birth

la nieta granddaugher

el nieto grandson

los nietos grandchildren

la nuera daugher-in-law

la oveja negra the blacksheep

el padre father

el papá dad

el padrastro stepfather

el padrino godfather

los padrinos godparents

el perro dog

la prima cousin

el primo cousin

los primos cousins

la sobrina niece

el sobrino nephew

los sobrinos nieces and newphews

la suegra mother-in-law

el suegro father-in-law

uan tradición familiar family tradition

la tía aunt

el tío uncle

los tíos aunts and uncles

el yerno son-in-law

verbos

abrazar to hug

amar to love

apoyar to support

ayudar to help

besar to kiss

compartir to share

confiar to confide

criar to raise

cuidar to take care of

discutir to discuss

perdonar to forgive

reunirse to get together

visitar to visit

Práctica de Vocabulario

Read the vocabulary words out loud. Then, answer the following questions.

1. Which words have you heard before?

2. Which are the three most useful new words?

3. Which are the three words that are the most fun to say?

4. Which word is the most difficult to pronounce?

5. Which word are you most likely to use?

6. Which word are you least likely to use?

7. Which words have written accent marks?

8. Which word with a written accent mark will be the easiest to remember? Why?

9. Which word with a written accent mark will be the most difficult to remember? Why?

10. *Cognates* look the same in two languages. For example, hospital is spelled the same in English and Spanish, but it is pronounced differently. Are there cognates in this list? If so, what are they?

11. A *false friend* is a word that looks the same in two languages, but does not have a similar meaning. For example, the Spanish word embarazada looks like the English word embarrassed, but it means pregnant. Embarrassed in Spanish is avergonzada. Are there false friends in this list? If so, what are they?

12. It is helpful to think of mnemonic devices to remember words. For example, to remember the verb llegar which means to arrive, you can remember “Yeah! They got here!” What mnemonic device can you think of for words in this list?

Definitions. Pick five words and write definitions to describe them.

For example, Bien is the opposite of malo.

1.

2.

3.

4.

5.

Questions. Pick five different words and write questions for your classmates with them.

For example, ¿Te gusta comer tacos?

1.

2.

3.

4.

5.

Working with the vocabulary.

Each person can work alone or in a group.

Cada persona puede trabajar solo o en grupo.

Each project should include, at least, ten of the vocabulary words from the list.

Pick one of the following four activities.

1. Write and sing a song.

2. Write and present a dialogue.

3. Create and present a drawing.

4. Write and read a short story or poem.

Before getting started, it is necessary to read the vocabulary list and to pick a variety of words.

This can be a very useful way to learn and practice new vocabulary words.

I hope that this is a fun and useful experience!

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3.2: Adjectives

Adjectives

Adjectives add information about nouns or pronouns. They can either limit the quantity or describe. There are many more adjectives that describe than those that limit.

In Spanish, adjectives that limit the quantity of a noun or pronoun precede the noun. Adjectives that describe go after the noun or pronoun.

Some common examples of adjectives that limit are: definite articles, indefinite articles, demonstratives, numbers, possessive pronouns, and words that quantify. Adjectives that quantify are words like alguien, bastante, cada, cierto, demasiado, mucho, ningún, otro, poco, todo, varios.

The definite articles: are el, la, los, las.

The indefinite articles: are un, una, unos, unas.

The demonstrative adjectives: are este, esta, estos, estas, ese, esa, esos, esas, aquel, aquella, aquellos, aquellas.

The possessive pronouns: are mi, mis, tu, tus, su, sus, nuestro, nuestra, nuestros, nuestras, vuestro, vuestra, vuestros, vuestras.

Some common descriptive adjectives are:

abierto open

aburrido boring

alegre happy

alto tall

bajo short

barato inexpensive

bonito pretty

bueno good

caliente hot

caro expensive

cerrado closed

claro light

débil weak

despacio slow

divertido fun

feliz happy

feo ugly

frío cold

fuerte strong

grande big

guapo handsome

interesante interesting

joven young

limpio clean

malo bad

nervioso nervous

nuevo new

ocupado busy

oscuro dark

peligroso dangerous

pequeño small

perezoso lazy

pobre poor

rápido fast, quick

rico rich

seguro safe

sucio dirty

tarde late

temprano early

tranquilo calm

triste sad

viejo old

Colors are descriptive adjectives and are placed after nouns, like the other descripitive adjectives.

amarillo yellow

anaranjado orange

azul blue

blanco white

gris grey

morado purple

marrón brown

negro black

rojo red

rosado pink

verde green

The adjectives claro mean light and oscuro mean dark and can be combined with other adejctives. Since they describe descriptive adjectives, they are placed after the color.

azul claro light blue

verde oscuro dark green

Prácticas.

A. Read through the list of descriptive adjectives. Then, write the antonym for each one.

1. triste
2. aburrido
3. pequeño
4. temprano
5. feo
6. bajo
7. viejo
8. pobre
9. sucio
10. peligroso
11. oscuro
12. tranquilo
13. alegre
14. frío

B. Translate the following descriptive adjectives into Spanish.

1. interesting
2. fast, quick
3. fun
4. early
5. handsome
6. new
7. clean
8. inexpensive
9. rich
10. good

C. Translate the following phrases into Spanish.

1. my happy friend
2. a good dog
3. the fun book
4. her blue shoe
5. that new phone
6. the hot taco
7. a closed door
8. our good university
9. those green shoes
10. each new morning
11. all the new information

12. too many busy people
13. all the old words
14. many interesting pages
15. your calm mom

D. Use a descriptive adjective to describe the following nouns.

1. La profesora es
2. Mi mejor amigo(a) es
3. Mis padres son
4. Bad Bunny es
5. Penelope Cruz es
6. Shakespeare es
7. Simone Biles es
8. Chicago, IL es
9. La universidad es
10. El aeropuerto es
11. La biblioteca es
12. Taco Bell es

E. La música. The song *María* by Ricky Martin uses limiting and descriptive adjectives. Listen the song and then write examples of the limiting and descriptive adjectives in the song.

F. What is an adjective? Why do we use them? How many types of them are there? Which type is more common? Write three phrases that include adjectives.

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3.3: Possessive adjectives

Possessive adjectives

We use possessive adejctives to tell who the owner of something is. In Spanish, possessive pronouns must agree in gender and number with the item owned, not the owner.

Mi casa es bonita. My house is pretty. **Mis** amigos son amables. My friends are nice.

Even though I am one person, I have more than one friend so the possessive adjective must agree in number with amigos, the thing owned.

Nuestra casa es bonita. Our house is pretty. **Nuestros** amigos son amables. Our friends are nice.

Regardless of the gender of the speaker or writer, the possessive adjective must agree with casa and amigos. Since casa is feminine and singular, we use nuestra. Since amigos is masculine and plural, we use nuestros.

In Spanish, there are two types of possessive adjectives, the short and the long. The short possessive adjectives go in front of the nouns they describe while the long possessive pronouns go after.

The short possessive adjectives are used more often. They are

mi, mis = my, mine nuestro, nuestra, nuestros, nuestras = our, ours

tu, tus = your, yours (familiar) vuestro, vuestra, vuestros, vuestras = your, your(fam.)

suyo, suya, suyos, suyas = his, her, your (formal) sus, sus= their, your (formal)

The long possessive adjectives are usually used for clarification or emphasis. Sometimes long possessive adjectives replace a noun entirely.

mío, mía, míos, mías = my, mine nuestro, nuestra, nuestros, nuestras = our, of ours

tuyo, tuya, tuyos, tuyas = of yours (fam.) vuestro, vuestra, vuestros, vuestras = your (fam.), of yours

suyo, suya, suyos, suyas,= his, her, your (forma) suyo, suya, suyos, suyas = their, theirs, your, yours (formal)

Again, the possessive adjectives match the thing owned with regards to gender and number.

El libro mío es interesante. The book of mine is interesting.

Los perros míos son buenos. The dogs of mine are good.

Now let us practice possessive adjectives.

Prácticas.

A. Translate each of the phrases into Spanish.

1. my book
2. his dog
3. her books
4. their friend
5. our family
6. your (familiar) phone
7. your (formal) pen
8. his shoes
9. her teacher
10. our cats

11. their car
12. the book of mine
13. the dog of his
14. the books of hers
15. the friend of theirs
16. the family of ours
17. the phone of yours (familiar)
18. the pen of yours (formal)
19. the shoes of his
20. the teacher or hers
21. the cat of ours
22. the car of theirs

B. Rewrite each singular phrase with the plural form.

example mi reloj mis relojes

1. mi libro
2. su chaqueta
3. nuestro coche
4. tu gato
5. su perro
6. nuestra nota
7. mi amiga
8. su hermano
9. nuestro profesor
10. mi compañero

C. Rewrite each sentence by replacing the short possessive adjective with the appropriate long possessive adjective. Remember to use the appropriate definite artilce at the start of the expression.

1. mis compañeras
2. tu chaqueta
3. su amigo
4. nuestro perro
5. su gato
6. mi hermana
7. nuestras clases
8. mi profesora
9. tu idea
10. su teléfono

D. Pick a photo on your phone or your computer. Write five sentences using possessive adjectives to describe it.

1.
2.
3.
4.
5.

E. La música. The song *Mío, by Paulina Rubio* includes possessive adjectives. Listen to the song. Listen to it a second time and write the possessive adjectives that you hear. Then, write examples of five things you own using possessive adjectives.

F. What is a possessive adjective? How a short possessive adjective is different from a long possessive adjective? Write three sentences with short possessive adjectives and rewrite the same sentences with long possessive adjectives.

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3.4: -IR verbs

The present tense of -IR verbs.

We group Spanish verbs by their last two letters. Verbs that end in -IR are the smallest group of Spanish verbs. The other two groups of verbs end in AR and ER.

Spanish verbs change their endings to show who the subject of the verb is. This is called conjugating. We are going to learn to conjugate -IR verbs, which is very similar to conjugating ER verbs except we will use the letter I in place of the letter E in the endings for nosotros/nosotras and vosotros/vosotras.

In order to conjugate, we are going to use the same format as the subject pronouns. This is because the endings of a Spanish verb change based on who is completing the action.

The first step in conjugating, is to remove the last two letters, the AR. Without the AR, we are left with the stem of the verb. This is the part we will use to conjugate. We conjugate by adding an ending to the stem. The ending we add is based on who is completing the action. So, the conjugated forms of the AR verb comer are:

escribir

Yo escrib**o**. Nosotros/Nosotras escrib**imos**.

Tú escrib**es**. Vosotros/Vosotras escrib**ís**.

Él/Ella/Usted escrib**e**. Ellos/Ellas/Ustedes escrib**en**.

It is necessary to remember O, ES, E, EMOS, ÍS, and EN in order to conjugate. Some students find it helpful to clap while they repeat the endings. Practice saying: O, ES, E, EMOS, ÍS, EN.

Now, write and say the conjugated forms of the verb vivir

vivir

Yo viv_____. Nosotros/Nosotras viv_____.

Tú viv _____. Vosotros/Vosotras viv_____.

Él/Ella/Usted beb _____. Ellos/Ellas/Ustedes viv_____.

Now, write and say the conjugated forms of the verb recibir

recibir

Yo recib_____. Nosotros/Nosotras recib_____.

Tú recib_____. Vosotros/Vosotras recib _____.

Él/Ella/Usted recib _____. Ellos/Ellas/Ustedes recib_____.

Now, write and say the conjugated forms of an IR verb that you pick

_____

Yo _____. Nosotros/Nosotras _____.

Tú _____. Vosotros/Vosotras _____.

Él/Ella/Usted _____. Ellos/Ellas/Ustedes _____.

The present indicative can be translated in three ways.

For example, Escribo. translates to

1. I write.

2. I do write.

3. I am writing.

Native Spanish speakers generally do not use the subject pronouns with the conjugated forms of yo, tú, nosotros/nosotras, vosotros/vosotras because the conjugation indicates who the subject is. Still, sometimes native speakers use the subject pronouns to give emphasis to the subject.

Escribo mucho. means I write a lot. All of the words are of equal importance.

Yo escribo mucho. means I write a lot but really emphasizes the subject.

Since the conjugated forms of él, ella, usted, ellos, ellas, ustedes share a conjugated form, the subject pronoun is often included to clarify who is doing the action.

The form of vosotros/vosotras is usually used in Spain.

Frequently used -IR verbs

abrir to open

admitir to admit

añadir to add

asistir to attend

compartir to share

cumplir to fulfill

debatir to debate

decidir to decide

definir to define

dividir to divide

escribir to write

existir to exist

interrumpir to interrupt

ocurrir to occur

permitir to permit

recibir to receive

sufrir to suffer

vivir to live

With practice, conjugating can become fun. So, let us practice conjugating regular IR verbs.

Prácticas.

A. Conjugate the verbs in the indicated forms.

1. Yo (vivir) _____.
2. Ella (escribir) _____.
3. Ustedes (decidir) _____.
4. Tú (añadir) _____.
5. Ellos (compartir) _____.
6. Usted (abrir) _____.
7. Nosotros (interrumpir) _____.
8. Yo (asistir) _____.

9. Las chicas (debatir) _____.

10. Tú (cumplir) _____.

11. Mi amigo y yo (recibir) _____.

12. La clase (ocurrir) _____.

13. Mis padres (permitir) _____.

14. Ustedes no (sufrir) _____.

15. Usted (dividir) _____.

B. Answer the following questions in complete sentences in Spanish.

1. ¿Dónde vives?

2. ¿Recibes muchos textos de tus amigos?

3. ¿Escribes muchos textos?

4. ¿Interrumpes a tus profesores?

5. ¿Asistes a todas tus clases?

6. ¿Debates con tu familia?

7. ¿Compartes los secretos de tus amigos?

8. ¿Abres muchos regalos en tu cumpleaños?

9. ¿Compartes tus libros con tus amigos?

10. ¿Existen los extraterrestres?

C. Translate the following sentences.

1. She writes a lot of messages.

2. We do live close.

3. You (tú) debate well.

4. I am fulfilling.

5. They receive.

6. You (usted) share.

7. I write a lot.

8. We attend class.

9. They (ellas) divide.

10. They (ellos) do permit.

D. Use the verbs in the list above to write five of your own short sentences.

1.

2.

3.

4.

5.

E. The song *Vivir Mi Vida* by Marc Anthony is a song about things the singer wants to do. Listen to the song. Then, write about things different things you want to do.

1.
2.
3.

F. Why do we conjugate verbs? How do we conjugate an -IR verb? Give three examples.

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3.5: TENER

Tener

The verb *tener* means to have. It does NOT conjugate the same way regular verbs do. This means that it is irregular and its conjugated forms must be memorized.

The present tense conjugations are:

tener

tengo tenemos

tienes tenéis

tiene tienen

TENER + QUE + INFINITIVE can be used to express what someone has to do. For example

Tengo que comer. Tenemos que escribir. I have to eat. We have to write.

Tienes que estudiar. Tenéis que correr. You have to study. You (all) have to run.

Tiene que cantar. Tienen que vivir. He/she has to sing. They have to You have to sing. You (all) have to live.

The expression TENER GANAS DE + INFINITIVE is used to express when someone feels like doing something. For example

Tengo ganas de correr. Tenemos ganas de cantar. I feel like running. We feel like singing.

Tienes ganas de bailar. Tenéis ganas de escribir. You feel like dancing. You (all) feel like writing.

Tiene ganas de comer. Tienen ganas de dormir. He/She feels like eating. They feel like sleeping. You feel like eating. You(all) feel like sleeping.

Tener is also used in a variety of expressions. Note that a noun follows the verb tener in these expressions. Here are some of the most common expressions.

tener…..años to be ……years old

tener (mucho) calor to be (very) hot

tener (mucho) cuidado to be (very) careful

tener (mucho) frío to be (very) cold

tener (mucha) hambre to be (very) hungry

tener (mucho) miedo to be (very) scared

tener (mucha) prisa to be in a (big) hurry

tener razón to be right

no tener razón to be wrong

tener (mucha) sed to be (very) thirsty

tener (mucho) sueño to be (very) sleepy

tener (mucha) suerte to be (very) lucky

Prácticas.

A. Write the appropriate form of TENER.

1. Nosotros _____

2. Tú _____

3. Yo _____

4. Ellos _____

5. Usted _____

6. Ustedes _____

7. Tú y yo _____

8. Ella _____

9. Elena _____

10. Nosotras _____

11. Las chicas _____

12. La familia _____

B. Translate the following sentences into Spanish.

1. She is right.

2. We are hungry.

3. You (formal, pl.) are thirsty.

4. I am sleepy.

5. He is scared.

6. You (familiar, s.) are ten years old.

7. They are wrong.

8. We are very careful.

9. I am lucky!

10. You (formal, s.) are cold.

C. Read the following situations and then write the appropriate tener expression.

For example: You (familiar, s.) want to eat lunch. Tienes hambre.

1. It is cold outside and María wants her jacket. María

2. We want to swim because it is hot outside. Nosotros

3. I just ran and want to drink water. Yo

4. Your friend did not sleep well last night. Ella

5. You (formal, s.) had a 100% on your Spanish quiz. Usted

6. You (formal, pl.) won LOTERIA in Spanish class. Ustedes

7. John conjugated a verb incorrectly. Juan

8. I want to drink some warm tea. Yo

9. Your little sister had a tenth birthday party. Ella

10. We are running to class to not be late. Nosotros

D. Use the TENER QUE + INFINITIVE express three things that you have to do.

1.

2.

3.

E. Use the expression TENER + GANAS DE + INFINITIVE to write about three activities that you really want to do.

1.
2.
3.

F. The song *La Camisa Negra* by Juanes uses the verb TENER to tell us about a shirt he has. Listen to the song. Then, write about three different items that you have.

1.
2.
3.

G. Why is the verb TENER irregular? What are its conjugated forms? Which will be the easiest to remember? the most difficult? Why?

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3.6: VENIR

VENIR

The verb *venir* means to come. Read the present tense conjugations below.

venir

vengo venimos

vienes venís

viene vienen

What is the other verb that has irregular conjugations that are very similar? Yes! The conjugations for *venir* are very similar to those for *tener.*

Prácticas.

A. Conjugate VENIR according to the subject pronouns.

1. Nosotros _____ de la cafetería.
2. Tú _____ del teatro.
3. Yo _____ de Dunkin.
4. Ellos _____ de la clase de matemáticas.
5. Usted _____ de su trabajo.
6. Ustedes _____ del gimnasio.
7. Tú y yo _____ de mi oficina.
8. Ellas _____ del museo.
9. Elena _____ de la clase de biología.
10. Nosotras _____ del estacionamiento.
11. Las chicas _____ de la biblioteca.
12. La familia _____ del restaurante.

B. Is *venir* a regular or irregular verb? Explain your answer.

C. Say the conjugated forms for tener and venir. Which is easier to say? Why?

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3.7: Lo

Lo

A word or pronoun without gender is considered neuter. The word LO can be used as a neuter article and can be placed before a noun or adjective to express an idea or quality. For example

Lo positivo es que podemos usar español. What is positive/The positive feature is that we can use Spanish.

Lo difícil es distinguir todas las conjugaciones. What is difficult/The difficult part is distinguishing all of the conjugations.

Lo importante es poder aprender toda la vida. What is important/The important thing is being able to learn throughout life.

Note that the -ing form of the verb in English is translated as an infinitive in Spanish.

Note that there are various ways to translate this construction. This is a good way to share an idea but sometimes it is difficult to translate these expressions word for word. But, with practice using LO plus an adjective can start to feel more natural. So, let's practice.

Prácticas.

A. Translate the following phrases.

1. what is old
2. the dangerous part
3. the expensive feature
4. what is fun
5. the safe feature
6. the pretty part
7. what is happy
8. the inexpensive feature
9. what is clean

B. Translate the following sentences.

1. What is important is using a new language.
2. What is useful is memorizing the vocabulary.
3. The fun part is traveling.
4. The hard part is practicing sufficiently.
5. The necessary part is to use the language.
6. The good feature is that we can practice in many ways.
7. The necessary part is to enjoy learning.
8. What is impossible is to know everything.

C. Complete the following sentences in Spanish.

1. Lo interesante es
2. Lo fácil es
3. Lo difícil es
4. Lo importante es
5. Lo necesario es

6. Lo útil es
7. Lo positivo es
8. Lo negativo es

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CHAPTER OVERVIEW

4: Capítulo Cuatro

Learning Objectives

- Learners will be able to identify and use words related to hobbies.
- Learners will be able to conjugate and use the verb IR.
- Learners will be able to identify, conjugate, and use stem-changing verbs.
- Learners will be able to identify, conjugate, and use reflexive verbs.
- Learners will be able to explain and communicate with the Spanish word YA.
- Learners will be able to indentify and use various prepositions.
- Learners will be communicate with the Spanish word SI.

4.1: Vocabulario - Hobbies

4.2: IR

4.3: Stem-changing verbs

4.4: Ya

4.5: Prepositions

4.6: Para practicar la comunicación SI

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4.1: Vocabulario - Hobbies



Los Pasatiempos

sustantivos (nouns)

la cerámica ~ ceramics

la costura ~ sewing

el ejercicio ~ exercise

la fotografía ~ photography

la jardinería ~ gardening

los juegos de mesa ~ games, table games

la meditación ~ meditation

las rompecabezas ~ puzzles

el senderismo ~ hiking

las sopas de letra ~ word searches

verbos

acampar ~ to camp

andar en patineta ~ to ride a skateboard

bailar ~ to dance

bucear ~ to dive

caminar ~ to walk

cantar ~ to sing

charlar ~ to chat

cocinar ~ to cook

comer ~ to eat

dibujar ~ to draw

escalar montañas ~ to moutain climb

escuchar música ~ to listen to music

escribir ~ to write

esquiar ~ to ski

hornear ~ to bake

ir de compras ~ to go shopping

ir de paseo ~ to go for a walk

jardinear ~ to garden

jugar deportes ~ to play sports

jugar videojuegos ~ to play videogames

leer ~ to read

limpiar ~ to clean

llevar un diario ~ to keep a diary

meditar ~ to meditate

montar bicicleta ~ to ride a bik

navegar el internet ~ to browse the internet

nadar ~ to swim

pintar ~ to pain

pescar ~ to fish

salir con amigos ~ to go out with friends

surfear ~ to surf

tocar instrumento ~ to play an intstrument

tocar guitarra ~ to play the guitar

tomar el sol ~ to sunbathe

trepar árboles ~ to climb trees

usar las redes sociales ~ to use social media

ver películas ~ to watch movies

ver televisión ~ to watch television

viajar ~ to travel

Práctica de Vocabulario

Read the vocabulary words out loud. Then, answer the following questions.

1. Which words have you heard before?

2. Which are the three most useful new words?

3. Which are the three words that are the most fun to say?

4. Which word is the most difficult to pronounce?

5. Which word are you most likely to use?

6. Which word are you least likely to use?

7. Which words have written accent marks?

8. Which word with a written accent mark will be the easiest to remember? Why?

9. Which word with a written accent mark will be the most difficult to remember? Why?

10. *Cognates* look the same in two languages. For example, hospital is spelled the same in English and Spanish, but it is pronounced differently. Are there cognates in this list? If so, what are they?

11. A *false friend* is a word that looks the same in two languages, but does not have a similar meaning. For example, the Spanish word embarazada looks like the English word embarrassed, but it means pregnant. Embarrassed in Spanish is avergonzada. Are there false friends in this list? If so, what are they?

12. It is helpful to think of mnemonic devices to remember words. For example, to remember the verb llegar which means to arrive, you can remember “Yeah! They got here!” What mnemonic device can you think of for words in this list?

Definitions. Pick five words and write definitions to describe them.

For example, Bien is the opposite of malo.

1.

2.

3.

4.

5.

Questions. Pick five different words and write questions for your classmates with them.

For example, ¿Te gusta comer tacos?

1.

2.

3.

4.

5.

Working with the vocabulary.

Each person can work alone or in a group.

Cada persona puede trabajar solo o en grupo.

Each project should include, at least, ten of the vocabulary words from the list.

Pick one of the following four activities.

1. Write and sing a song.

2. Write and present a dialogue.

3. Create and present a drawing.

4. Write and read a short story or poem.

Before getting started, it is necessary to read the vocabulary list and to pick a variety of words.

This can be a very useful way to learn and practice new vocabulary words.

I hope that this is a fun and useful experience!

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4.2: IR

IR

The verb *ir* means to go. It does NOT conjugate the same way regular verbs do. This means that it is irregular and its conjugated forms must be memorized.

The present tense conjugations are:

ir

voy vamos

vas vais

va van

The verb IR is used often and can help you communicate about where you want to go and what you want to do. It can be used before several different prepositions, such as A, EN and DE.

It is used with A when talking about going to a place.

Voy a clase. Vamos a Chipotle. Vas a la biblioteca. Vais al supermercado. Va a Panamá. Van a la casa de su amigo.

It is used with EN when talking about using a type of transportation.

Voy en coche. Vamos en moto. Vas en bicicleta. Vais en autobús. Va en avión. Van en escutér.

It is used with DE when you are talking about an activity.

Voy de vacaciones. Vamos de viaje. Vas de compras. Vais de compras. Va de fiesta. Van de vacaciones.

IR can also be used in the expression IR + A + INFINITIVE to express what someone is going to do. This is often called “the going to future.”

For example

Voy a comer. Vamos a escribir. I am going to eat. We are going

Vas a estudiar. Vais a correr. You are going to study. You (all) are going to run.

Va a cantar. Van a vivir. He/she is going to sing. They are going to live. You are going to sing. You are going to live.

IR can also be used in the expression VAMOS + A + INFINITIVE to suggest that individuals do something together. In English, we use the expression “Let’s.”

For example

Vamos a estudiar. Let’s study.

Vamos a comer. Let’s eat.

Vamos a escribir. Let’s write.

Prácticas.

A. Write the appropriate form of IR.

1. Nosotros _____ al cine.
2. Tú _____ al teatro.
3. Yo _____ a casa.
4. Ellos _____ a la biblioteca.
5. Usted _____ a trabajar.
6. Ustedes _____ a la clase de español.

7. Tú y yo _____ a estudiar.

8. Ella _____ a beber café.

9. Elena _____ a descansar.

10. Nosotras _____ en coche.

11. Las chicas _____ de vacaciones.

12. La familia _____ de viaje.

B. Translate the following sentences into Spanish.

1. She goes to the library.

2. We go to class.

3. You (familiar, s.) go to the store.

4. I go to the gym.

5. You (formal, pl.) go to the restaurant.

6. They go to the pharmacy.

7. He goes to the pool.

8. The class goes to the museum.

9. You (formal, s.) go to the gym.

10. I go to the store.

C. The song *Vivir Mi Vida* by Marc Anthony uses the Use the IR + A + INFINITIVE expression. Listen to the song. Then, write five activities you are going to complete in the near future.

1.

2.

3.

4.

5.

D. Use the expression IR + A + INFINITIVE to make five suggestions of things to do with others.

1.

2.

3.

4.

5.

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4.3: Stem-changing verbs

Stem-changing verbs

When we remove the -AR, -ER or -IR from a verb we are left with its stem. The following are examples of verb stems: habl, com, viv.

Some Spanish verbs have a stem that requires a vowel to change in it. These are called stem-changing verbs. There are three different types of stem-changing verbs.

Some verbs have an **e** that changes to **ie.** For example

entender

entiendo entendemos

entiendes entendéis

entiende entienden

Some verbs have an **o** or **u** that changes to **ue.** For example

dormir jugar

duermo dormimos juego jugamos

duermes dormís juegas jugáis

duerme duermen juega juegan

Some verbs have an **e** that changes to an **i.** For example

preferir

prefiero preferimos

prefieres preferís

prefiere prefieren

Note how these stem-changes take place in four the forms, not all of them. The stem-change only takes place in the yo, tú, él/ella/usted, and ellos/ellas/ustedes forms.

Go back and reread the conjugated verbs again. Now, try saying them without the stem-change. I think the stem-change makes them easier to say. What do you think?

Stem-changing verbs are often grouped together based on the type of change that takes place in their stem. Read the following three lists of stem-changing verbs.

e --- > ie

calentar to heat

cerrar to close

comenzar to start

confesar to confess

empezar to start

entender to understand

hervir to boil

pensar to think

perder to lose

preferir to prefer

querer to want

recomendar to recommend

regar to water

o/u --- > oe

almorzar to eat lunch

contar to count

costar to cost

demostrar to demonstrate

devolver to return something

dormir to sleep

encontrar to find

jugar to play

morir to die

mostrar to show

poder to be able, can

probar to try

recordar to remember

resolver to resolve

volar to fly

volver to return

e --- > i

conseguir to get, to obtain

pedir to ask for

repetir to repeat

seguir to continue, to keep on, to follow

servir to serve

vestir to dress

With practice, stem-changing verbs are just as easy to conjugate as any other verb. So, let's practice.

Prácticas.

A. What is a stem-changing verb? How many different types are there? Pick three from the lists above and conjugate them below.

B. Conjugate the following verbs in the indicated forms.

1. sentarse (tú)
2. helar (la nieve)
3. preferir (tú y yo)
4. servir (Uds.)

5. concluir (el cuento)
6. distribuir (los profesores)
7. sentirse (los actores)
8. conseguir (nosotros)
9. seguir (yo)
10. entender (Ud.)
11. dormir (el gato)
12. volver (los estudiantes)
13. perder (el equipo)
14. pedir (tú)
15. mostrar (la profesora)
16. recordar (el padre)
17. cerrar (el gerente)
18. empezar (el programa)
19. pensar (yo)
20. repetir (la clase)

C. Choose the correct form to complete each sentence.

1.Yo _____ la puerta.

a. cierro
b. cierras
c. cierra
d. cierran

2. Usted _____ mucho

a. pienso
b. piensa
c. pensamos
d. piensan

3. Nosotros _____ español.

a. entiendo
b. entiendes
c. entendemos
d. entienden

4. Los estudiantes no _____ mucha tarea.

a. quiero
b. quieres
c. queremos
d. quieren

5. El agua _____.

a. hiervo

b. hierves

c. hierve

d. hierven

6. Las profesoras _____ descansar.

a. preferimos

b. prefieren

c. prefieres

d. prefieren

7. Yo _____ la comida nueva..

a. prueban

b. probaís

c. pruebas

d. pruebo

8. Tú _____.

a. duermo

b. duermes

c. duerme

d. duermen

9. Él/ella/usted _____ la actividad.

a. muestro

b. muestras

c. muestra

d. muestran

10. Nosotros/Nosostras _____.

a. almuerzo

b. almorzamos

c. almuerzas

d. almorzáis

11. Vosotros/Vosotras _____.

a. encontráis

b. encontramos

c. encuentras

d. encuentro

12. El avión _____.

a. vuela

b. vuelan

c. vuelo

d. vuelas

D. Answer the following questions in Spanish.

1. ¿Has empezado a hacer planes para el futuro?
2. ¿Confiesas tus sueños?
3. ¿Sueles llegar temprano a tus citas y clases?
4. ¿Prefieres que la profesora use la pizarra blanca o powerpoint?
5. ¿Qué piensas del Spanglish?
6. ¿Mientes a tus amigos?
7. ¿Sonries mucho al pensar en tu familia?
8. ¿Te conmueven las peliculas románticas?
9. ¿A qué hora te duermes?
10. ¿Cuando te despiertas por la mañana?
11. ¿Cómo te sientes ahora?

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4.4: Ya

Ya

Ya is a fun little word that can have a lot of meanings. It can be used alone or as part of a sentence or questions.
It translates to already or now. For example
Ya entiendo esta palabra. I already understand this word. I already understand this word now.
Sometimes if you want someone to stop doing something, you can use this word alone. In this sense, **ya** can also mean enough or stop.
When the word no is placed in front of it, it means not anymore. For example
¿Quieres más café? Gracias pero ya no. Thank you but not anymore.
The word **ya** is another word that came to Spanish from Latin. The Latin word is iam.
Some common and useful expressions with ya are
Ya basta. Enough already.
Ya está. It's done./It's ready.
Ya mismo. Right now./Immediately.
Ya verás. You will see.
Ya sabes. You already know.
Ya te dije. I already told you.
Ya is such a short word with so many uses that is fun to say. So, let's practice using it.
Prácticas.
A. What are five things you already know how to do? Write them in the space below.
Example: Ya sé hablar español. ~ I already know how to speak Spanish.
1.
2.
3.
4.
5.
B. The song *Ya No* by Grupo Frontera is about someone who loved someone but no longer does Listen to the song. Then, write five things that you no longer do.
Example: Ya no corro maratones. ~ I no longer run marathon.
1.
2.
3.
4.
5.

1.

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4.5: Prepositions

Prepositions

Prepositions are words that add information and connect words with other words in a sentence. They usually add information about direction, place, time, relationships or manner.

Some common prepositions are

a to

afuera de outside of

antes de before

cerca de close to

con with

contra against

de of, from

debajo de under

dentro de inside of

desde since

después de after

detrás de behind

durante during

en in

encima de on top of

enfrente de in front ot

entre among, between

excepto except

hacia towards

hasta until

junto a next to

lejos de far from

menos except

para for

por for

salvo about, above

según according to

sin without

sobre above, about

Sometimes we want to include a subject pronoun after a preposition. Note that we use the subject pronouns except for yo and tú. For example

para mí para nosotros/nosotras

de ti de vosotros/vosotras

con él/ella/used con ellos/ellas/ustedes

Mí has a written accent mark but ti does not.

The third person subject pronouns can also refer to things as well as people.

There are three irregular forms that exist after the word con.

conmigo = with me

contigo = with you

consigo = with himself/herself/yourself/themselves/yourselves

When a preposition is combined with another word, such as a prepositional pronoun, the combination is called a prepositional phrase.

Prepositions are short little words that can add a lot of information. They can be fun and useful to use. Read through the list of them a few more times and then practice them.

Prácticas

A. Write the preposition with the opposite meaning.

1. con
2. enfrente de
3. lejos de
4. encima de
5. antes de
6. dentro de
7. cerca de
8. después de
9. sin
10. afuera de

B. Translate the following prepositions and prepositional phrases.

1. without
2. according to
3. during
4. between
5. to
6. in
7. for (two ways)
8. until
9. since
10. behind them
11. towards me
12. next to you (fam., singular)

13. far from you (formal, plural)

14. of, from us (feminine)

15. after me

16. among, between us (masculine)

17. against them (masculine)

18. before us (feminine)

19. inside of it (masculine)

20. with me

21. with you (fam., singular)

22. with them (feminine)

C. Choose one of the following activities. Be creative. And, have fun!

1. Find a picture on your phone or computer. Write three sentences that include a preposition to describe the picture.

2. Look at the items you have with you. Write five sentences with prepositions to describe where your belongings are.

3. Choose one of your belongings and write five sentences that include a preposition to explain different places where you could place your item.

4. Write a dialogue where two individuals are discussing where an object is. Include five prepositions.

5. Write a song about where something is. Include five prepositions. You could write about buildings on your campus or in your neighborhood. You could write about favorite or least favorite places. Be creative.

D. What is a preposition? Which prepositions have you heard before? Which will be the easiest for you to remember? Why? Which will be the most difficult? Why? Which will be the most useful to know? Why?

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4.6: Para practicar la comunicación SI

Si

Si, sin un acento ortográfico, es una palabra española importante que significa if.

Unas expresiones con la palabra si son

como si as if

si fuera por mí if it were up to me

si no if not

si pudiera if I could

si tuviera if I had

Lee las expresiones y contesta las preguntas.

1. ¿Qué significa la palabra española si?

2. ¿Cuáles es la expresión más útil para ti? ¿Por qué?

3. ¿Cuál es la expresión más fácil para recordar? ¿Por qué?

4. ¿Cuál es la expresión más difícil para recordar? ¿Por qué?

5. ¿Cuál es la expresión más difícil para decir? ¿Por qué?

6. ¿Cuál es la expresión más divertida para decir?

7. Escribe un diálogo breve que incluye una de estas expresiones.

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CHAPTER OVERVIEW

5: Capítulo Cinco

Learning Objectives

- Learners will identify and use words related to nature.
- Learners will identify, conjugate, and use GO verbs.
- Learners will identify, conjugate, and use the present progressive.
- Learners will identify and use the personal A.
- Learners will be able to identify and use direct objects and direct object pronouns.
- Learners will be able to identify, form, and use adverbs.
- Learners will practice conjugating in the present tense.
- Learners will communicate using the Spanish word HASTA.

5.1: Vocabulario - Nature
5.2: GO verbs
5.3: The present progressive
5.4: The personal A
5.5: Direct objects
5.6: Adverbs
5.7: Conjugating in the present tense
5.8: Para practicar la comunicación HASTA

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5.1: Vocabulario - Nature

La Naturaleza

sustantivos

la arena sand

el árbol tree

el bosque forest

el campo countryside, field

la cascada waterfall

el cielo sky

el desierto desert

la estrella star

el mar sea

la flor flower

la hierba grass

la hoja leaf

el lago lake

la luvia rain

la luna moon

la mariposa butterfly

la montaña mountain

la nube cloud

el parque park

la piedra stone, rock

la raíz root

la rama branch

el relámpago lighting

el río river

la semilla seed

el sendero path, trail

el sol sun

la tormenta storm

la tierra earth, ground

el volcán volcano

adjetivos

cálido warm

frío cold

hermoso beautiful

lluvioso rainy

mojado wet

natural natural

nublado cloudy

salvaje wild

silecioso quiet, silent

soleado sunny

verde green

verbos

brillar to shine

caer to fall

crecer to grow

florecer to bloom

llover to rain

tronar to thunder

adverbios

claramente clearly

fuertemente strongly

lentamente slowly

rápidamente quickly

suavemente softly/gently

expresiones

al aire libre outdoors

en la naturaleza in nature

Hace sol. It's sunny

Hace frío. It's cold

Hay niebla. It's foggy

Está nublado. It's cloudy

Está lloviendo It's raining

¿Qué tiempo hace? How is the weather? Literally, What weather is it making?

Práctica de Vocabulario

Read the vocabulary words out loud. Then, answer the following questions.

1. Which words have you heard before?

2. Which are the three most useful new words?

3. Which are the three words that are the most fun to say?

4. Which word is the most difficult to pronounce?

5. Which word are you most likely to use?

6. Which word are you least likely to use?

7. Which words have written accent marks?

8. Which word with a written accent mark will be the easiest to remember? Why?

9. Which word with a written accent mark will be the most difficult to remember? Why?

10. *Cognates* look the same in two languages. For example, hospital is spelled the same in English and Spanish, but it is pronounced differently. Are there cognates in this list? If so, what are they?

11. A *false friend* is a word that looks the same in two languages, but does not have a similar meaning. For example, the Spanish word embarazada looks like the English word embarrassed, but it means pregnant. Embarrassed in Spanish is avergonzada. Are there false friends in this list? If so, what are they?

12. It is helpful to think of mnemonic devices to remember words. For example, to remember the verb llegar which means to arrive, you can remember “Yeah! They got here!” What mnemonic device can you think of for words in this list?

Definitions. Pick five words and write definitions to describe them.

For example, Bien is the opposite of malo.

1.

2.

3.

4.

5.

Questions. Pick five different words and write questions for your classmates with them.

For example, ¿Te gusta comer tacos?

1.

2.

3.

4.

5.

Working with the vocabulary.

Each person can work alone or in a group.

Cada persona puede trabajar solo o en grupo.

Each project should include, at least, ten of the vocabulary words from the list.

Pick one of the following four activities.

1. Write and sing a song.

2. Write and present a dialogue.

3. Create and present a drawing.

4. Write and read a short story or poem.

Before getting started, it is necessary to read the vocabulary list and to pick a variety of words.

This can be a very useful way to learn and practice new vocabulary words.

I hope that this is a fun and useful experience!

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5.2: GO verbs

GO verbs

Some irregular verbs can be grouped together because they all have the same irregular change in their conjugation. The verbs listed below are called GO verbs because they have a GO in the YO form. For example

hacer (to do, to make)

hago hacemos

haces hacéis

hace hacen

Read the list of other verbs that will have a GO in their YO form.

caer to fall

decir to say, to tell

hacer to do, to make

oír to hear

poner to put, to place

salir to leave

tener to have

traer to bring

venir to come

Read the following conjugations out loud. Note that some verbs also have some other changes. Try saying the verbs without the GO in the YO form or the other changes. Are they easier or harder to say with or without the changes?

caer decir

caigo caemos digo decimos

caes caéis dices decís

cae caen dice dicen

hacer oir

hago hacemos oigo oímos

haces hacéis oyes oís

hace hacen oye oyen

poner salir

pongo ponemos salgo salimos

pones ponéis sales salís

pone ponen sale salen

tener traer

tengo tenemos traigo traemos

tienes tenéis traes traéis

tiene tienen trae traen

venir

vengo venimos

vienes venís

viene vienen

Read the verbs out loud one more time. Pay careful attention to the verbs that have a change other than the GO in the YO form. Then, complete the following exercises.

Prácticas.

A. Pick a verb from the list above and write the conjugations.

VERB: _____

yo nosotros/nostras

tú vosotros/vosotras

él/ella/usted ellos/ellas/ustedes

Pick and conjugate a second verb from the list.

VERB: _____

yo nosotros/nosotras

tú vosotros/vosotras

él/ella/usted ellos/ellas/ustedes

Pick and conjugate a third verb from the list.

VERB: _____

yo nosotros/nosotras

tú vosotros/vosotras

él/ella/usted ellos/ellas/ustedes

B. Conjugate the verbs in the indicated forms.

1. Yo (hacer) _____ la tarea.
2. Ella (decir) _____ la verdad.
3. Yo (oír) _____ la canción.
4. Ustedes (tener) _____ buenos amigos.
5. Tú (traer) _____ tus libros.
6. Ellos (venir) _____ a clase temprano.
7. Usted (salir) _____ de la biblioteca.
8. Nosotros no (caer) _____.
9. Yo (poner) _____ mi mochila en el piso.
10. Las chicas (oír) _____ el ruido.
11. Tú (hacer) _____ la actividad con entusiasmo.

C. Answer the following questions in complete sentences in Spanish.

1. ¿Les dices secretos a tus amigos?
2. ¿Tienes una computadora grande o pequeña?
3. ¿Oyes mucho ruido en tu casa?

4. ¿Pones la mesa antes de comer con tu familia?
5. ¿Traes tu almuerzo a AU?
6. ¿Sales con tus amigos mucho?
7. ¿Vienes a esta clase de otra clase?
8. ¿Siempre haces la tarea para tus clases?

D. Translate the following sentences.

1. We say the verb.
2. She leaves quickly.
3. The book falls often.
4. We hear the music.
5. He does the the homework.
6. You (tú) put the book on the desk.
7. The cat falls often.
8. She brings her coffee to class.

E. Use the verbs in the list above to write your own short sentences.

1.
2.
3.

F. What is a GO verb? Which GO will be easiest for you to remember? Why? Which will be hardest? Why?

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5.3: The present progressive

Present Progressive

The **present progressive** describes actions that are taking place right now. Both English and Spanish use a form of the verb **to be** and a **present participle**. This is called a compound tense because it has two parts.

In English present participles always end in -ing.

We are learning Spanish.

She is reading the book.

In Spanish, present participles end in **-ando** or **-iendo**. -AR verbs add -ando and -ER and -IR verbs -iendo.

La chica está cantando la canción nueva.

Estamos aprendiendo español.

Están bebiendo café.

There are two types of regular present participles in Spanish. For -ar verbs you remove the -AR and add **ando**.

bailar bailando

cantar cantando

For -ER or -IR verbs you remove the -ER or -IR and add **iendo.**

comer comiendo

vivir viviendo

When an -ER or -IR verb has a vowel before the -ER or -IR, the I must to change to a Y. For example

caer cayendo

leer leyendo

oir oyendo

traer trayendo

Stem changing -IR verbs have a single letter stem change in the gerund. For example

dormir durmiendo

pedir pidiendo

preferer prefiriendo

seguir siguiendo

sentir sintiendo

With practice, the present progressive becomes easy and fun to do. So, let's practice.

Prácticas

A. Conjugate the following verbs in the present progressive in the indicated form.

1. cantar (yo)
2. aprender (ustedes)
3. comer (los amigos)
4. escuchar (tú)
5. escribir (usted)

6. trabajar (yo)
7. beber (nosotros)
8. correr (el perro)
9. llamar (los padres)
10. traer (el chico)
11. leer (tú)
12. dormir (usted)
13. pedir (yo)
14. caer (el gato)
15. ir (tú y yo)

B. Change each verb from the present indicative to the the present progressive.

1. Me llamas.
2. Escribo.
3. Miras la televisión.
4. Escuchamos música.
5. Ellos comen tacos.
6. Usted bebe horchata.
7. Hago mi tarea.
8. Escribes un texto.
9. Maricarmen compra una chaqueta.
10. ¿Los compras?
11. Me ayudas mucho.
12. Caminamos en el parque.
13. Bailan mucho.
14. Tus padres corren en el parque.
15. La clase baila.

C. La música. The song *Bailando* by Enrique Iglesias is a happy song that uses an example of a present participle. Listen to the song. Then, write and translate the present participle you hear. Now, write and translate three more present participles.

D. What is the present progressive? When is it used? How is it formed? Write three sentences in the present progressive.

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5.4: The personal A

The personal A

The personal a is a preposition that is used before a direct object in Spanish when the direct object is a person, a specific group of people, or a loved pet. There is no translation for the personal a in English. A direct object answers the questions who? or what? in a sentence.

The personal a is placed before the direct object. The personal a helps indicate who received the action of the verb. In the sentence *Llamo a Ana María.* the personal a helps us realize that Ana María is the object who receives the action of the verb.

We do not use a personal a if the direct object is not a person or pet. In the sentence *Leo el libro.* there is no personal a because a book is not a person or animal.

The personal a is not used after the verb haber, wild animals, non-specific people. The following sentences do not have a personal a because the direct object is not a person, a specific group of people, or a loved pet.

Hay muchos estudiantes en la clase de español.

Veo los tigres.

Busco un médico.

he prepositional phrase (or preposition) is placed before the direct object when the object is a person, a specific group of people, or a beloved pet. It has no direct translation in English and is required to indicate who receives the action, as in "I see **Maria** ." It is used with verbs such as *to know, to call, to look for, and to visit* . ___

Práctica.

A. Decide which sentences require a personal a. Write the personal a in the appropriate sentences.

B. What is the personal a? In which language do we use it? Give an example of a sentence with a personal a.

1. Llamo _____ mi amigo.
2. Llamo _____ un restaurante.
3. Quiero _____ perro.
4. Quiero _____ los elefantes.
5. Conozco _____ una profesora loca.
6. Conozco _____ un lugar bonito.
7. Visito _____ la ciudad de Chicago.
8. Visito _____ mi familia.
9. Busco _____ mi profesora de español.
10. Busco _____ unos estudiantes dedicados.

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5.5: Direct objects

Direct Object Noun and Direct Object Pronouns

Direct object nouns and direct object pronouns receive the action of a verb. They answer the questions *who* or *what* in a sentence. They both add more information to a sentence, but direct object nouns are more specific.

In the sentence

Decimos **la verdad**. The truth is what we say, so it is the direct object noun.

In the sentence

La decimos. La replaces the truth, so it is a direct object pronoun.

Direct object pronouns replace direct object nouns to make a sentence shorter. For example

Compro **un regalo**. El regalo is what is bought, so it is the direct object noun.

Lo compro. Lo replaces el regalo, so it is the direct object pronoun.

In English, direct object nouns and direct object pronouns go after the conjugated verb. In Spanish affirmative sentences, direct object pronouns come before the conjugated verb. In Spanish negative sentences, the direct object pronouns go after the "no" that is in the sentence but before the verb. In Spanish, direct object pronouns must agree in gender and number with the direct object noun that they replace.

Ayudo a **un perro**. This is an affirmative sentence with a direct object noun.

Lo ayudo. This is an affirmative sentence with a direct object pronoun.

No **lo** ayudo. This is a negative sentence with a direct object pronoun.

When the direct object noun is a person or loved animal, you must use the personal **a**. English does not have a personal a. The personal a identifies the direct object noun as a person or loved animal.

*Veo **al perro.*** The dog is what I see, so it is the direct object noun. The dog is a living being, so it requires a personal a.

Lo veo. Lo replaces the dog, so it is a direct object pronoun. You do not need a person a with a direct object pronoun.

The direct object pronouns are

singular plural

me = me nos = us

te = you (familiar) os = you (familiar)

lo = him, it, you (formal, masculine) los = them, you (formal, masculine) la = her, it, you (formal, feminine) las = them, you (formal, feminine)

Some Spanish verbs that frequently use direct object nouns or direct object pronouns are listed below. Notice how the first example for each verb is more specific and includes a direct object noun. Then, the second example shortens the direct object noun to a direct object pronoun.

ayudar La profesora ayuda **a los estudiantes** mucho. La profesora **los** ayuda mucho.

comprar Mi madre compra **buena comida**. Mi madre **la** compra.

conocer Quiero conocer **al estudiante nuevo**. **Lo** quiero conocer. OR Quiero conocer**lo.**

decir Digo **el título. Lo** digo.

invitar Invito **a mis amigas**. **Las** invito.

llevar Mi hermana lleva **los libros.** Mi hermana **los** lleva.

querer La profesora quiere **a los perros.** La profesora **los** quiere.

tener Tengo **los billetes. Los** tengo.

traer Vamos a traer **las invitaciones**. **Las** vamos a traer. OR Vamos a traer**las**.

ver ¿Están mirando **el programa?** ¿**Lo** están mirand**o**? OR ¿Están mirándol**o**?

In a verb construction such as the present progressive or ir + a + infinitive, the direct object pronoun can go before or after the entire construction. It cannot be placed in the middle of it. So,

Te estoy ayudando. OR Estoy ayudándo**te**.

Te voy a llamar. OR Voy a llamar**te**.

If you are using the present progressive and put the direct object pronoun at the end, you must accent the vowel in the second-to-last syllable of the present participle.

Remember that direct object nouns and direct object pronouns answer the questions *who* or *what* and they receive the action of a verb. They add more information to a sentence. Direct object nouns are more specific and direct object pronouns replace direct object nouns making the sentence shorter.

Now let us practice direct object nouns and direct object pronouns

Prácticas.

A. Change each direct object noun to a direct object pronoun.

direct object noun direct object pronoun

la mamá la

1. el profesor
2. los libros
3. las gatas
4. la tarea
5. el mapa
6. la bicicleta
7. la foto
8. las computadoras
9. los coches
10. las enchiladas
11. el taco
12. la comida
13. el café
14. las vacaciones
15. el viaje

B. Identify the direct object noun or direct object pronoun in each sentence. Then, explain if it is a direct object noun or direct object pronoun.

1. Tú me llamas frecuentemente.
2. Lo escribo.
3. Quieres escribir un libro.
4. Nos vemos.

5. Ven al elefante.

6. Nos hablamos por teléfono.

7. Quiero comer unos tacos.

8. Los preparo.

9. Maricarmen compra una chaqueta.

10. ¿Los compras?

11. Me ayudas mucho.

12. Conocemos a la directora.

13. ¿Lo conocen?

14. Tus padres te llevan.

15. ¿Me llevas?

C. Rewrite each sentence by replacing the direct object noun with the appropriate direct object pronoun.

1. Escribo la carta.

2. Decimos muchos chistes.

3. Escribes el texto.

4. ¿Ves al gato?

5. Ayudamos a nuestros amigos.

6. Tenemos el libro.

7. Escucho la canción frecuentemente.

8. Compramos mucha ropa.

9. Estudias francés.

10. Tienes unos buenos amigos.

11. Voy a escribir la carta. (There are two ways to write this.)

12. Estamos repasando la tarea. (There are two ways to write this.)

13. Estoy pidiendo un café. (There are two ways to write this.)

14. Vamos a cantar la canción. (There are two ways to write this.)

15. Vamos a invitar a nuestros padres. (There are two ways to write this.)

D. La música. In the song *Amiga, Si Lo Ves* by Jenni Rivera she uses the direct object pronoun **lo** to talk about an ex. Listen to the song and then write one of the sentences in which she uses a direct object pronoun.

E. What is a direct object? How a direct object noun is different from a direct object pronoun? Write three sentences with a direct object noun. Then, rewrite them with direct object pronouns.

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5.6: Adverbs

Adverbs

Adverbs are words that describe verbs. In other words, they add information to verbs. In English we often add the ending LY to an adjective to form an adverb. In Spanish, we do this by adding MENTE to the feminine form of an adjective. If the adjective has a written accent mark in Spanish, the adverb will have one as well.

For example

adjective adverb translation

tranquila tranquilamente calmly

inteligente inteligentemente intelligently

atlética atléticamente athletically

rápida rápidamente rapidly

Below are some common adjectives that we can use to form adverbs.

Spanish English

aceptable aceptable

agradecido thankful

artístico artistic

atlético athletic

cariñoso affectionate

competitivo competitive

cuidadoso careful

despacio slow

diferente diferente

energético energetic

entusiasmado excited

esencial essential

eterno endless

excesivo excessive

fuerte strong, loud

insoportable unbearable

inteligente intelligent

optimista optimistic

paciente patient

pesimista pessimistic

prudente careful

soportable bearable

tranquilo calm

urgente urgent

If two adverbs are used, the MENTE is only added to the second one. In this case, it is necessary to use the feminine form of the first adverb followed by the adverb form of the second.

For example

La profesora habla energética y entusiasmadamente.

El estudiante responde tranquila y cuidadosamente.

Some adverbs are not formed in this way. These must be memorized and used as they are written below.

bastante quite

bien good

casi almost

demasiado too

mal badly

mejor better

más more

mucho a lot

muy very

nada never

nunca never

peor worse

poco little

siempre always

tan so

tanto so many

todo all

Adverbs do not change in gender and number in Spanish. Remember that adverbs add information about the verb. For example

Ella canta poco. She sings a little. This sentence tells us how much she sings. Poco is the adverb.

Ustedes nunca bailan. You all never dance. This sentence tells us that the subjects do not dance. Nunca is the adverb.

In both of these sentences we are adding information to the verbs, not the subjects, so we do not change gender and number with adverbs.

With practice, adverbs are useful and fun. So, let's practice.

Prácticas.

A. Cambia los siguientes adjetivos to adverbios.

adjective feminine form of adjective adverb

competitivo competitiva competitivamente

inteligente inteligente inteligentemente

1. artístico
2. paciente
3. aceptable

4. rápido
5. atlético
6. eterno
7. competitivo
8. diferente
9. cuidadoso
10. fiel

B. Translate the following adjectives into Spanish.

1. artistically
2. quickly
3. slowly
4. essentially
5. carefully
6. good
7. worse
8. better
9. never
10. always
11. more
12.all
13. almost
14. a lot
15. little

C. Traduce las siguientes oraciones al español.

1. They run quickly.
2. We study intelligently.
3. You (fam, singular) work urgently.
4. She thinks artistically.
5. They think optimisticamente.
6. She runs competitively.
7. You (form., plural) sing loudly.
8. He never reads.
9. They always think.
10. We study carefully.

D. What is an adverb? How do we form them in English? How do we form them in Spanish? In which language is it easier to form an adverb? Give examples of three adverbs in Spanish.

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5.7: Conjugating in the present tense

We have learned a lot of verb conjugations. Let us see how much we have learned by completing the following exercises.

A. Conjugate the regular verbs in the present indicative in the indicated forms.

1. bailar (la clase)
2. comer (yo)
3. escribir (tú)
4. nadar (nosotros)
5. comprender (ustedes)
6. recibir (usted)
7. patinar (los jugadores)
8. beber (el chico)
9. decidir (mi amiga y yo)
10. tocar (los músicos)
11. dividir (la profesora)
12. correr (los chicos)
13. responder (tú)
14. abrir (el gato)
15. leer (yo)

B. Conjugate the irregular verbs in the present indicative in the indicated forms.

1. ir (la clase)
2. tener (yo)
3. venir (tú)
4. hacer (nosotros)
5. decir (ustedes)
6. traer (usted)
7. tener (los jugadores)
8. ir (el chico)
9. ir (mi amiga y yo)
10. ser (los músicos)
11. estar (la profesora)
12. estar (los chicos)
13. ser (tú)
15. leer (yo)

C. Conjugate the stem-changing verbs in the present indicative in the indicated forms.

1. cerrar (la clase)
2. dormir (yo)

3. jugar (tú)
4. preferir (nosotros)
5. pedir (ustedes)
6. entender (usted)
7. comenzar (los jugadores)
8. poder (el chico)
9. seguir (mi amiga y yo)
10. mostrar (los músicos)
11. pensar (la profesora)
12. recordar (los chicos)
13. repetir (tú)
15. jugar (yo)

D. Compare and contrast verbs in English and Spanish. Which language provides more information with its verbs? Provide examples.

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5.8: Para practicar la comunicación HASTA

Hasta

Hasta es una palabra española importante que significa until. Unas expresiones con palabra la de son

Hasta el amanecer. Until dawn.

hasta al cuello up to one's neck

hasta el día de juicio until judgment day

Hasta el lunes/martes…. Until Monday/Tuesday….

Hasta entonces. Until then.

Hasta la próxima. See you next time.

Hasta la vista. Until we meet again.

hasta la narices to be fed up

Hasta luego. See you later.

Hasta mañana. See you tomorrow.

Hasta nunca. I hope I never see you again.

Hasta pronto. See you soon.

Hasta siempre. Forever.

Lee las expresiones y contesta las preguntas.

1. ¿Qué significa la palabra española con? ¿Cuál es su antómino?
2. ¿Cuáles son las tres expresiones más útiles para ti? ¿Por qué?
3. ¿Cuál es la expresión más fácil para recordar? ¿Por qué?
4. ¿Cuál es la expresión más difícil para recordar? ¿Por qué?
5. ¿Cuál es la expresión más difícil para decir? ¿Por qué?
6. ¿Cuál es la expresión más divertida para decir?
7. Escribe un diálogo breve que incluye una de estas expresiones.

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CHAPTER OVERVIEW

6: Capítulo Seis

Learning Objectives

- Learners will be able to use basic vocabulary related to shopping.
- Learners will be able to identify, conjugate, and use the preterite tense.
- Learners will be able to identify and use demonstrative adjectives and pronouns.
- Learners will be able to identify and use indefinite objects and indirect object pronouns.
- Learners will be able to compare and contrast conjugations in the present and preterite tenses.
- Learners will listen to music in languages other than English and Spanish.
- Learners will be communicate with the Spanish word TAL.

6.1: Vocabulario - Shopping

6.2: The Preterite

6.3: Demonstratives

6.4: Indirect objects

6.5: Conjugating in the present and preterite tenses

6.6: More than bilingual - an activity

6.7: Para practicar la comunicación TAL

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6.1: Vocabulario - Shopping

De Compras

sustantivos

la bebida drink

la caja the cash register

la cajera the cashier

el cambio change

la canasta basket

el/la cliente customer

la compra the purchase

la decoración decoration

el descuento discount

el/la empleado/a employee

en efectivo cash

el florero vase

la fruta fruit

la lámpara lamp

la moneda coin

el precio price

el probador fitting room

el producto product

el recibo receipt

el servicio al cliente customer service

la talla size

la tarjeta de crédito credit card

la tarjeta de débito debit card

la vela candle

las vitaminas vitamins

verbos

ahorrar to save

buscar to look for

comprar to buy

devolver to return an item

eligir to choose/select

encontrar to find

gastar to spend

pagar to pay

probar to try

vender to sell

adverbios

allí over there

a veces sometimes

aquí here

cerca close

exactamente exactly

lejos far

lentamente slowy

muy very

nunca never

siempre always

rápidamente quickly

expresiones

¿Cuánto cuesta? How much does it cost?

¿Hay otra talla? Is there another size?

¿Dónde está el probador? Where is the fitting room?

¿Puedo pagar con tarjeta? Can I pay with card?

Está en oferta. It is on sale.

¿Hay otros colores? Are there other colors?

¿Dónde está la caja? Where is the cash register?

Solo estoy mirando. I am only lookihg.

¿Tú trabajas aquí? Do you work here?

¿Dónde puedo encontrar _____? Where can I find?

Práctica de Vocabulario

Read the vocabulary words out loud. Then, answer the following questions.

1. Which words have you heard before?
2. Which are the three most useful new words?
3. Which are the three words that are the most fun to say?
4. Which word is the most difficult to pronounce?
5. Which word are you most likely to use?
6. Which word are you least likely to use?
7. Which words have written accent marks?
8. Which word with a written accent mark will be the easiest to remember? Why?
9. Which word with a written accent mark will be the most difficult to remember? Why?

10. *Cognates* look the same in two languages. For example, hospital is spelled the same in English and Spanish, but it is pronounced differently. Are there cognates in this list? If so, what are they?

11. A *false friend* is a word that looks the same in two languages, but does not have a similar meaning. For example, the Spanish word embarazada looks like the English word embarrassed, but it means pregnant. Embarrassed in Spanish is avergonzada. Are there false friends in this list? If so, what are they?

12. It is helpful to think of mnemonic devices to remember words. For example, to remember the verb llegar which means to arrive, you can remember "Yeah! They got here!" What mnemonic device can you think of for words in this list?

Definitions. Pick five words and write definitions to describe them.

For example, Bien is the opposite of malo.

1.

2.

3.

4.

5.

Questions. Pick five different words and write questions for your classmates with them.

For example, ¿Te gusta comer tacos?

1.

2.

3.

4.

5.

Working with the vocabulary.

Each person can work alone or in a group.

Cada persona puede trabajar solo o en grupo.

Each project should include, at least, ten of the vocabulary words from the list.

Pick one of the following four activities.

1. Write and sing a song.

2. Write and present a dialogue.

3. Create and present a drawing.

4. Write and read a short story or poem.

Before getting started, it is necessary to read the vocabulary list and to pick a variety of words.

This can be a very useful way to learn and practice new vocabulary words.

I hope that this is a fun and useful experience!

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6.2: The Preterite

The Preterite

The preterite verb tense is used to describe completed actions in the past. In English we can use the helping verb did and an infinitive, or the past tense. In Spanish we use a conjugated form of a verb. The verb ending depends on the subject and the whether it is an -AR, -ER, or -IR verb.

Some examples of regular verbs in the preterite are

estudiar comer vivir

estudié estudiamos comí comimos viví vivimos

estudiaste estudiasteis comiste comisteis viviste vivisteis

estudió estudiaron comió comieron vivió vivieron

Notice how the -er and -ir verbs share the same preterite endings.

Also notice that the two of these six endings have a written accent mark in all of the endings, those for -AR, -ER, and -IR verbs.

Only -IR verbs will stem-change in the preterite tense. Unlike the present tense where four of the conjugations have a stem-change, only two forms have a stem-change in the preterite: the él/ella/usted and the ellos/ellas/ustedes forms have a vowel that changes.

pedir preferir dormir

pedí pedimos preferí preferimos dormí dormimos

pediste pedisteis preferiste preferisteis dormiste dormisteis

pidió pidieron prefirió prefirieron durmió durmieron

Verbs that end in CAR, GAR, or ZAR have a spelling change in the yo form of the preterite tense.

tocar jugar almorzar

toqué tocamos jugué jugamos almorcé almorzamos

tocaste tocasteis jugaste jugasteis almorzaste almorzasteis

tocó tocaron jugó jugaron almorzó almorzaron

Verbs that end in a vowel before the -ER or -IR ending have an I that changes to a Y in two of their preterite conjugations.

oír leer caer

oí oímos leí leímos caí caímos

oíste oísteis leíste leísteis caíste caísteis

oyó oyeron leyó leyeron cayó cayeron

The I changes to a Y to avoid having too many vowels together in the él/ella/usted and ellos/ellas/ustedes forms.

Also notice how all but the ellos/ellas/ustedes forms have written accent marks.

The verb ver has regular conjugations but has no written accent marks in the preterite.

ver

vi vimos

viste visteis

vio vieron

Some verbs are irregular in the preterite tense. It is important and useful to memorize these irregular forms. Notice how irregular verbs in the preterite do not have written accent marks.

The verbs ser and ir share the same irregular conjugations in the preterite. Context will help you determine if the speaker or writer is using ser or ir.

ser/ir

fui fuimos

fuiste fuisteis

fue fueron

The following verbs have a I in the stem of their preterite conjugations.

hacer hic hice, hiciste, hizo, hicimos, hicisteis, hicieron

querer quis quise, quisiste, quiso, quisimos, quisisteis, quisieron

venir vin vine, viniste, vino, vinimos, vinisteis, vinieron

The following verbs have a U in the stem their preterite conjugations.

estar estuv estuve, estuviste, estuvo, estuvimos, estuvisteis, estuvieron

poder pud pude, pudiste, pudo, pudimos, pudisteis, pudieron

poner pus puse, pusiste, puso, pusimos, pusisteis, pusieron

saber sup supe, supiste, supo, supimos, supisteis, supieron

tener tuv tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron

The following verbs have a J in the stem of their preterite conjugations.

conducir conduj conduje, condujiste, condujo, condujimos, condujisteis, condujeron

decir dij dije, dijiste, dijo, dijimos, dijisteis, dijeron

traducir traduj traduje, tradujiste, tradujo, tradujimos, tradujisteis, tradujeron

traer traj traje, trajiste, trajo, trajimos, trajisteis, trajeron

Notice how verbs in this group do not have the I in the last conjugation.

Read through these irregular verbs again. Saying these irregular forms can help you remember them.

With practice, using the preterite tense can feel natural. So, let's practice.

Prácticas.

A. Pick three verbs and conjugate them in the preterite tense.

B. Conjugate each of the verbs in the preterite in the indicated form.

1. El cantante (bailar) la salsa.
2. Yo (comer) unos tacos muy ricos.
3. Tú (cantar) la letra.
4. La chica (beber) un refresco.
5. La profesora (explicar) la gramática.
6. Tú (tocar) el piano.
7. Uds. (jugar) al fútbol.
8. Ud. (correr) tres millas.
9. Nosotros (caminar) alrededor del campus.
10. Uds. (comprender) este tiempo verbal.

11. Tú (cocinar) unos postres.

12.La atleta (patinar) en el programa.

13. Yo (entender) el pretérito.

14. Mis amigos (alegrarse) a menudo.

15. La familia (ir) al cine.

16. La planta (morir) .

17. El chico (prepararse) con prisa.

18. Tú (romper) el vaso.

19. Ud. (volver) .

20. Yo (tocar) el clarinete.

21. Yo (jugar) al tenis.

22. Yo (almorzar) tarde.

23. Ella (ser) joven.

24. Usted (ver) la obra de teatro.

25. Tú (decir) el chiste.

26. Ustedes (leer) el libro.

27. Nosotros (poder) conjugar bien.

28. Yo (querer) ir.

29. El estudiante (hacer) la tarea.

30. Los estudiantes (saber) la respuesta.

C. Translate each sentence into Spanish.

1. She did study.

2. He washed the dishes.

3. I ran.

4. They did dance.

5. We played soccer.

6. You (form., plural) used the computer.

7. I did clean the house.

8. They did their homework.

9. We went.

10. She said.

11. You (fam.) wrote.

12. They did eat.

13. The dog slept.

14. I arrived early.

15. We did prepare ourselves.

16. She said the answer.

17. We went to the library.

18. You (fam.) translated the song.

19. I brought tacos.

20. He saw the program.

D. Complete the following sentences in Spanish.

1. La última cosa que estudié fue

2. La última cosa que comí fue

3. La última cosa que bebí fue

4. El útlimo libro que leí fue

5. El último programa que míré fue

6. La última cosa que compré fue

7. El último mensaje que envié fue a

8. La última vez que usé mi telélefono fue

9. La última persona a quien envíe un texto fue

10. La última persona que me envió un texto fue

E. Write a short paragraph to explain five activities you have already completed today. Start your paragraph with “Hoy hice muchas actividades……”

F. La música. The songs *Te Vi by* Piso 21 *Llegaste Tú* by Jesse & Joy and use the preterite tense. Listen to each song. Then, pick one and listen to it again. Write the verbs that you hear in the preterite tense.

G. What is the preterite tense? When is it used? Explain if it is easier or harder to use the past tense in English or Spanish. Provide examples and explain you answer.

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6.3: Demonstratives

Demonstrative Adjectives and Pronouns

Demonstrative adjectives demonstrate the place of a noun. In English, we use the words this, these, that, and those. In Spanish, we use the same words, but there are two ways to say that and those because we decide if the noun is close or far. In Spanish, demonstrative adjectives must also match the gender and number of the noun they describe.

Demonstrative adjectives

English Spanish

this este, esta these estos, estas

that for nouns that are *close*: **ese, esa those** for nouns that are *close*: **esos, esas**

that for nouns that are *far*: **aquel, aquella those** for nouns that are *far*: **aquellos, aquellas**

Sometimes the saying, “This and these have Ts, that and those don’t.” helps learners to remember the difference between the first two groups of words. Reread the rhyme, then reread the demonstrative pronouns. Does the rhyme help you?

Below are some examples with demonstrative adjectives. I like **this** book. Me gusta **este** libro. I like **this** shirt. Me gusta **esta** camisa. I like **these** tacos. Me gustan **estos** tacos. I like **these** movies. Me gustan **estas** películas.

I like **that** book. Me gusta **ese** libro. (**Ese** means that is it close.) I like **that** shirt. Me gusta **esa** camisa. I like **those** tacos. Me gustan **eso**s tacos. I like **those** movies. Me gustan **esas** películas.

I like **that** book. Me gusta **aquel** libro. (**Aquel** means that is it far.) I like **that** shirt. Me gusta **aquella** camisa. I like **those** tacos. Me gustan **aquellos** tacos. I like **those** movies. Me gustan **esas** películas.

We use the same words for demonstrative pronouns, but they have written accent marks. Demonstrative words cannot have both a noun and an accent. It might help to remember that demonstrative adjectives have nouns and demonstrative pronouns have accent marks.

Demonstrative pronouns

English Spanish

this éste, ésta these éstos, éstas

that for nouns that are *close*: **ése, ésa those** for nouns that are *close*: **ésos, ésas**

that for nouns that are *far*: **aquél, aquélla those** for nouns that are *far*: **aquéllos, aquéllas**

Below are some examples with demonstrative adjectives.

I like **this**. Me gusta **éste**. I like **this** . Me gusta **ésta**. I like **these**. Me gustan **éstos**. I like **these**. Me gustan **éstas**.

I like **that**. Me gusta **ése**. (**Ése** means that is it close.) I like **that**. Me gusta **ésa**. I like **those**. Me gustan **ésos**. I like **those** . Me gustan **ésas**.

I like **that**. Me gusta **aquél** libro. (**Aquél** means that is it far.) I like **that** shirt. Me gusta **aquélla**. I like **those** tacos. Me gustan **aquéllos**. I like **those** movies. Me gustan **aquéllas**.

The neuter forms **esto**, **eso**, and **aquello** are demonstrative pronouns used to refer to nonspecific ideas, situations, or things. These words do not change gender or number and do not require a written accent mark.

For example

I like **this**. Me gusta **esto**.

That is important. **Eso** es importante.

That is interesting. **Aquello** es interesante.

Remember that the written accents marks on the demonstrative pronuns are very important. Without a written accent they are demonstrative adjectives. With written accent marks demonstrative adjectives become demonstrative pronouns.

Prácticas.

A. Translate each phrase with the appropriate demonstrative adjective.

1. this professor
2. that (far) map
3. these students
4. those (far) students
5. those (close) students
6. that (far) bicycle
7. this computer
8. those (close) cars
9. these books
10. that (shoe)
11. this pen
12. those (far) dogs
13. this cat
14. that (far) cat
15. these nachos
16. those (close) photos
17. this jacket
18. that (close) jacket
19. that (far) jacket
20. these plates
21. those (close) chairs
22. this desk
23. that (far) shirt
24. that (close) door
25. these days

B. Identify the demonstrative adjective or demonstrative pronoun in each sentence. Explain why it is an adjective or pronoun. Then, translate each sentence.

1. Esa madre es muy dedicada.
2. Aquellos abuelos son activos.
3. Ése es importante.
4. Éstos son buenos.
5. Esta canción es pegajosa (catchy).
6. Aquélla es importante.

7. Este padre es trabajador.

8. Ésos son nuevos.

9. Aquellos zapatos son viejos.

10. Éstas chicas son altas.

C. Rewrite each sentence by replacing the demonstrative adjective with a demonstrative pronoun.

Ejemplo: Ese perro es fantástico. Ése es fantástico.

1. Este libro es interesante.

2. Aquellos chicos son inteligentes.

3. Esa profesora es buena.

4. Esos tacos son deliciosos.

5. Aquel poema es corto.

6. Estos carros son rápidos.

7. Esta televisión es grande.

8. Aquellos países son importantes.

9. Ese programa es largo.

10. Esta universidad es buena.

D. La música. In the song *El Perdón* by Nicky Jam and Enrique Iglesias uses demonstrative adjectives. Listen to the song. Then, write the demonstrative adjectives that you hear.

E. What is a demonstrative adjective? How is a demonstrative adjective different from a demonstrative pronoun? Write out three sentences with a demonstrative adjective. Then, reewrite each sentence with a demonstrative pronoun.

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6.4: Indirect objects

Indirect Object Nouns and Pronouns

Indirect objects answer the questions *to who* or *for whom*. They identify the noun or nouns that receive the action of a verb indirectly.

We have seen the indirect object pronouns before with verbs like gustar.

The indirect object pronouns are

singular plural

me = to/for me nos = to/for us

te = you (familiar) os = to/for you (familiar)

le = to/for him les = to/for them (m.) le = to/for her les = to/for them (f.) le = to/for you (formal) les = to/for you (formal)

In the sentence **Les** digo la verdad **a mis padres**. I tell the truth to my parents. Since **les** can refer to different people, we use the pronoun as well as the a + the indirect noun to clarify to whom we tell the truth.

In the question ¿**Me** llamas? the indirect object can only refer to one person: me. So, it is NOT necessary to clarify with a mí BUT if you want to emphasize an indirect object, you can use the pronoun and an a + indirect object noun.

The question ¿**A mí me** llamas? really emphasizes the indirect object by using the construction a + indirect object noun and an indirect object pronoun.

Some Spanish verbs that frequently use indirect object nouns are listed below. Note how some of these verbs use both indirect and direct objects and/or indirect and direct object pronouns. The indirect object pronoun is written in bold. When an indefinite object pronoun is not clear, it has been clarified with an indirect object noun.

buscar La madre **les** busca a sus hijos.

comprar Mi amigo **me** compró un regalo muy bonito**.**

conseguir Quiero conseguir**te** el boleto. **Te** quiero conseguir el boleto.

dar La madre **le** da consejos a su hijo.

deber Te debo cinco dólares.

decir Siempre **les** digo la verdad a mis amigos.

escribir Les escribo una carta a mis abuelos.

hacer ¿**Te** hago un café?

mostrar ¿Vas a mostrar**me** tus fotos? ¿**Me** vas a mostrar tus fotos?

pedir ¿Estás pidiéndo**me** un favor? ¿**Me** estás pidiendo un favor?

preguntar Te pregunto el título.

prestar Sí, **te** presto mi libro.

traer En serio, **te** traigo un café.

vender ¿**Nos** venden la computadora?

In a verb construction such as the present progressive or ir + a + infinitive, an indirect object pronoun can go before or after the entire construction. It cannot be placed in the middle of it. The examples above with the verbs conseguir, mostrar, and pedir illustrate this.

Note, if you use the present progressive and choose to attach the indirect object pronoun, you must accent the vowel in the second-to-last syllable of the present participle.

Remember that indirect object nouns and indirect object pronouns answer the questions *to whom* or *for whom*. They add more information to a sentence. Indirect object nouns are more specific and indirect object pronouns replace indirect object nouns making the sentence shorter.

Now, let us practice indirect object nouns and indirect object pronouns

Prácticas.

A. Change each indirect object noun to an indirect object pronoun.

indirect object noun indirect object pronoun

la mamá le

1. el profesor
2. los libros
3. las gatas
4. la tarea
5. el mapa
6. la bicicleta
7. la foto
8. las computadoras
9. los coches
10. las enchiladas
11. el taco
12. la comida
13. el café
14. las vacaciones
15. el viaje

B. Identify the indirect object pronoun in each sentence.

1. Me preguntas muchas preguntas.
2. Nos escribo una carta larga.
3. Le consigo el libro.
4. Nos buscan.
5. Me debes un euro.
6. Mi madre me hace un té.
7. Le presto mi coche a mi esposo.
8. Les muestro la actividad.
9. Maricarmen le compra una chaqueta a María.
10. ¿Me compras los dulces?
11. Me estás escribiendo mucho.
12. ¿Me prestas tu chaqueta?
13. Te voy a vender mi bolsa de Coach.

14. Tus padres están comprándote el boleto.

15. ¿Me traes los tacos?

C. Answer the following questions. Include the appropriate indirect object pronoun.

1. ¿Me escribes el mensaje?

2. ¿Nos dices el chiste?

3. ¿Le preguntas a la profesora?

4. ¿Les muestro la foto a mi amiga?

5. ¿Te hago un café latte?

6. ¿Les compro los dulces?

7. ¿Le compro la falda a mi hija?

8. ¿Te traigo el correo?

9. ¿Estás diciéndome todo? There are two ways to write this.

10. ¿Te estoy pidiendo un café? There are two ways to write this.

11. ¿Vamos a escribirle la carta? There are two ways to write this.

12. ¿Les vamos a comprar los calcetines? There are two ways to write this.

D. La música. The song *A Dios Le Pido* by Juanes uses an indirect object pronoun to explain his requests to God. Listen to the song and then write a list of three things you would like to ask someone for in your life.

E. What questions does an indirect object answer? How is an indirect object noun different from an indirect object pronoun? Write three sentences or questions with indirect object pronouns.

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6.5: Conjugating in the present and preterite tenses

Conjugating in the present and preterite tenses.

We have learned the present indicative and preterite verb tenses. Let's practice them a bit before we move on.

A. Decide if the following sentences are in the present indicative or preterite verb tense. Explain your answer.

1. Yo estudio mucho.
2. Ustedes estudiaron mucho ayer.
3. Tú bailas bien.
4. Ud. bailó mucho el viernes pasado.
5. Nosotros comimos tacos la noche pasada.
6. Nosotros comemos después de nuestra clase.
7. Antes, María vivió lejos.
8. Ahora María vive cerca.
9. Ustedes tienen muchos amigos.
10. Ustedes durmieron poco anoche.
11. Yo pedí una ensalada.
12. Yo te pido el número.
13. Antes jugué al tenis.
14. Ahora juego al pickleball.
15. Jorge toca el piano.
16. Jorge tocó el clarinete.
17. La profesora cierra la puerta.
18. Los estudiantes cerraron las ventanas.
19. Anoche miramos la televisión.
20. Ahora miramos la televisión.

B. Change the present tense verb conjugations to the preterite tense.

now/ahora before/antes

1. La clase estudia.
2. Los profesores escriben.
3. Yo almuerzo temprano.
4. Nosotros leemos.
5. Ellas cantan.
6. Voy a mi casa.
7. Dice un chiste.
8. El estudiante hace la tarea.
9. Los chicos cantan.
10. Veo la noticia.

11. Sé bailar.
12. Ponemos la mesa.
13. Puedo dibujar.
14. Ustedes prefieron descansar.
15. El perro duerme.

C. Conjugate the following verbs in the present and then preterite verb tenses.

presente preterite

1. Yo (cantar)
2. Tú (bailar)
3. Él (escribir)
4. Nosotros (correr)
5. Ellas (recibir)
6. Tú (conocer)
7. Ustedes (saber)
8. Usted (poder)
9. Yo (tener)
10. Ana (hacer)
11. Nosotras (leer)
12. Tú (cerrar)
13. Yo (explicar)
14. Yo (jugar)
15. Yo (almorzar)
16. La clase (leer)
17. Ustedes (irse)
18. Ana María (ser)
19. Los chicos (prepararse)
20. Yo (levantarse)

D. Translate the following sentences into Spanish. Be sure to conjugate in the present or preterite verb tenses.

1. We study Spanish.
2. We ate tacos.
3. She drank coffee.
4. She writes the verbs.
5. I prefer nachos.
6. I played tennis.
7. You (familiar, singular) play the piano.
8. You (familiar, singular) went to the library.
9. You (formal, plural) are lucky.

10. You (formal, plural) slept late.
11. He told the story.
12. He reads the book.
13. They make tacos.
14. They made tacos.

E. Is it easier for you to conjugate in the present indicative or the preterite verb tense? Why? Give three examples in the verb tense you chose.

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6.6: More than bilingual - an activity

More than bilingual

Learning languages is a useful skill. Why stop with learning a second language?

There are so many fun ways to continue your language learning journey. One way to learn language is with music. The songs listed below are in languages other than English and Spanish. Listen to them.

Volare by Domencio Modugno

Con Te Partiró by Andrea Bocelli

Arc-en-ciel by Polo & Pan

A Banda by Chico Buarque

Ou Est Ma Tete by Pink Martini

Águas de Marco by Elis Regina and Jobim

Sará Perché Ti Amo by Mara Oxum

Sukiyaki by Kyu Sakamoto

Chegaste by Roberto Carlos and Jennifer Lopez

Estou Aqui by Shakira

Which was your favorite? Why?

What did you understand?

Where can you find more information about them?

Where can you find other songs in other languages?

What other language would you like to learn? Why?

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6.7: Para practicar la comunicación TAL

Tal

El español tiene muchas palabras que provienen del latín. La palabra latina talis nos dio la palabra española tal, que significa such.

Abajo hay unas expresiones con la palabra tal.

en tal caso in that case

tal como just as/just like

tal vez maybe, perhaps

¿Qué tal? How are you?

tal como eres just as you are (familiar)

tal como es/son just as you are (formal)

tal para cual made for each other/two of a kind/like-minded

de tal palo, tal astilla a chip off the old block/like father, like son

con tal de que as long as/provided that

y tal and such/and so

Lee las expresiones y contesta las preguntas.

1. ¿Qué significa la palabra española tal?
2. ¿Cuáles son las tres expresiones más útiles para ti? ¿Por qué?
3. ¿Cuál es la expresión más fácil para recordar? ¿Por qué?
4. ¿Cuál es la expresión más difícil para recordar? ¿Por qué?
5. ¿Cuál es la expresión más difícil para decir? ¿Por qué?
6. ¿Cuál es la expresión más divertida para decir?
7. Escribe un diálogo breve que incluye una de estas expresiones.

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CHAPTER OVERVIEW

7: Capítulo Siete

Learning Objectives

- Learners will be able to use basic vocabulary related to daily life.
- Learners will be able to identify, conjugate, and use reflexive verbs.
- Learners will be able to identify and use indefinite and negative words.
- Learners will be able to identify and use verbs that require indirect object pronouns.
- Learners will be able to distinguish and use POR and PARA.
- Learners will be communicate with the Spanish word COMO.

7.1: Daily Life

7.2: Reflexive verbs

7.3: Indefinite and negative words

7.4: Verbs that require indirect object pronouns

7.5: Por and para

7.6: Para practicar la comunicación COMO

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7.1: Daily Life

La Vida Diaria

Sustantivos

el agua water

el baño bathroom

el café coffee

la calle street

el carro car

la casa house

la comida food

las compras shopping

la escuela school

el examen test

la familia family

el libro book

las llaves keys

la maestra teacher, feminine

el maestro teacher, masculine

la música music

la profesora the teacher

el profesor the teacher

la ropa clothes

la rutina the routine

la tarea homework

el teléfono telephone

el teléfono celular cellphone

el tiempo time

el tiempo libre free time

el trabajo job, work

los zapatos shoes

Adjetivos

alegre happy

cansado/a tired

estresado/a stressed

ocupado/a busy, occupied

tranquilo/a calm

triste sad

Verbos

alistarme to get ready

almorzar to eat lunch

caminar to walk

cenar to eat dinner

cocinar to cook

correr to run

desayunar to eat breakfast

despertar to wake up

dormir to sleep

escuchar to listen to

estudiar to study

hablar to say, to talk

lavar to wash

leer to read

levantarse to get up

llamar to call

manejar to drive

reír to laugh

relajarse to relax

ver to see

vestirse to get dressed

Adverbios (Adverbs)

antes before

a veces sometimes

después after

frecuentemente frequently

generalmente generally

nunca never

siempre always

tarde early

temprano late

Expresiones

mi vida diaria my daily life

a tiempo on time

de vez en cuando sometimes

por la mañana in the morning

por la noche in the evening

por la tarde in the afternoon

Práctica de Vocabulario

Read the vocabulary words out loud. Then, answer the following questions.

1. Which words have you heard before?

2. Which are the three most useful new words?

3. Which are the three words that are the most fun to say?

4. Which word is the most difficult to pronounce?

5. Which word are you most likely to use?

6. Which word are you least likely to use?

7. Which words have written accent marks?

8. Which word with a written accent mark will be the easiest to remember? Why?

9. Which word with a written accent mark will be the most difficult to remember? Why?

10. *Cognates* look the same in two languages. For example, hospital is spelled the same in English and Spanish, but it is pronounced differently. Are there cognates in this list? If so, what are they?

11. A *false friend* is a word that looks the same in two languages, but does not have a similar meaning. For example, the Spanish word embarazada looks like the English word embarrassed, but it means pregnant. Embarrassed in Spanish is avergonzada. Are there false friends in this list? If so, what are they?

12. It is helpful to think of mnemonic devices to remember words. For example, to remember the verb llegar which means to arrive, you can remember “Yeah! They got here!” What mnemonic device can you think of for words in this list?

Definitions. Pick five words and write definitions to describe them.

For example, Bien is the opposite of malo.

1.

2.

3.

4.

5.

Questions. Pick five different words and write questions for your classmates with them.

For example, ¿Te gusta comer tacos?

1.

2.

3.

4.

5.

Working with the vocabulary.

Each person can work alone or in a group.

Cada persona puede trabajar solo o en grupo.

Each project should include, at least, ten of the vocabulary words from the list.

Pick one of the following four activities.

1. Write and sing a song.

2. Write and present a dialogue.

3. Create and present a drawing.

4. Write and read a short story or poem.

Before getting started, it is necessary to read the vocabulary list and to pick a variety of words.

This can be a very useful way to learn and practice new vocabulary words.

I hope that this is a fun and useful experience!

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7.2: Reflexive verbs

Reflexive verbs

Some verbs are reflexive. This means that the subject completing the action receives the action.

In English, reflexive verbs often use a reflexive pronoun such myself, yourself, himself, herself, itself, ourselves, themselves. Other times, English will use a possessive adjective with a body part to show that a verb is reflexive.

> I wash my hands. We wash our hands.
>
> You (familiar) wash your hands. You all (familiar) wash your hands.
>
> He washes his hands. They (m.) wash their hands. She washes her hands. They (f.) wash their hands. You (formal) wash your hands. You (formal and plural) wash your hands. It washes its hands.

In Spanish, reflexive verbs always use the reflexive pronouns **me, te, se, nos, os, se**. These pronouns are placed before the conjugated verb. Since reflexive verbs use a reflexive pronoun, they do not use a possessive adjective with a body part. Instead, they use the definite article that matches the body part.

> **Me** lavo las manos. **Nos** lavamos las manos.
>
> **Te** lavas las manos. **Os** laváis las manos.
>
> **Se** lava las manos. **Se** lavan las manos.

Some common reflexive verbs are

> aburrirse to become bored
>
> acordarse (o:ue) to remember
>
> acostarse (o:ue) to go to bed
>
> afeitarse to shave
>
> alegrarse to become happy
>
> bañarse to bathe
>
> casarse con to get married
>
> cepillarse to brush
>
> despertarse (e:ie) to wake up
>
> dormirse (o:ue) to fall asleep
>
> ducharse to shower
>
> enamorarse de to fall in love with
>
> enojarse to become angry
>
> irse to go away
>
> lavarse to wash oneself
>
> levantarse to get up
>
> llamarse to call oneself
>
> maquillarse to put on makeup
>
> peinarse to comb
>
> ponerse to put on
>
> ponerse + adj. to become

preocuparse por to worry about

probarse (o:ue) to try on

quedarse to stay

quitarse to take off

sentarse (e:ie) to sit down

sentirse (e:ie) to feel

vestirse (e:i) to get dressed

Sometimes reflexive verbs can be used in the plural form to say that people do an action to each other. Some verbs used in this way are

abrazarse to hug

besarse to kiss

casarse con to get married

divorciarse to divorce

When the reflexive verbs are used this way they are called reciprocal reflexive verbs since two or more people are doing the actions to each other. In English we use the expression each other. In Spanish we use the appropriate reflexive pronoun.

My friend and I hug each other. Mi amiga y yo nos abrazamos.

Violet and Romeo call each other. Violet and Romeo se llaman.

With practice, reflexive verbs begin to make a lot of sense. So, let's practice them.

Prácticas.

A. Conjugate each of these reflexive verbs in the indicated form in the present tense.

1. ducharse (yo)
2. afeitrase (tu abuelo)
3. acostarse (nosotros)
4. vestirse (la chica)
5. lavarse (los chicos)
6. bañarse (tú)
7. quitarse (Ud.)
8. casarse (Uds.)
9. llamarse (yo)
10. ponerse (tú)
11. cepillarse (Juan)
12. maquillarse (María)
13. sentarse (nosotros)
14. alegrarse (yo)
15. aburrirse (el gato)
16. quedarse (la familia)
17. irse (los chicos)

18. probarse (tú)

19. sentarse (yo)

20. sentirse (yo)

B. Translate each sentence into Spanish.

1. She goes to bed late.

2. They wash their faces.

3. I sit down on the sofa.

4. You (tú) never get bored.

5. They get married.

6. You (Uds.) try on the jacket.

7. He shaves.

8. She brushes her hair.

9. My mom puts on makeup.

10. You (Ud.) get dressed.

11. I take a shower.

12. They get up early.

13. The cat goes away.

14. The dog falls asleep.

15. We remember.

16. He takes off his shoes.

17. She washes her face.

18. They become happy.

19. We brush our teeth.

20. You (tú) wake up.

C. Use ten of the reflexive verbs in the list above to write a short paragraph to describe your daily routine in the present tense.

D. Change the ten reflexive verbs in your paragraph in exercise C to the preterite tense.

E. La música. The songs *Hoy No Me Puedo Levantar* by Ana Torroja and *Cuando Me Enamoro* by Enrique Iglesias use reflexive verbs. Listen to the two songs. Then, pick one and listen to it again. This time, write the reflexive verbs that you hear.

F. What is a reflexive verb? How are reflexive verbs different in English and Spanish? Write three sentences that include three different reflexive verbs in the present tense. Then, rewrite the sentences in the preterite tense.

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7.3: Indefinite and negative words

Indefinite and Negative Words

Sometimes a noun refers to a person or thing that is not specific. These words are called indefinite words. Someone and something are examples of indefinite words.

Other times we want to use a negative word or negative words to deny an action or existence.

In English, we only use one negative word in a sentence. This is not true in Spanish where we can use two or more negative words in a sentence.

Do you have any suggestions? ¿Tienes algunas sugerencias?

No, I don't have any. The no in this sentence is answering the question. Since we have don't, we then use the English word any. No, no tengo ninguna. In Spanish, we can use the word none instead of any.

¿Quieres decirme algo? Do you want to tell me something?

No, I don't want to tell you anything. No, no quiero decirte nada.

Below are some common indefinite and negative words. and their English translations.

indefinite word negative word

algo something nada nothing

alguien someone nadie no one

*alguno/a/os/as some, any *ninguno/a/os/as none, not any

o…o either…or ni…ni neither…nor

siempre always nunca, jamás never

también also tampoco neither

*Note that alguno and ninguno will become algún and ningún when they precede a singular masculine noun. For example

algún día some day

ningún estudiante no student.

With practice, you will be able to use these words without having to think about them. So, it's practice time!

Prácticas.

A. Translate the following sentences into Spanish.

1. Some mornings I sleep late.
2. I do not want a quiz or a test.
3. We always do the homework.
4. We never dance in class.
5. There is nothing interesting to do.
6. There is always something interesting to learn.
7. Someone is singing outside of class.
8. No one is absent today.
9. Do I want chocolate or vanilla?
10. She wants something to eat.

B. Change the following sentences with indefinite words to sentences with negative words.

1. Yo también.
2. Estebán siempre se levanta temprano.
3. Tenemos algunas noticias.
4. La estudiante siempre tiene algo para beber.
5. Tú tienes algunos mensajes importantes.
6. Siempre duermo suficientemente.
7. Tengo algo para ti.
8. Tienen algunas tareas interesantes.
9. Yo siempre canto en público.
10. ¿Tienen ustedes algo interesante?

C. Answer the following questions negatively.

1. ¿Siempre estudias suficientemente?
2. ¿Quieres aprender algo nuevo?
3. ¿Envias un texto a alguien frecuentemente?
4. ¿Quieres té o café?
5. ¿Estudias con alguien?
6. ¿Tienes algo interesante en tu mochila?
7. ¿Siempre estás preparada?
8. ¿Prefieres tacos o enchiladas?
9. ¿Quieres ir también?
10. ¿Tienes algún regalo para mí?

D. La música. There are a lot of interesting videos for learning Spanish on YouTube and other sources. Look for one that includes or explains indefinite and/or negative words. Remember where you it is and be ready to share it with the class.

E. What is an indefinite word? How are negative sentences different in English and Spanish? Give an example of three indefinite words and three negative sentences in Spanish.

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7.4: Verbs that require indirect object pronouns

Verbs that Require an Indirect Object Pronoun

In Spanish, some verbs require an indirect object pronoun. This is because, in Spanish, the word that comes after the verb is the subject of the sentence. For example

Me gusta el arte. Nos gusta la música. Art is pleasing to me. Music is pleasing to us.

Te gustan los tacos. Os interesa la historia. Tacos are pleasing to you. History is interesting to you.

Le interesan las noticias. Les importan las notas. The news interests him/her/you/it. Grades are important to them/you.

Notice how the verb is conjugated in the third person singular or plural form. The word that comes after the verb determines if the verb is singular or plural since it is the subject. These verbs use the construction:

indirect object pronoun + verb + object that serves as subject

me nos 3rd person te os singular or plural le les (the verb matches in next word in number)

Me gusta el café. Nos gusta el té. Me gustan los tacos. Nos gustan los nachos.

Te interesa la clase. Os interesa el libro. Te interesan los poemas. Os interesan los dibujos.

Le encanta Duolingo. Les encanta el coche. Le encantan las ensaladas. Le encantan los idiomas.

To make these sentences negative, a NO is placed at the beginning of the sentence.

No me gusta estudiar. Studying is not pleasing to me.

No nos gustan las matemáticas. Mathematics is not pleasing to us.

Verbs that require this construction are

aburrir to bore

caer bien to like

caer mal to dislike

costar (o:ue) to cost

disgustar to dislike, to disgust

doler (o:ue) to hurt

encantar to love, to enchant

estresar to stress; to cause stress

faltar to be lacking

fascinar to fascinate

gustar to like, to be pleasing

interesar to be of interest

importar to be of importance

molestar to bother

parecer to seem

preocupar to worry

quedar to have left

With practice, using these verbs becomes natural. So, read through the list of verbs again. Then, complete the following practices.

Prácticas.

A. Translate the following sentences into Spanish.

1. Reading fascinates me.
2. I love tacos.
3. She likes Spanish. (2 ways).
4. She needs two dollars. (She is lacking two dollars).
5. Our grades are important to us.
6. They do not like horror movies.
7. Reading interests us.
8. Speaking Spanish is important to me.
9. Tests cause us stress.
10. You (formal, singular) love dogs.
11. We are lacking ten dollars.
12. Reading is not boring to us.
13. Studying is important to us.
14. I love Spanish.
15. TV bores us.
16. Music fascinates me.
17. We like learning.
18. Travel is interesting to you (fam.s).
19. Good grades are important to you (form., s.).
20. Reading is not boring to you (form, pl.).

B. Complete the following sentences.

1. Me gusta _____.
2. Me gustan _____.
3. Nos interesa _____.
4. Nos interesan _____.
5. A mi madre le encanta _____.
6. A mí me encantan _____.
7. A nuestra profesora de español le importan _____.
8. A nuestra profesora de español le importa _____.
9. Te falta _____.
10. A ustedes les falta _____.
11. A los estudiantes les molesta _____.
12. A mi madre le importan _____.
13. A mi perro/gato le encanta _____.
14. Me importan _____.
15. A nuestra profesora de español les importa _____.

C. To make any of these things negative, you put a NO before the verb.

No me gustan los tacos. Tacos are not pleasing to me.

Reread your sentences above. Then, rewrite three of them in the negative form.

1.

2.

3.

D. Pick a photo on your phone or your computer. Write three sentences to describe what you like or do not like about it.

1.

2.

3.

E. Doler. In English we say that a body part hurts us. In Spanish we do the same by using an indirect object pronoun, a form of doler, and the name of the body part that hurts. Note how we use the definite article to refer to the body part. Since the body part is the subject we do not use a possessive pronoun. For example

Me duele la cabeza. My head hurts. OR My head is hurting to me.

¿Te duelen los pies? Do your feet hurt? OR Are your feet hurting to you?

No nos duelen las rodillas. Our knees do not hurt us.

Some other body parts are

el brazo arm

la cabeza head

la cadera hip

el codo elbow

el dedo finger

el dedo del pie toe

la espalda back

el estómago stomach

el hombro shoulder

la muñeca wrist

el pie foot

la pierna leg

la rodilla knee

el tobillo ankle

Now, translate the following sentences into Spanish.

1. Her ankle hurts.

2. Their feet hurt.

3. Our stomachs hurt.

4. Your (fam., s.) leg hurts.

5. Your (form., pl.) head does not hurt.

6. His wrist does not hurt.

7. My shoulders hurt.

8. Your (form., s.) toes hurt.

9. Their hip hurts.

10. My hips hurt.

F. La música. The song *Me Gusta Cantar by The Natty Combo* is happy song that explains why the musician enjoys singing. Listen to the song. Then, write a list of five things that you enjoy. Use the expression ME GUSTA or ME GUSTAN.

1.

2.

3.

4.

5.

G. How these verbs are different than regular verbs? Pick five of the verbs from the list and write five different sentences with them.

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7.5: Por and para

Por y Para

There are two ways to say *for* in Spanish. Por and para both mean the English equivalent of *for* but have different uses. It is important to look at how their uses differ because the use of por or para can change the meaning of a sentence.

Use POR when you want to express

Movement: for words such as by, through or along Hoy caminamos **por** el parque.

By means of: how something was done Viajamos **por** tren.

Duration Hablamos **por** dos horas.

Instead of Yo trabajo **por** mi amigo Juan esta noche.

Cause or motive La profesora se preocupa **por** sus estudiantes.

in Exchange for Pagamos mucho dinero **por** el libro.

Note how the underlined letters spell the name **Mo. B. Dice**.

Overall, por is used to explain causes, reasons, movement, and duration. In a sense, por looks back and explains why something took place.

Some expressions use the word POR.

por aquí around here

por desgracia unfortunately

por ejemplo for example

por eso for that reason

por favor please

por fin finally

por hora per hour

por lo menos at least

por supuesto of course

Now, let's move to PARA. Notice how the uses for PARA are different than the uses for POR.

Use PARA when you want to express

Deadline La tarea es **para** mañana.

Comparison Para un chico tan joven, es muy inteligente.

Destination El tren sale **para** Chicago.

Intended for La taza es **para** café.

Purpose Estudiamos español **para** poder hablar más personas.

Point of view Para mí, los usos de por y para son muy interesantes.

Note how the underlined letters spell the expression **D.C. DIPP**.

Overall, para is used to explain a deadline, a purpose, or a perspective. In a sense, para looks forward and explains why something should be completed.

There are some useful expressions that use para.

para bien o para mal for better or for worse

para que so that

para que sepas just so you know

para siempre forever

The use of por or para can change the meaning of a sentence. With practice the uses of por and para become easier. So, let's practice!

Prácticas.

A. Explain why the word **por** or **para** is used in each of the following sentences.

1. El libro es **para** mi hermano.
2. Pagamos dos dólares **por** el té.
3. María estudia **para** ser abogada.
4. Los estudiantes estudian **por** la noche.
5. **Para** recibir buenas notas, es importante estudiar.
6. Nos hablamos **por** teléfono.
7. **Por** favor es una expresión importante.
8. Van a ser amigos **para** siempre.
9. Los atletas corren **por** el museo.
10. **Para** estudiantes nuevos, son muy inteligentes.
11. Es importante estudiar, **por** lo menos, una hora cada día.
12. Lo vendo **por** poco dinero.
13. ¿**Por** cuánto tiempo viviste en Chicago?
14. ¿**Por** qué estudias mucho?
15. ¿**Para** qué estudias mucho?

B. Complete each sentence with the word por or para.

1. Maricarmen trabaja _____ la tarde.
2. _____ tener dinero, necesito trabajar.
3. Nos hablamos _____ texto.
4. ¿Cuánto pagas _____ el libro?
5. La botella es _____ agua.
6. El coche va 55 millas _____ hora.
7. Te digo _____ que sepas.
8. Quiero viajar _____ todo el verano.
9. ¿Cuándo sales _____ México?
10. _____ la profesora, la gramática es fascinante.
11. La madre compra el helado _____ su niña.
12. Mi madre trabaja _____ un restaurante.
13. Vamos _____ la biblioteca.
14. _____ ser exitoso, es importante trabajar mucho.

15. El padre se preocupa _____ sus hijos.

16. Necesito pasar _____ mi oficina.

17. El chico usa su computadora _____ jugar videojuegos.

18. Julio va _____Puerto Rico en una semana.

19. _____ supuesto, el español es importante.

20. ¡_____ fin, comprendemos por y para!

C. La música. The song *Vivir Mi Vida* by Marc Anthony uses the word para to explain purpose. Listen to the song. Then, write a list of five reasons to explain why you are studying Spanish.

D. What is the different between por and para? What helps you to remember these differences? Write three examples with por and three examples with para.

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7.6: Para practicar la comunicación COMO

Como

Como es una palabra española importante que significa like or as. Unas expresiones con la palabra la como son

así como as well as

como de costumbre as is customary

como no of course

¡Como pasa el tiempo! How time flies!

como sea anyway

como si as if

como siempre as always

como + verb How well …..

tal como just as

tan ….. como as ….. as

Lee las expresiones y contesta las preguntas.

1. ¿Qué significa la palabra española como?
2. ¿Cuáles son las tres expresiones más útiles para ti? ¿Por qué?
3. ¿Cuál es la expresión más fácil para recordar? ¿Por qué?
4. ¿Cuál es la expresión más difícil para recordar? ¿Por qué?
5. ¿Cuál es la expresión más difícil para decir? ¿Por qué?
6. ¿Cuál es la expresión más divertida para decir?
7. Escribe un diálogo breve que incluye una de estas expresiones.

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CHAPTER OVERVIEW

8: Capítulo Ocho

Learning Objectives

- Learners will be able to use basic vocabulary related to food.
- Learners will be identify, conjugate, and use the imperfect verb tense.
- Learners will be able to use more than one pronoun in a sentence or question.
- Learners will be able distinguish and use the verbs SABER and CONOCER.
- Learners will be identify, form, and use comparatives and superlatives.
- Learners will be identify and use the nationalities for Spanish-speaking countries.
- Learners will be complete communicative activities related to food.

8.1: Vocabulario - Let's Eat!

8.2: The Imperfect

8.3: More than one object pronoun

8.4: Saber and conocer

8.5: Comparatives and superlatives

8.6: Nacionalidades y países

8.7: Para practicar la comunicación COMIDA

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8.1: Vocabulario - Let's Eat!



La Comida

Sustantivos

el aceite oil

el almuerzo lunch

el apio celery

el arroz rice

el azúcar sugar

el bol bowl

brócoli broccoli

el camarón shrimp

la comida chatarra junk food

la carne meat

la cebolla onion

la cena dinner

los cubiertos silverware

la cuchara spoon

el cuchillo knife

el desayuno breakfast

la ensalada salad

la fresa strawberry

los frijoles beans

el helado ice cream

el horno oven

el huevo egg

el jamón ham

el lavaplatos dishwasher

la leche milk

la lechuga lettuce

la mantequilla butter

la manzana apple

la merienda snack

el microondas microwave

la naranja orange

la nevera the refrigerator

la olla pot

la pasta pasta

la patata potatoe

el pepino cucumber

el pescado fish

el plátano banana

el plato plate

el pollo chicken

el queso cheese

la sal salt

la salchica sausage

la sartén frying pan

la servilleta napkin

la taza cup

el tenedor fork

el tomate tomato

la uva grape

el vaso glass

el yogur yogurt

la zanahoria carrot

verbos

almorzar (o:ue) to eat lunch

cenar to eat dinner

cocinar to cook

cortar (o:ue) to cut

desayunar to eat breakfast

freír (e:i) to fry

hervir (e:ie) to boil

hornear to bake

lavar to wash

merendar (e:ie) to have a snack

mezclar to mix

moler (o:ue) to grind

pelar to peel

picar to chop

preparar to prepare

remover (o:ue) to stir

expresiones

Buen provecho. Enjoy.

para chuparse los dedos finger-licking good

tener hambre to be hungry

tener sed to be thirsty

Práctica de Vocabulario

Read the vocabulary words out loud. Then, answer the following questions.

1. Which words have you heard before?

2. Which are the three most useful new words?

3. Which are the three words that are the most fun to say?

4. Which word is the most difficult to pronounce?

5. Which word are you most likely to use?

6. Which word are you least likely to use?

7. Which words have written accent marks?

8. Which word with a written accent mark will be the easiest to remember? Why?

9. Which word with a written accent mark will be the most difficult to remember? Why?

10. *Cognates* look the same in two languages. For example, hospital is spelled the same in English and Spanish, but it is pronounced differently. Are there cognates in this list? If so, what are they?

11. A *false friend* is a word that looks the same in two languages, but does not have a similar meaning. For example, the Spanish word embarazada looks like the English word embarrassed, but it means pregnant. Embarrassed in Spanish is avergonzada. Are there false friends in this list? If so, what are they?

12. It is helpful to think of mnemonic devices to remember words. For example, to remember the verb llegar which means to arrive, you can remember “Yeah! They got here!” What mnemonic device can you think of for words in this list?

Definitions. Pick five words and write definitions to describe them.

For example, Bien is the opposite of malo.

1.

2.

3.

4.

5.

Questions. Pick five different words and write questions for your classmates with them.

For example, ¿Te gusta comer tacos?

1.

2.

3.

4.

5.

Working with the vocabulary.

Each person can work alone or in a group.

Cada persona puede trabajar solo o en grupo.

Each project should include, at least, ten of the vocabulary words from the list.

Pick one of the following four activities.

1. Write and sing a song.

2. Write and present a dialogue.

3. Create and present a drawing.

4. Write and read a short story or poem.

Before getting started, it is necessary to read the vocabulary list and to pick a variety of words.

This can be a very useful way to learn and practice new vocabulary words.

I hope that this is a fun and useful experience!

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8.2: The Imperfect

The Imperfect

The imperfect tense is used to describe repeated or habitual actions in the past.

In English we can use the helping verb did and an infinitive, or the past tense to form the imperfect. There are also other ways to translate a verb conjugated in the imperfect into English. For example

Yo saltaba.

1. I jumped.

2. I used to jump.

3. I did jump.

4. I would jump.

5. I was jumping.

6. I kept on jumping.

We can remember the saying *Ed used to drink wacky, wild, kool-aid t*o remember these translations.

In Spanish there are two sets of endings to conjugate in the imperfect tense. The imperfect endings depend on the whether the verb ends in -AR or -ER/IR verb.

estudiar comer vivir

estudiaba estudiábamos comía comíamos vivía vivíamos

estudiabas estudiabais comías comíabais vivías vivíais

estudiaba estudiaban comía comíaban vivía vivían

Note how the -ER and -IR verbs share the same preterit endings and that each ending for -ER and -IR has a written accent mark.

Also, note that only the nosotros/nosotras ending for -ar verbs has a written accent mark.

Unlike the preterite, there are no spelling change or stem-changing verbs in the imperfect.

There are only three irregular verbs in the imperfect. They are

ir ser ver

iba íbamos era éramos veía veíamos

ibas ibais eras erais veías veíais

iba iban era eran veía veían

Unlike the preterite, the verbs IR and SER have their own conjugated forms. Each only has a written accent mark in the nosotros form.

Note how each conjugated form of VER has a written accent mark.

With practice, using the imperfect tense will start to feel natural. In fact, some of the conjugated forms forms of the imperfect are fun to say. So, let's practice!

Prácticas.

A. Conjugate the following verbs in the imperfect tense.

cantar trabajar comprender escribir

B. Conjugate each of the verbs in the imperfect in the indicated form.

1. bailar (la profesora)

2. comer (yo)
3. cantar (tú)
4. beber (la chica)
5. explicar (la profesora)
6. tocar (tú)
7. jugar (Uds.)
8. correr (Ud.)
9. caminar (nosotros)
10. comprender (ustedes)
11. cocinar (tú)
12. patinar (la atleta)
13. entender (yo)
14. alegrarse (mis amigos)
15. ir (la familia)
16. morir (la planta)
17. prepararse (el chico)
18. romper (tú)
19. volver (usted)
20. tocar (yo)
21. jugar (yo)
22. almorzar (yo)
23. ser (ella)
24. ver (usted)
25. decir (tú)
26. leer (ustedes)
27. poder (nosotros)
28. querer (yo)
29. hacer (el estudiante)
30. saber (los estudiantes)

C. Translate each sentence into Spanish.

1. She did study.
2. He washed the dishes.
3. I ran.
4. They did dance.
5. We played soccer.
6. You (formal, plural) used the computer.
7. I did clean the house.

8. They did their homework.

9. We went.

10. She said.

11. You (fam.) wrote.

12. They did eat.

13. The dog slept.

14. I arrived early.

15. We did prepare ourselves.

16. She said the answer.

17. We went to the library.

18. You (fam.) translated the song.

19. I brought tacos.

20. He saw the program.

D. Write a short paragraph to explain five activities you used to do in the past. Start your paragraph with “En el pasado, muchas veces……”

E. La música. The songs *Rosas by La Oreja de Van Gogh* uses the preterite and imperfect tenses. Listen to the song. Then, listen to it again write the verbs that you hear in the preterite and imperfect tenses.

F. What is the imperfect tense? How is it different than the preterite tense? Is it easier or harder to conjugate in the imperfect or the preterite? Explain your answer. Then, write three sentences in each verb tense, the preterite and the imperfect.

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8.3: More than one object pronoun

Two Object Pronouns

Pronouns replace nouns. In a sense, pronouns shorten sentences and avoid redundancy. Direct object pronouns answer WHO? or WHAT? Indirect object pronouns answer TO WHOM? or FOR WHOM?

We have used direct and indirect objects separately, but sometimes we want to use both of them in the same sentence.

Remember that the indirect and direct object pronouns are

indirect direct

me nos me nos

te os te os

le les lo, la los, las

When we use both of them, the indirect pronouns must always be used before the direct object pronouns.

With a direct object With a direct object pronoun

Me escribes las cartas. === > Me las escribes.

Te compro unos zapatos. === > Te los compro.

Nos traes los libros. === > Nos los traes.

Voy a hacerte el almuerzo. === > Te lo voy a hacer. OR Voy a hacértelo.

Te estoy prestando el dinero. === > Te lo estoy prestando. OR Estoy prestándotelo.

When we have *le* or *les* before *lo*, *la*, *los*, *or las*, the *le* or *les* changes to *se*.

Le escribes las cartas a tu abuela. === > Se las escribes.

Le compro unos zapatos a mi hija. === > Se los compro.

Les traes los libros. === Se los traes.

Voy a hacerle el almuerzo. === > Se lo voy a hacer. OR Voy a hacérselo.

Le estoy prestando el dinero a mi amigo. === > Se lo estoy prestando. OR Estoy prestándoselo.

Note how adding two pronouns requires us to add an accent. If we are adding the pronouns to an infinitive, we accent the vowel before the r of the infinitive ending. If we are adding the pronouns to a present participle, we accent the a or the e of the gerund. The accent mark allows the reader to remember to maintain the originally stressed syllable of the infinitive or present participle without the pronouns.

So, let's practice.

Prácticas.

A. Rewrite the following sentences with direct object pronouns.

1. Te traigo la chaqueta.
2. Nos dice la verdad.
3. Le compro los tacos.
4. Me muestras los ejercicios.
5. Les vendo el café.
6. Mi mamá me hace la cena.
7. Tu amigo te debe cinco dólares.

8. Su amigo le dice un chiste.

9. La profesora les explica la tarea.

10. Mi familia les envía la carta.

11. El camarero nos sirve la comida.

12. El piloto les explica las instrucciones.

13. Los estudiantes le preguntan las preguntas a la profesora.

14. La camarera me recomienda el postre.

15. Juan le pide el horario al gerente.

B. Answer the following questions with two object pronouns.

1. ¿Me explicas la respuesta?

2. ¿Les traigo el libro?

3. ¿Nos prestas el video?

4. ¿Le vende el coche usado?

5. ¿Les muestro el anuncio?

6. ¿Te compro el almuerzo?

7. ¿Me pides la pregunta?

8. ¿Les traigo los recibos?

9. ¿La profesora nos explica la actividad?

10. ¿Le escribo la carta al estudiante?

11. ¿Te hago un jugo de mango?

12. ¿Les debes el dinero a tus padres?

13. ¿Siempre les dices la verdad a tus padres?

14. ¿Me escribes el mensaje?

15. ¿Le consigo el boleto para tu pareja?

C. La música. The song Dímelo by Enrique Iglesias uses two pronouns. Listen to the song and then translate the title into English.

D. Why do we use indirect and direct object pronouns? Which one, indirect or direct object pronouns, is easier for you to use? Why? Give two sentences with examples of both types of pronouns in them.

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8.4: Saber and conocer

Saber and conocer.

In Spanish, there are also two ways to say *to know*. **Saber** refers to knowing information that must be memorized such as phone numbers, addresses, dates and how to do things. **Conocer** is used with people and places.

The conjugations of these two verbs in the present tense follow. With these verbs, only the first form, the "yo" form, is irregular. Read these verbs one at a time until you have them memorized.

saber conocer

yo sé nosotros sabemos yo conozco nosotros conocemos nosotras sabemos nosotras conocemos

tú sabes vosotros sabéis tú conoces vosotros conocéis vosotras sabéis vosotras conocéis

él sabe ellos saben él conoce ellos conocen ella sabe ellas saben ella conoce ellas conocen usted sabe ustedes saben usted conoce ustedes conocen

To remember the difference between these verbs, it is helpful to think about using them in the following situations.

SABER CONOCER

information that can fit in your head like people and places how to do things Also, *saber* is used when something *Conocer* is used when someone is memorized and can be recited word familiar with something but cannot for word such as a song or poem. repeat it exactly.

Ex. "I want to hold your hand, and Ex. The song is about a boy who please say you will understand…." likes a girl and wants to hold her hand

Here are some more examples:

Ella sabe nadar bien. Él conoce la ciudad de Chicago. She knows how to swim. He knows the city of Chicago. There is no English equivalent of the word how when explaining how to do something.

Yo sé la fecha importante. Usted conoce al escritor. I know the important date. You know the writer.

Nosotros sabemos la dirección. Tú conoces el cuento. We know the address. You know the story.

Remember that saber is for information we can memorize and for how to do things. Conocer is used when we want to talk about knowing people and places.

So, let us see what you have learned about the verbs **saber** and **conocer** with a few practice exercises.

Prácticas.

A. Conjugate the verbs SABER and CONOCER in the present tense.

saber conocer

B. Read each sentence or question. Then, explain why the verb **saber** or **conocer** was used.

1. Nosotros *sabemos* la dirección del restaurante.
2. Tú *sabes* bien la canción. ¡La cantas cada día!
3. Yo *conozco* al director de la escuela secundaria.
4. Usted *sabe* el número de su cellular.
5. Ustedes quieren *conocer* Costa Rica porque es un lugar hermoso.
6. Yo *sé* el poema con el nombre "Elena" por Pat Mora.
7. Ustedes *saben* la fórmula para el problema en la clase de cálculo.
8. El *conoce* el libro nuevo de Isabel Allende.

9. ¿*Conoces* a la profesora que ganó el premio?

10. ¿Conoces la ciudad de Aurora, IL?

10. ¿*Saben* Uds. bailar la cumbia?

C. Fill in the blanks with the appropriate present tense conjugated form of **saber** or **conocer**.

1. Yo _____ la ciudad de Nueva York.

2. Ustedes _____ la canción de Enrique Iglesias y pueden cantarla bien.

3. Usted _____ el ritmo de la canción de Shakira.

4. Nosotros _____ bailar la salsa.

5. Tú _____ al escritor del poema.

6. Ella _____ conjugar bien los verbos.

7. La clase _____ la ciudad de Barcelona.

8. ¿_____ tú el autor Ilán Staváns?

9. ¿_____ cantar bien el himno nacional?

10. María Elena _____ usar Facebook.

11. Juan y José _____ la fecha de la fiesta.

12. Yo _____ el nombre del cantante.

13. Nosotras _____el tema del libro.

14. Tú _____ a mi esposo.

15. Los profesores _____ enseñar la gramática.

D. The song *Yo No Sé Mañana* by Luis Enrique uses the verb saber to explain that the future is uncertain and that we need to live and appreciate each day. Listen to the song. Then, write three things that you know and three things that you do not know.

1.

2.

3.

4.

5.

6.

E. What is the difference between **saber** and **conocer**? Give two examples with each verb.

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8.5: Comparatives and superlatives

Comparatives and Superlatives

Sometimes we want to compare and contrast things. We use a comparative to compare and contrast two things. We use a superlative when we want to compare and contrast three or more items.

To form a **comparison of inequality**, we use the

más (more) or menos (less) + adjective or adverb + que

Los perros son más grandes que los gatos.

El té contiene menos cafeína que el café.

José es más alto que Laura.

Juan corre menos rápidamente que Laura.

Madrid es más grande que Alicante.

To form a **comparison of equality**, we use

tan (so) + adjective or adverb + como

tanto(a, os, as) + noun + como

Ella es tan alta como su madre.

El estudiante tiene tantos amigos como su hermano.

El atleta corre tan rápido como el entrenador.

Yo tengo tantas plantas como mi amiga.

If we are comparing verbs, we use tanto como after the verb. This tanto will not change in gender or number. In this case, tanto como translates to as much as.

No cocino tanto como mi madre.

No cantamos tanto como la clase de música.

Estudiamos tanto como la otra clase.

To form a **superlative**, we use

el/la/los/las + noun + más/menos + adjective + de

El español es el idioma más importante del mundo.

Los tacos son la comida más deliciosa de todas.

El café es la bebida mejor de todas.

Sometimes the noun may be omitted the reference is obvious or has been previously mentioned. In this case, the definite article agrees in gender and number with the subject that is included.

El español es el más importante del mundo.

Los tacos son los más deliciosos de todos.

El café es el mejor de todos.

Some adjectives have irregular comparative and superlative forms.

adjective irregular comparative irregular superlative

bueno/a (good) mejor (better) el/la mejor (the best)

malo/a (bad) peor (worse) el/la peor (the worst)

joven (young) menor (younger) el/la menor (the youngest)

viejo/a (old) major (older) el/la mayor (the oldest)

When referring to age, use mayor and menor.

Comparatives and superlatives can be fun to use. So, let's practice.

Prácticas.

A. Translate the following sentences into Spanish.

1. Spanish is better than French.
2. English is more stressful than Spanish.
3. Coffee is better than water.
4. She is older than her brother.
5. We have as many books as the teacher.
6. Ana studies as much as Jorge.
7. She jumps higher than us.
8. She jumps the highest of all.
9. María speaks more quickly than Luis.
10. Navajo is less easy than Spanish.
11. They travel more than us.
12. Italian food is as delicious as Chinese food.
13. The Pit is as interesting as ER.
14. Pitbull is the craziest of all.

B. Answer the following questions.

1. ¿Estudias tanto como tus amigos?
2. ¿Trabajas más o menos que tus amigos?
3. ¿Te gusta cocinar tanto como tu madre?
4. ¿Eres más o menos alto/a que tu mejor amigo/a?
5. ¿Estudias más o menos en la universidad que en la escuela secundaria?
6. ¿Te gustan más los perros o los gatos?
7. ¿Te gusta menos la comida italiana o mexicana?
8. ¿Eres más o menos activo que tu padre?
9. ¿Eres tan inteligente como tu padre?
10. ¿Eres tan trabajador/a como tu padre?
11. ¿Quién es la persona más inteligente que conoces?
12. ¿Quién es el/la mejor cantante del mundo?
13. ¿Quién es el/la mejor deportista del mundo?
14. ¿Quién es la persona más importante en tu vida?

C. Think of three items or people you would like to compare and contrast. Some examples are family members, friends, celebrities, photos, pets, plants, clothes, places, classes, etc. Then, write the following sentences in Spanish to compare and

contrast them.

* Two sentences of equality.

1.

2.

* Two sentences of inequality

1.

2.

* Two sentences with a superlative.

1.

2.

D. What is a comparative? What is a superlative? How are they the same? How are they different?

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8.6: Nacionalidades y países

Países y nacionalidades

Es importante poder identificar los países hispanohablantes y la nacionalidad del país.

Read through the list and then answer the questions.

país nacionalidad

la Argentina argentino/a

Bolivia boliviano/a

el Brasil brasileño/a

Chile chileno

Colombia colombiano/a

Costa Rica costarricense

Cuba cubano/a

Ecuador ecuatoriano/a

El Salvador salvadoreño/a

España español/a

los Estados Unidos estadounidense

Guatemala guatemalteco/a

Guinea Ecuatorial guineoecuatoriano/a

Honduras hondureño/a

México mexicano/a

Nicaragua nicaragüense

Panamá panameño/a

Paraguay paraguayo/a

el Perú peruano/a

Puerto Rico puertorriqueño/a

La República Dominicana dominicano/a

Uruguay uruguayo/a

Venezuela venezolano/a

So, now let's practice.

Prácticas.

A. Answer the following questions.

1.Which three are the easiest for you to say?

2.Which three are the most difficult nationalities for you to say?

3.Which country do you most want to visit? Why?

4.Look at these countries on a map. Pick two and write three comparatives concerning size, location, etc.

5.Look at these on a map. Pick three of them and write three superlatives concerning size, location, etc.

B. Write the associated nationality.

1. Uruguary
2. Bolivia
3. El Salvador
4. Panamá
5. México
6. España
7. Costa Rica
8. Nicaragua
9. Paraguay
10. Venezuela
11. Cuba

C. Write the country associated with the following nationalities.

1. guatemalteco
2. argentina
3. colombiano
4. peruana
5. ecuatoriano
6.puertorriqueña
7. dominicano
8. brasileña
9. guineoecuatoriano
10. hondureña

D. Read through the list of countries and pick one you want to visit or learn more about. Cut a piece of paper into the size of a postcard. Then, draw or glue a printed picture on one side of postcard. On the other side, write a message to someone who is not with you explaining some fun facts about the country. You can write about food, hobbies, geographical features, famous individuals, music, places, cities, or other notable facts you think others should know about this country.

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8.7: Para practicar la comunicación COMIDA

Comida

La comida es una parte importante de una cultura. Hay muchas palabras interesantes relacionadas con la comida. Unos ejemplos son

el desayuno breakfast

el almuerzo lunch

la cena dinner

la merienda snack

comida a domicilio take-out food

comida basura junk food

comida callejera street food

comida chatarra junk food

comida rápida fast food

comida italiana/mexicana/china Italian/Mexican/Chinese food

comida sana healthy food

desayunar to eat breakfast

almorzar (ue) to eat lunch

cenar to eat dinner

merendar (ie) to eat a snack

Buen provecho. Enjoy!

Ven a comer. Come eat. (familiar, singular)

Venga a comer. Come eat. (formal, singular)

Vengan a comer. Come eat. (formal, plural)

Práctica.

A. Contesta las preguntas en español.

1. ¿Cuál es la palabra más divertida de decir?
2. ¿Cuál es la palabra más difícil de decir?
3. ¿Cuál es la palabra más fácil de decir?
4. ¿Cuáles son las tres palabras más útiles de esta lista?
5. ¿Prefieres el desayuno, el almuerzo o la cena? ¿Por qué?

B. Dibuja un dibujo de tu comida favorita. Escribe tres oraciones para describirla.

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CHAPTER OVERVIEW

9: Capítulo Nueve

Learning Objectives

- Learners will be able to use basic vocabulary related to celebrations.
- Learners will be able to identify and use verbs that change meaning in the preterite tense.
- Learners will be able to identify, differentiate between, and use the preterite and imperfect.
- Learners will be able to identify and use definite articles.
- Learners will be able to identify and use common idiomatic expressions.
- Learners will be communicate with the Spanish words MEJOR and PEOR.

9.1: Vocabulario - Celebrations!

9.2: Verbs that change meaning in the preterite

9.3: The preterite and the imperfect

9.4: Relative pronouns

9.5: Idiomatic expressions

9.6: Para practicar la comunicación MEJOR and PEOR

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9.1: Vocabulario - Celebrations!


HAND PAINTED
HAND BLOWN
DAY
OF THE
DEAD
ORNAMENTS

Los Días Festivos

Sustantivos

el Año Nuevo New Year

el aniversario anniversary

el/la anfitrión/a host/hostess

el baile dance

el banquete banquet

el carnaval carnival

la ceremonia ceremony

el champán champagne

el confeti confetti

la coronación coronation

el/la cumpleañero/a person having a birthday

el cumpleaños birthday

la decoración decoration

el desfile parade

el Día de Acción de Gracias Thanksgiving

el Día de la Independencia Independence Day

el Día de los Muertos Day of the Dead

el Dìa de San Valentin Valentines Day

el día festivo holiday

la feria fair

la fiesta party

la fiesta de bienvenida welcome party

la fiesta de despedida farewell party

la fiesta sopresa surprise party

la fotografía/la foto photograph/photo

los fuegos artificiales fireworks

el globo balloon

la grabación de vídeo video recording

la guirnalda garland

la invitación invitation

el/la invitado/a guest

el karaoke karaoke

la música music

la úsica en vivo live music

la Navidad Christmas

la parrilla BBQ

la Pascua Easter

el pastel cake

la piñata piñata

la pista de baile dance floor

el regalo gift

la tarjeta de felicitación greeting card

la tradición tradition

la tradición navideña Christmas tradition

la vela candle

verbos

bailar to dance

brindar to toast

cantar villancicos to sing Christmas carols

celebrar to celebrate

comer to eat

decorar to decorate

felicitar to congratulate

recibir to receive

regalar to give as a gift

Práctica de Vocabulario

Read the vocabulary words out loud. Then, answer the following questions.

1. Which words have you heard before?

2. Which are the three most useful new words?

3. Which are the three words that are the most fun to say?

4. Which word is the most difficult to pronounce?

5. Which word are you most likely to use?

6. Which word are you least likely to use?

7. Which words have written accent marks?

8. Which word with a written accent mark will be the easiest to remember? Why?

9. Which word with a written accent mark will be the most difficult to remember? Why?

10. *Cognates* look the same in two languages. For example, hospital is spelled the same in English and Spanish, but it is pronounced differently. Are there cognates in this list? If so, what are they?

11. A *false friend* is a word that looks the same in two languages, but does not have a similar meaning. For example, the Spanish word embarazada looks like the English word embarrassed, but it means pregnant. Embarrassed in Spanish is avergonzada. Are there false friends in this list? If so, what are they?

12. It is helpful to think of mnemonic devices to remember words. For example, to remember the verb llegar which means to arrive, you can remember “Yeah! They got here!” What mnemonic device can you think of for words in this list?

Definitions. Pick five words and write definitions to describe them.

For example, Bien is the opposite of malo.

1.

2.

3.

4.

5.

Questions. Pick five different words and write questions for your classmates with them.

For example, ¿Te gusta comer tacos?

1.

2.

3.

4.

5.

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Read the vocabulary words out loud. Then, answer the following questions.

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For example, Bien is the opposite of malo.

1.

2.

3.

4.

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For example, ¿Te gusta comer tacos?

1.

2.

3.

4.

5.

Working with the vocabulary.

Each person can work alone or in a group.

Cada persona puede trabajar solo o en grupo.

Each project should include, at least, ten of the vocabulary words from the list.

Pick one of the following four activities.

1. Write and sing a song.

2. Write and present a dialogue.

3. Create and present a drawing.

4. Write and read a short story or poem.

Before getting started, it is necessary to read the vocabulary list and to pick a variety of words.

This can be a very useful way to learn and practice new vocabulary words.

I hope that this is a fun and useful experience!

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9.2: Verbs that change meaning in the preterite

The Preterite: Verbs that Change Meaning

Since the preterite is used for completed actions, some verbs change meaning when they are used in this tense. They are

conocer = to meet Conocimos a la profesora el lunes. We met the teacher on Monday.

saber = to find out Supimos las noticias ayer. We found out the news yesterday.

poder = to manage; to succeed Pudimos resolver la rompecabeza. We managed to/succeed in solving he puzzle.

no poder = to fail to No pude correr la carrera. I failed to run the race.

querer = to try Quise hacer la tarea, pero no la entendí. I tried to do the homework, but I did not understand it.

no querer = to refuse to No quise ver el programa. I refused to see the program.

Read through this list of verbs again. Remember, the preterite is used for completed actions.

With practice, using these verbs preterite tense can make a lot of sense. So, let's practice.

Práctica.

A. Translate each sentence into Spanish.

1. We tried to write a poem.
2. We refused to drink the coffee.
3. I met the new student.
4. You (fam.) found out the answer.
5. She failed to find the key.
6. You (form., pl.) succeeded in memorizing the verbs.
7. We met the new president.
8. I found out the the date.
9. He refused to go to the gym.
10. They tried to sing the song.
11. They succeeded in buying the gift.
12. You (form., s.) failed to finish the pizza.

B. Read through the list of these six verbs again. Which of these meaning changes makes the most sense to you? Which of them will be easiest to remember? Which will be the most difficult? Why?

C. La Música.The songs *No Quise Mirar* by Carla Morrison and *Hasta Que Te Conocí* by Maná both have verbs that change meaning in the preterite. Listen to the two songs. Then, pick one and listen to it again. This time, write the verbs that you hear and try to understand the main idea of the song and why the singer uses the verbs in the preterite tense.

D. Reread the list of verbs one more time. Then write your own examples of sentences with three different verbs.

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9.3: The preterite and the imperfect

The preterite and the imperfect.

There are two verb tenses in Spanish that express actions in the past: the preterite and the imperfect. Although they are both used to express the past, they have very different uses. The preterite is used for completed actions. The imperfect is used for habits, repeated actions, or actions that happened for a longer period of time.

The sayings SIMBA and WALTAPE can help us remember when to use the preterite and imperfect.

SIMBA can clarity for past, completed actions. This means that the preterite is used with: **single** actions, **interruptions** , **main** events, **openings** and **openings** , and **arrivals** or **departures**.

WALTAPE is used with the imperfect. This means that the imperfect is used with: **weather** , **age** , **location** , **time** and **tenor** expressions, **physical** description, and **emotion**.

In other words, the preterite and the imperfect have specific uses in the past, and it is important not to confuse their uses.

Some adverbs help us decide which tense to use because they help clarify if an action was completed or a repeated. These adverbs are:

a menudo often

anoche last night

anteayer the day before yesterday

ayer yesterday

con frecuencia with frequency

de repente suddenly

frecuentemente frequently

generalmente general

el/la ... pasado/pasada last ...

muchas veces many times

siempre always

todos los/las ... every ...

una vez one time

With practice, using the preterite and imperfect becomes easier. The fact that there are two verb tenses in Spanish to express past actions means that Spanish verbs can relay a lot of information. The preterite is used when an action is seen as completed. The imperfect is used when an action is seen as something that took place for a longer period of time. So, let's practice.

Práctica.

A. Conjugate the verbs in the indicated form in the preterite.

1. ir (tú)
2. jugar (yo)
3. leer (Uds.)
4. dormir (Juanito)
5. buscar (yo)
6. trabajar (nosotros)
7. poder (Ud.)

8. ver (yo)

9. ser (tú)

10. ir (los estudiantes)

B. Conjugate the verbs in the indicated form in the imperfect. Ud.

1. ir (tú)

2. jugar (yo)

3. leer (Uds.)

4. dormir (Juanito)

5. buscar (yo)

6. trabajar (nosotros)

7. poder (Ud.)

8. ver (yo)

9. ser (tú)

10. ir (los estudiantes)

C. Complete the paragraph with the appropriate form of the preterite or the imperfect.

1. (Ser) _____ el sábado antes del examen final. Todos los estudiantes 2. (estar) _____ nerviosos a causa de sus exámenes. Muchas personas

3. (pasar) _____ muchas horas en la biblioteca con sus libros. De repente, 4. (llegar) _____ un coche de Red Bull. Todos los estudiantes

5. (querer) _____ una bebida gratis. La conductora del coche 6. (decir) _____ que cada estudiante 7. (poder) _____ una lata gratis.

Por muchas horas, los estudiantes 8. (gritar) _____ y 9. (estar) _____ muy alegres.

D. Complete each sentence with the preterite or the imperfect.

1. La estudiante estudiaba cuando _____.

2. Los atletas se sentían muy frustrados mientras _____.

3. Cuando la profesora llegó, los estudiantes _____.

4. Cada verano mi familia _____.

5. Una vez yo _____.

6. Cuando yo era joven yo siempre _____.

7. Cuando era joven una vez yo _____.

8. Cada fin de semana mi familia y yo siempre _____.

9. Una vez mi familia _____.

10. ¿ _____ tú frecuentemente?

E. Complete each sentence in a logical way with the preterite or the imperfect.

1. Cuando yo era joven, yo siempre

2. Una vez mi familia

3. Anoche mis padres

4. Con frecuencia mi familia y yo

5. Ayer la profesora

6. Antes de AU, a menudo yo

7. Muchas veces en el pasado la gente

8. El fin de semana pasada mis amigos

F. La música. The song *Llegaste Tú* by Jesse and Joy includes the preterite and imperfect verb tenses. The imperfect describes how life was until the person arrived. Listen to the song. Then, write the verbs that you hear in each verb tense.

F. What is the difference between the preterite and the imperfect? Which verb tense is easier for you to conjugate? Why? Give three examples in each verb tense.

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9.4: Relative pronouns

Relative pronouns

Relative pronouns are words that allow us to create longer sentences. When shorter sentences have some part in common, like a noun or pronoun, we can use a relative pronoun to combine them.

> Éste es el libro. Usamos el libro en clase. === > Éste es el libro **que** usamos en clase.
>
> La profesora es divertida. La profesora enseña español. === > La profesora, **quien** enseña español, es divertida.

Que and **quien**, without written accent marks, are the two most common relative pronouns in Spanish.

Que is the most common relative pronoun and can refer to people or things. It translates into English as that or who.

> Aprendemos gramática hoy. Me gusta esta gramática. === > Me gusta la gramática **que** aprendemos hoy.
>
> Mi perro corre mucho. Mi perro es rápido. === > Mi perro **que** corre mucho es rápido.
>
> El estudiante recibe buenas notas. Él estudia mucho. === > El estudiante **que** estudia mucho recibe buenas notas.

Quien and **quienes** only refer to people and can translate as who, whom or that. It is used after the personal a or any other preposition such as de, quien, or con.

Quien and quienes is sometimes used in place of que and has a comma before it and after the rest of the clause.

> Mis padres compraron un coche nuevo. Están alegres hoy. === > Mis padres, **quienes** compraron un coche nuevo, están muy alegres hoy.
>
> Hablamos del profesor nuevo. Es alto. === > El profesor nuevo **de quien** hablamos es alto.
>
> Hago el arte con mi amiga Natasha. Es muy amable. === > Mi amiga, **con quien** hago el arte, es muy amable.
>
> Brianne es muy trabajadora. Le escribí ayer. === > Brianne, **a quien** le escribí ayer, es muy trabajadora.
>
> Hablé con la directora. Ella sabe mucho.

Lo que is a genderless relative pronoun and means what in English. It refers to ideas, situations, past actions.

> **Lo que** necesita el equipo es más práctica. === > What the team needs is more practice.
>
> La biblioteca tiene todo **lo que** necesitamos para el proyecto. === > The library has everything we need for the project.
>
> Nos encanta **lo que** la educación simboliza. === > We love what education symbolizes.

Lots of people use relative pronouns without even realizing they are using them. With practice, they become part of how you speak and write. So, let's practice.

Prácticas.

> A. Complete each sentence with the appropriate relative pronoun.
>
> 1. La directora, con _____ hablé, sabe mucho.
> 2. El gato _____ es blanco y negro es muy divertido.
> 3. ¿Te gusta el programa _____ te recomendé?'t
> 4. La profesora, _____ viaja mucho, aprende mucho.
> 5. _____ queremos es un mundo con paz.
> 6. Los estudiantes, de _____ hablamos son muy serios.
> 7. La tienda _____ está cerca es buena.
> 8. Mi abuela, de _____ escribo, era muy paciente y amable.
> 9. Es importante hacer _____ es necesario.

10. _____ la profesora quiere es muy justo.

B. Translate each sentence into Spanish. Be sure to include a relative pronoun.

1. I like what you write.
2. The students who take Spanish are intelligent.
3. The coffee that she brings she makes at home.
4. We do what is important.
5. The director with whom she speaks is very organized.
6. What she wants is to rest.
7. The dog that runs a lot eats a lot.
8. The boy with whom she works knows three languages.
9. The book that she is reading is long.
10. The student who is new is young.

C. La música. The song *Limón y Sal* by Julieta Venegas uses relative pronouns. Listen to the song. Then, listen to it again and write the relative pronouns that you hear.

D. What is a relative pronoun? Why do we use them? Give three examples of sentences with three different relative pronouns.

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9.5: Idiomatic expressions

Idiomatic Expressions

Idiomatic expressions are sayings or phrases that cannot always be translated word for word from one language to another. Sometimes they have cultural or linguistic messages. Some examples of idiomatic expressions are below.

Es pan comido. It's a piece of cake.

Te invito. My treat.

Perro ladrador, poco mordador. His bark is worse than his bite.

Allá donde fueras, haz lo que vieras. When in Rome, do as the Romans do.

Al mal tiempo, buena cara. When life gives you lemons, make lemonade.

Es la gota que rebasó el vaso. It's the straw that broke the camel's back.

Más vale prevenir que lamentar. Better to prevent than to cure.

No hay mal que por bien no venga. Every cloud has a silver lining.

tirar la toalla to throw in the towel

ni más ni menos no more, no les

de tal palo, tal astilla the apple doesn't fall far from the tree

Read through the expressions again. Then, answer the following questions.

Which idiomatic expression(s) have you heard before?

Which idiomatice expression(s) do you use?

Which will be the easiest for you to remember? Why? The most difficult? Why?

Which idiomatic expression(s) will you use?

What other idiomatic expression(s) do you know?

What do you think of idiomatic expressions?

Find and write three more idiomatic expressions. Be ready to share them with the class.

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9.6: Para practicar la comunicación MEJOR and PEOR

Mejor y peor

Las palabras españolas mejor y peor son antónimos, que significa que tienen significados opuestos. *Mejor* significa *better* y *peor* significa *worse*.

Abajo hay unas expresiones con la palabra mejor.

mejor que better than

a lo mejor maybe, perhaps

mucho mejor much better

mejor dicho better said

Será mejor It will be better

Sería mejor It would be better

hacer lo mejor posible to do one's best

Que te mejores. Get well soon (familiar).

Que se mejore/n. Get well soon (formal).

Mejor que nada. better than nothing

Abajo hay unas expresiones con la palabra peor.

peor que worse than

ir de mal en peor to go from bad to worse

lo peor de todo the worst of all

mucho peor much worse/far worse

peor para mí/ti/él too bad for me/you/him

mucho peor much worse

en el peor de los casos in the worse case scenario

ni peor ni mejor neither worse nor better

peor es nada better than nothing

Lee las expresiones y contesta las preguntas.

1. ¿Qué significa mejor? ¿Qué significa peor?

2. ¿Cómo se llaman las palabras que tienen significados opuestos?

3. ¿Cuáles son las tres expresiones más útiles para ti? ¿Por qué?

4. ¿Cuál es la expresión más fácil para recordar? ¿Por qué?

5. ¿Cuál es la expresión más difícil para recordar? ¿Por qué?

6. ¿Cuál es la expresión más difícil para decir? ¿Por qué?

7. ¿Cuál es la xpresión más divertida para decir?

8. Escribe un diálogo breve que incluye una de estas expresiones.

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CHAPTER OVERVIEW

10: Capítulo Diez

Learning Objectives

- Learners will be able to use basic vocabulary related to health.
- Learners will be able to identify, form, and use familiar commands.
- Learners will be able to identify, form, and use formal commands.
- Learners will be able to identify, form, and use nosotros commands.
- Learners will practice the Spanish letter ñ.
- Learners will practice the Spanish letter rr .
- Learners will be communicate with the Spanish word CON.

10.1: Vocabulario - Health
10.2: Familiar commands
10.3: Formal commands
10.4: Nosotros and nosotras commands
10.5: The ñ
10.6: The rr
10.7: Para practicar la comunicación CON

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10.1: Vocabulario - Health

La Salud

Sustantivos

el balance balance

la boca mouth

el brazo arm

la cabeza head

la camilla examination table

el codo elbow

el colesterol cholesterol

el corazón the heart

el dedo finger

el dedo del pie toe

el/la doctor/a doctor

el dolor pain

la enfermera nurse

la espalda back

la estatura height

el estómago stomach

el examen de laboratorio lab work

el examen físico physical exam

el formulario form

la garganta throat

la influenza flu/influenza

el latido del corazón heartbeat

la mano hand

la muñeca wrist

la nariz nose

el oído inner ear

el ojo eye

la oreja outer ear

el paciente patient

el pecho chest

el peso weight

el pie foot

la pierna leg

la prescripción prescription

la presión arterial blood pressure

los pulmones lungs

la recepcionista receptionist

el ritmo cardiaco heart rate

la rodilla knee

el seguimiento follow up

el síntoma symptom

la temperatura temperature

el tobillo ankle

el tratamiento treatment

la tos cough

la vacuna vaccine

la vascula weighing scale

los vasos sanguíneos blood vessels

adjetivos

derecha right

izquierda left

verbos

escuchar to listen

explicar to explain

recetar to prescribe

tomar to take/to drink

expresiones

la congestión nasal nasal congestion

el dolor de garganta sore throat

la presión alta high blood pressure

la presión baja low blood pressure

Práctica de Vocabulario

Read the vocabulary words out loud. Then, answer the following questions.

1. Which words have you heard before?

2. Which are the three most useful new words?

3. Which are the three words that are the most fun to say?

4. Which word is the most difficult to pronounce?

5. Which word are you most likely to use?

6. Which word are you least likely to use?

7. Which words have written accent marks?

8. Which word with a written accent mark will be the easiest to remember? Why?

9. Which word with a written accent mark will be the most difficult to remember? Why?

10. *Cognates* look the same in two languages. For example, hospital is spelled the same in English and Spanish, but it is pronounced differently. Are there cognates in this list? If so, what are they?

11. A *false friend* is a word that looks the same in two languages, but does not have a similar meaning. For example, the Spanish word embarazada looks like the English word embarrassed, but it means pregnant. Embarrassed in Spanish is avergonzada. Are there false friends in this list? If so, what are they?

12. It is helpful to think of mnemonic devices to remember words. For example, to remember the verb llegar which means to arrive, you can remember "Yeah! They got here!" What mnemonic device can you think of for words in this list?

Definitions. Pick five words and write definitions to describe them.

For example, Bien is the opposite of malo.

1.

2.

3.

4.

5.

Questions. Pick five different words and write questions for your classmates with them.

For example, ¿Te gusta comer tacos?

1.

2.

3.

4.

5.

Working with the vocabulary.

Each person can work alone or in a group.

Cada persona puede trabajar solo o en grupo.

Each project should include, at least, ten of the vocabulary words from the list.

Pick one of the following four activities.

1. Write and sing a song.

2. Write and present a dialogue.

3. Create and present a drawing.

4. Write and read a short story or poem.

Before getting started, it is necessary to read the vocabulary list and to pick a variety of words.

This can be a very useful way to learn and practice new vocabulary words.

I hope that this is a fun and useful experience!

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10.2: Familiar commands

Tú (Familiar) Commands

If we want to talk to someone younger than you, or someone that you know well, you use the TÚ form. In this section, we are going to learn how to form TÚ commands.

Both English and Spanish have three moods

1. The **indicative** states information or asks questions. Estudiamos español. ¿Estudias mucho?
2. The **imperative**, or commands, to tell others to do something. Estudia tú. Bebe tú agua suficiente. No me digas.

    We will learn the imperative in this chapter.

3. We use the **subjunctive** to express wishing, emotion, doubt, denial, impersonal expressions, negativity, or when we use ojalá. Quiero que ustedes hagan bien en esta clase. Es importante que hablemos español. Ojalá que todo pase bien.

    We will study the subjunctive in future chapters.

Forming affirmative TÚ commands

To form affirmative two commands, we use something that we have already used: the él, ella, or usted form of the present tense. You can use the word tú after the commands, but it is not necessary to do so. For example

estudiar Estudia. or Estudia tú. Study!

comer Come. or Come tú. Eat!

escribir Escribe. or Escribe tú. Write!

Many times the word tú is not used because the subject being spoken to is obvious.

If the command requires a pronoun, it is added after the command. Since we are adding a syllable to the command, we also have to add a written accent mark on the second-to-last syllable of the original command. For example

estudiar el poema Estúdialo. Study it!

comer la fruta Cómela. Eat it!

escribir la tarea Escríbela. Write it!

There are eight verbs that have irregular affirmative tú commands. They are:

hacer Haz. Do.

ser Sé. Be.

ir Ve. Go.

venir Ven. Come.

poner Pon. Put.

decir Di. Tell.

salir Sal. Go.

tener Ten. Have.

If we say the commands in this order, *haz sé ve ven pon di sal ten*, it is easy to remember these eight irregular tú commands.

Read through these irregular commands a few times to memorize them: *haz sé ve ven pon di sal ten, haz sé ve ven pon di sal ten, haz sé ve ven pon di sal ten*.

Does saying them in this order help you? Do you a different way to remember the eight irregular affirmative tú commands?

Forming negative TÚ commands

Sometimes we want to tell someone NOT to do something. We can use a negative tú to do this.

There are three steps to form a negative tú command. First, we start with the yo form of the present tense. Second, we remove the O at the end. Third, we add the opposite vowel ending. This means that we add **es** to -AR verbs and **as** to -ER and -IR verbs. For example

estudiar estudio estudi No estudies. Don't study.

comer como com No comas. Don't eat.

escribir escribo escrib No escribas. Don't write.

If a negative tú command requires a pronoun, we put the pronoun after the word no and before the command. For example

estudiar el poema No lo estudies. Don't study it.

comer la fruta No la comas. Don't eat it!

escribir la tarea No la escribas. Don't write it!

There are six verbs that have irregular negative tú commands. They are irregular because their YO form does not end in an o.

They are

dar No des. Don't give.

ir No vayas. Don't go.

ser No seas. Don't be.

haber No hayas.

estar No estés. Don't be.

saber No sepas. Don't know.

If we look at the first letter of each these verbs, we see the word DISHES. It is important to memorize these verbs. And, after we memorize them, we will be able to "recycle" them a couple of times in the future. So, reread and then memorize these six verbs that have negative tú commands.

Commands are practical and useful. They can be fun to use and are used in a variety of ways. So, let's practice them.

Prácticas

A. Translate the commands into Spanish.

1. Study!
2. Write!
3. Sing!
4. Don't work!
5. Don't call me.
6. Wash it.
7. Say it!
8. Don't say it!
9. Get ready!
10. Have fun!

B. Write the affirmative and negative commands for each verb.

B. Write the affirmative and negative commands for each verb.

VERBO + TÚ - TÚ

saltar Salta. No saltes.

escribir la tarea Escríbela. No la escribas.

1. gritar
2. decorar
3. bailar
4. comer
5. escribir
6. llorar
7. cantar
8. beber otro refresco
9. decir la verdad
10. hacer la tarea
11. respetar a tus padres.
12. leer el libro
13. bañarse
14. prepararse
15. divertirse

C. Write an appropriate command for each situation.

Ejemplo: En un restaurante mexicano Pide tacos deliciosos.

No pidas una hamburguesa.

1. En la cafetería de AU
2. En la biblioteca
3. En clase
4. En el gimnasio
5. En una gasolinera
6. En una quinceañera
7. En un museo
8. En el trabajo
9. En Target
10. En casa

D. Write eight commands for a new student at AU to help him/her be successful. Use a mixture of affirmative and negative tú commands.

Ejemplo: Estudia mucho.

No mires la televisión toda la noche.

1.
2.
3.
4.

5.

6.

7.

8.

E. La Música. The song *Vete con Ella* by Lucerito uses affirmative commands. In the song, she tells an ex-boyfriend to go with someone else. The song *No Controles* by the Flans uses negative commands. In this song, they tell someone things not to do to avoid controlling behavior. Listen to both songs and then pick one. Listen to the song you picked and write down the commands you hear. Then, translate them.

F. When are commands used? How are affirmative tú commands formed? How are negative tú commands formed? Which is easier for you? Why? Give an example of each.

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10.3: Formal commands

Usted and Ustedes (Formal) Commands

Sometimes we want to tell or suggest someone do something, but we do not have a close, personal relationship with them. So, in these cases we would use usted or ustedes commands.

To form these commands, we go back to how we formed negative tú commands and repeat the three steps.

1. Start with the yo form of the present tense.
2. Remove the final o.
3. Add the opposite vowel endings.

For example

infinitive

estudiar Estudie Ud. Estudien Uds. Study.

comer Coma Ud. Coman Uds. Eat.

escribir Escriba Ud. Escriban Uds. Write.

Notice how the difference between the usted and ustedes commands is the n in the ustedes command. To create a negative usted or ustedes command, we use the word no before the command. For example

estudiar No estudie Ud. No estudien Uds. Don't study.

comer No coma Ud. No coman Uds. Don't eat.

escribir No escriba Ud. No escriban Uds. Don't write.

If a command requires a pronoun, we add the pronoun to the affirmative commands and accent the second-to-last syllable. For a negative command, we add the pronoun after the no and do not need to add an accent. For example

estudiar el poema Estúdielo./No lo estudie. Estúdienlo./No lo estudien.

comer la fruta Cómala./No la coma. Cómanla./No la coman.

escribir la tarea Escríbala./No la escriba. Escríbanla./No la escriban.

Commands can be very useful. With practice, they can become fun and practical. So, let's practice.

Prácticas.

A. Translate the commands into Spanish.

Example inifinitive + usted - ustedes

saltar Salte. No salten.

1. Study!
2. Write!
3. Sing!
4. Don't work!
5. Don't call me.
6. Wash it.
7. Say it!
8. Don't say it!
9. Get ready!

10.Have fun!

B. Write the commands for each verb.

VERBO + UD. - UDS.

saltar Salte. No salten.

escribir la tarea Escríbala. No la escriban.

1. gritar

2. decorar

3. bailar

4. comer

5. escribir

6. llorar

7. cantar

8. beber otro refresco

9. decir la verdad

10. hacer la tarea

11. respetar a tus padres.

12. leer el libro

13. bañarse

14. prepararse

15. divertirse

C. Write an appropriate usted command for each situation. Be sure to use affirmative and negative commands.

Ejemplo: En un restaurante mexicano Pida tacos deliciosos.

No pida una hamburguesa.

1. En la cafetería de AU
2. En la biblioteca
3. En clase
4. En el gimnasio

6. En una quinceañera

7. En una gasolinera

8. En un museo

9. En Target

10. En el trabajo

11. En casa

D. Write eight commands for a new professor at AU. Use a mixture of affirmative and negative usted commands.

Ejemplo: Explique bien la gramática.

No dé demasiada tarea.

1.

2.

3.

4.

5.

6.

7.

8.

E. Think about your favorite food. Write the directions for someone else to prepare it for you. You can use the usted or ustedes command form, but be consistent and use the same form for all of the directions.

F. La Música. The song *Madre Tierra* by Chayanne and *Recuérdame* by Coco both have tú commands. Listen to both songs and then pick one. Listen to the song again and write down the tú commands that you hear. Then, change the tú commands to usted commands.

G. What is the difference between usted and ustedes commands? Will you use usted or ustedes commands more? Why? Give three examples of each.

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10.4: Nosotros and nosotras commands

Nosotros and nosotras commands

We form nosotros and nosotras commands the same way that we form usted and ustedes commands. We follow the three steps of

1. Start with the yo form of the present tense.
2. Remove the o at the end of the conjugation.
3. Add the opposite vowel ending.

For example

infinitive yo - o + opposite vowel ending

decorar decoro decor Decoremos.

comer como com Comamos.

recibir recibo recib Recibamos.

prepararse me preparo me prepar Preparémonos.

Note how Spanish does not have the combination of sn. So, if a nosostros command requires the reflexive pronoun nos, we remove the final s before adding the pronoun.

The command *vámonos* is the perfect example of the loss of this final s.

To form negative commands, we add a no before the command.

We put pronouns in the same position as other commands. If the command is affirmative, it is attached to the end and requires an accent on the second to last syllable of the original command. If it is negative, we place the pronoun after the no and before the command. For exampl

affirmative command negative command

estudiar el poema Estudiémoslo. No lo estudiemos.

comer la fruta Cómamosla. No la comamos.

escribir la tarea Escríbamosla. No la escribamos.

sentarse Sentémonos. No nos sentemos.

-AR and -ER verbs that stem change in the present tense will not have a stem change. BUT, -IR verbs that stem change in the present tense will have a single letter stem change. For example

Verb + command translation

pensar Pensemos. Let’s think.

recordar Recordemos. Let’s remember.

entender Entendamos. Let’s understand.

preferir Pref**i**ramos. Let’s prefer.

dormir D**u**rmamos. Let’s sleep.

Commands are practical and useful. So, pratiquemos.

Práctica

A. Translate the commands into Spanish.

1. Let’s study!

2. Let’s write!

3. Let’s sing!

4. Let’s not work!

5. Let’s call me.

6. Let’s not wash it.

7. Let’s say it!

8. Let’s not say it!

9. Let’s get ready!

10.Let’s have fun!

B. Write the affirmative and negative nosotros command for each verb.

VERBO + nosotros - nosotros

saltar Saltemos. No saltemos.

escribir la tarea Escribámosla. No la escribamos.

1. gritar
2. decorar
3. bailar
4. comer
5. escribir
6. llorar
7. cantar
8. beber otro refresco
9. decir la verdad
10. hacer la tarea
11. respetar a tus padres.
12. leer el libro
13. bañarse
14. prepararse
15. divertirse

C. Write an appropriate command for each situation.

Ejemplo: En un restaurante mexicano Pidamos tacos deliciosos.

No pidamos una hamburguesa.

1. En la cafetería de AU
2. En la biblioteca
3. En clase
4. En el gimnasio
5. En una gasolinera
6. En una quinceañera
7. En un museo
8. En el trabajo
9. En Target

10. En casa
11. En una taquería
12. En Dunkin

D. Write eight commands for you and your classmate to be successful at AU. Use a mixture of affirmative and negative nosotros commands. Ejemplo: Estudiemos mucho.

No miremos la televisión toda la noche.

1.
2.
3.
4.
5.
6.
7.
8.

E. La Música. The song *Vamos* by Los Expulsados, a punk band from Argentina, is a happy song about starting something new. It uses the command *vamos* to say "Let's go." Listen the song and then write five nosotros commands for you and your friends.

F. How are affirmative nosotros commands formed? How are negative nosotros commands formed? When would you use these commands? Give three examples.

G. We have learned familiar (tú), formal (usted and ustedes), and nosotros commands. Which do you think you will use the most? Why? Give three examples of this type of command.

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10.5: The ñ

The Ñ in Spanish

The letter Ñ has a historical place in the Spanish language. Many Spanish words come from Latin, which had words that had two NNs together such as the word hispannia. To save time and space, those writing the words started to use a small line, called a tilde over one letter n. This evolved into the Ñ that is now a part of the Spanish language. The Ñ has a unique nasal sound. It sounds like the combination of ny in English like in the word canyon.

To pronounce Ñ, place the front of your tongue against the top of your mouth, right behind the upper front teeth. Doing this should close the airway to your throat. As you try to speak, the air will flow through your nose, making this a more nasal sound than a regular n. Practice trying to pronounce this sound.

Some Spanish words that include the ñ are:

acompañar to accompany

añadir to add

año year

bañar to bathe

cañon canyon

champiñon mushroom

cumpleaños birthday

dañar to damage

diseño design

enseñar to teach

España Spain

español Spanish (the language)

español(a) Spanish (the nationality)

extrañar to miss

mañana morning

montaña mountain

niña girl

niño boy

otoño Autumn

pestaña eyelash

piña pineapple

piñata pinata

señor Mr.

soñar to dream

sueño dream

With practice and patience you will be able to combine the tongue position and airflow to correctly produce the Ñ sound, which has a long history in the Spanish language and can be found in 15,000 Spanish words.

Read the Spanish words in the list again. Then, answer the questions.

Which word(s) have you heard before?

Which word(s) is/are the most useful for you? Why?

Which word(s) is/are the least useful for you? Why?

Which word(s) is the most fun to say? Why?

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10.6: The rr

The RR in Spanish

The sound made by the RR in Spanish is not one that we use in English. When we see RR in a word or an R at the beginning of a word, Spanish-speakers roll it. This is a distinct sound in Spanish that evolved from Latin. The ability to differentiate between the two letters and sounds is important because it can change a word's meaning. For example:

Pero is but and perro is dog.

Caro is expensive and carro is a car.

It is not necessary to be able to roll an RR to speak Spanish, but a lot of native Spanish-speakers can roll their RRs, so you might want to be able to do so, too. You can learn to roll an RR by practicing in a few ways. To start, you want to think about blowing air out of your mouth. Then, you want to blow air out while putting your tongue behind your teeth. Instead of holding your tongue firmly behind your teeth, let it slide down a bit and then blow air out of your mouth. In short, the rolling sound requires the tip of the tongue to vibrate rapidly against the alveolar ridge, the bump at the roof of your mouth behind your front teeth. This will require more practice for some than for others but, with patience and practice, you can learn to roll your RR, or to pronounce the sound that the RR represents in Spanish.

Here are two "fun" ways to practice making this sound. You can pretend you are playing with a toy car. All babies are born with the ability roll their RRs, but through the process of extinction where you don't practice, you lose it, or through the process of reinforcement you keep it. So, pretend you are a young child playing with a car and make the sound of a car. Or, you can hold a pencil or pen between your teeth, put your tongue on the roof of your mouth behind your teeth, and then try to say the RR sound.

Some words you can say to practice are:

arroz rice

- carro car
- chamarra jacket

correo mail

correr to run

error error

ferrocarril railway

guitarra guitar

horrible horrible

- rapidez speed
- rápido(a) fast
- rápidamente quickly
- rata rat
- ratón mouse
- reloj watch, clock
- rico rich
- rincón corner
- río river

rojo red

- rosa rose

rosado(a) pink

tierra earth

It is not necessary to be able to roll a RR, but you might feel better about speaking Spanish if you can. If you can't roll your RR, just keep practicing and with time and patience you will be able to combine the tongue position, airflow, and muscle control to be able to produce the RR sound.

Read the Spanish words in the list again. Then, answer the questions.

Which word(s) have you heard before?

Which word(s) is/are the most useful for you? Why?

Which word(s) is/are the least useful for you? Why?

Which word(s) is the most fun to say? Why?

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10.7: Para practicar la comunicación CON

Con

Otra palabra española importante es con que significa with.

Abajo hay unas expresiones con palabra la con.

con cariño with affection/love

con cuidado carefully/with care

con frecuencia frequently

con los ojos cerrados with eyes closed

con mucho gusto with much pleasure

con permiso. Excuse me.

con razón rightly

con respecto a with regard to/regarging

con suerte with luck

con todo mi corazón with all my heart

conmigo with me

contigo with you (familiar)

consigo with you (formal)

¿Qué pasa con…? What's wrong with…?

Unos verbos que usan la palabra con son

casarse con to marry/to get married to

contar con to count on

enojarse con to get angry with

romperse con to break up with

salir con to go out with/to date

soñar con to dream about

Lee las expresiones y contesta las preguntas.

1. ¿Qué significa la palabra española con? ¿Cuál es su antómino?
2. ¿Cuáles son las tres expresiones más útiles para ti? ¿Por qué?
3. ¿Cuál es la expresión más fácil para recordar? ¿Por qué?
4. ¿Cuál es la expresión más difícil para recordar? ¿Por qué?
5. ¿Cuál es la expresión más difícil para decir? ¿Por qué?
6. ¿Cuál es la expresión más divertida para decir?
7. Escribe un diálogo breve que incluye una de estas expresiones.

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CHAPTER OVERVIEW

11: Capítulo Once

Learning Objectives

- Learners will be able to use basic vocabulary related to cars and technology.
- Learners will be able to identify, conjugate, and use the future tense.
- Learners will be able to identify, conjugate, and use the conditional tense.
- Learners will be learn about animals and animal sounds in Spanish.
- Learners will be learn about and use IF clauses.
- Learners will read and discuss jokes that use the Spanish language.
- Learners will be communicate with the Spanish word SIN.

11.1: Vocabulario - Cars and Technology

11.2: The future

11.3: The conditional

11.4: Animals

11.5: If clauses

11.6: Unos chistes

11.7: Para practicar la comunicación SIN

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11.1: Vocabulario - Cars and Technology

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El Carro

sustantivos con el carro

la batería battery

el cinturón de seguridad seat belt

el espejo mirror

el freno brake

las luces lights

la luz light

el motor motor

el parabrisas windshield

el pedal pedal

el sistema de dirección steering system

adjetivos con el carro

antiguo old

cómodo comfotable

deportivo sporty

eficiente efficient

eléctrico electric

grande big

lento slow

lujoso luxurious

pequeño small

rápido fast

adverbios con el carro

lentamente slowly

rápidamente quickly

suavemente smoothly

verbos con el carro

arrancar to start up

conducir to drive

frenar to brake

girar to turn

manejar to drive

parar to stop

La Tecnología

sustantivos con la tecnología

el archivo file

el blog blog

la cámara web web camera

el cursor cursor

la pantalla screen

el ratón mouse

la tableta tablet

el teclado keyboard

la televisión television

adjetivos con la tecnología

actualizado updated

digital digital

tecnológico technological

verbos con la tecnología

actualizar to update

conectar to connect

descargar to download

enviar un mensaje to send a message

grabar to record

imprimir to print

instalar to install

navegar to navegate

programar to program

subir to upload

Práctica de Vocabulario

Read the vocabulary words out loud. Then, answer the following questions.

1. Which words have you heard before?

2. Which are the three most useful new words?

3. Which are the three words that are the most fun to say?

4. Which word is the most difficult to pronounce?

5. Which word are you most likely to use?

6. Which word are you least likely to use?

7. Which words have written accent marks?

8. Which word with a written accent mark will be the easiest to remember? Why?

9. Which word with a written accent mark will be the most difficult to remember? Why?

10. *Cognates* look the same in two languages. For example, hospital is spelled the same in English and Spanish, but it is pronounced differently. Are there cognates in this list? If so, what are they?

11. A *false friend* is a word that looks the same in two languages, but does not have a similar meaning. For example, the Spanish word embarazada looks like the English word embarrassed, but it means pregnant. Embarrassed in Spanish is avergonzada. Are there false friends in this list? If so, what are they?

12. It is helpful to think of mnemonic devices to remember words. For example, to remember the verb llegar which means to arrive, you can remember “Yeah! They got here!” What mnemonic device can you think of for words in this list?

Definitions. Pick five words and write definitions to describe them.

For example, Bien is the opposite of malo.

1.

2.

3.

4.

5.

Questions. Pick five different words and write questions for your classmates with them.

For example, ¿Te gusta comer tacos?

1.

2.

3.

4.

5.

Working with the vocabulary.

Each person can work alone or in a group.

Cada persona puede trabajar solo o en grupo.

Each project should include, at least, ten of the vocabulary words from the list.

Pick one of the following four activities.

1. Write and sing a song.

2. Write and present a dialogue.

3. Create and present a drawing.

4. Write and read a short story or poem.

Before getting started, it is necessary to read the vocabulary list and to pick a variety of words.

This can be a very useful way to learn and practice new vocabulary words.

I hope that this is a fun and useful experience!

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11.2: The future

The Future Tense

The future tense indicates actions that are going to happen but have not happened yet. In English we use the word will before an infinitive. In Spanish, we use the whole infinitive and a future tense ending. Note how all verbs, -AR, -ER, and -IR verbs use the same endings in the future. For example

comprar

comprar**é** comprar**emos**

comprar**ás** comprar**éis**

comprar**á** comprar**án**

beber

beber**é** beber**emos**

beber**ás** beber**éis**

beber**á** beber**án**

vivir

vivir**é** vivir**emos**

vivir**ás** vivir**éis**

vivir**á** vivir**án**

There are no spelling changing or stem changing verbs in the future.

There are eleven irregular verbs. In order to remember them, it is helpful to remember the question and answer:

“Does Harry Play Poker Saturdays? Then Visit Quiet, Caring, Henry Smith.” The eleven verbs that are irregular in the future are:

verb instead of the infinitive, use

decir dir

hacer har

poder poder

poner pondr

saber sabr

tener tendr

venir vendr

querer querr

caber cabr

haber habr

salir saldr

Note how some of these irregular verbs use a part of the original infinitive, others lose the letter e in the -ER ending, and the rest substitute the letter d for e before the final R.

For example

decir

diré diremos

dirás diréis

dirá dirán

querer

querré querremos

querrrás querréis

querrá querrán

poner

pondré pondremos

pondrás pondréis

pondrá pondrán

Remember, these eleven verbs are the only verbs that are not regular in the future tense. So, we are ready to practice.

Práctica.

A. Conjugate the following verbs in the future tense.

hablar comprender recibir

hacer salir tener

B. Conjugate the verbs in the future in the indicated form.

1. Yo (cantar) _____ la canción.
2. Nosotros (beber) _____café antes del examen.
3. Tú (ir) _____a trabajar.
4. Usted (preparar) _____ para la clase.
5. Ustedes (cocinar) _____ los tacos.
6. Tú (dormir) _____ tarde este fin de semana.
7. Yo siempre (hacer) _____ toda mi tarea.
8. Ustedes (saber) _____todas las repuestas.
9. Nosotros (tener) _____calor en el verano.
10. La clase (decir) _____ las respuestas.
11. Mis padres (querer) _____ celebrar conmigo.
12. La profesora (tratar) _____ de explicar la gramática.

C. Translate the sentences into Spanish.

1. We will study a lot.
2. I will write the grammar.
3. She will read the book.
4. You (familiar, singular) will not use your phone.
5. You (formal, singular) will go home.
6. My friends will watch the program.
7. I will eat dinner after work.
8. You (formal, plural) will speak Spanish in class.

9. The dogs will run.

10. They will listen to the radio.

D. Think about your future. Write five things you plan to do someday.

1.

2.

3.

4.

5.

E. La música. The song Qué será by José Feliciano is in the future tense. Listen to the song. Then, write and translate the verbs you hear in the future tense.

F. When do we use the future tense? Is is easier or more difficult to conjugate than other verb tenses in Spanish? Why? Share three sentences in the future tense.

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11.3: The conditional

The Conditional Tense

The conditional tense depends on other actions to take place. The conditional explains actions that might happen if other actions happen. In English we use the word would before an infinitive. In Spanish, we use the whole infinitive and a conditional tense ending. Note how all verbs, -AR, -ER, and -IR verbs use the same endings in the conditional, just like they did in the future. For example

comprar

compra**ría** compra**remos**

compra**rías** compra**ríais**

compra**ría** compra**rían**

beber

bebe**ría** bebe**ríamos**

bebe**rías** bebe**ríais**

bebe**ría** bebe**rían**

vivir

vivi**ría** vivi**ríamos**

vivi**rías** viviríai**s**

vivi**ría** vivi**rían**

Just like in the future tense, there are no spelling changing or stem changing verbs. The eleven verbs that were irregular in the future are also irregular in the conditional. In order to remember them, we learned the question and answer “Does Harry Play Poker Saturdays? Then Visit Quiet, Caring, Henry Smith.”

The eleven verbs that are irregular in the future and conditional are:

verb instead of the infinitive, use

decir dir

hacer har

poder poder

poner pondr

saber sabr

tener tendr

venir vendr

querer querr

caber cabr

haber habr

salir saldr

Again, note how some of these irregular verbs use a part of the original infinitive, others lose the letter e in the -ER ending, and the rest substitute the letter d for e before the final R.

For example

decir

diría diríamos

dirías diríais

diría dirían

querer

querría querríamos

querrías querríais

querría querrían

poner

pondría pondríamos

pondrías pondríais

pondría pondrían

Remember, these eleven verbs are the only verbs that are not regular in the future and conditional tenses. So, we are ready to practice.

Práctica.

A. Conjugate the following verbs in the conditional tense.

hablar comprender recibir

hacer salir tener

B. Conjugate the verbs in the conditional in the indicated form.

1. Yo cantar la canción.
2. Nosotros (beber) _____café antes del examen.
3. Tú (ir) _____a trabajar.
4. Usted (preparar) _____ para la clase
5. Ustedes (cocinar) _____ los tacos.
6. Tú (dormir) _____ tarde este fin de semana.
7. Yo siempre (hacer) _____ toda mi tarea.
8. Ustedes (saber) _____todas las repuestas.
9. Nosotros (tener) _____calor en el verano.
10. La clase (decir) _____ las respuestas.
11. Mis padres (querer) _____ celebrar conmigo.
12. La profesora (tratar) _____ de explicar la gramática.

C. Translate the sentences into Spanish.

1. We would study a lot.
2. I would write the grammar.
3. She would read the book.
4. You (familiar, singular) would not use your phone.
5. You (formal, singular) would go home.
6. My friends would watch the program.

7. I would eat dinner after work.

8. You (formal, plural) would speak Spanish in class.

9. The dogs would run.

10. They would listen to the radio.

D. Think about our world. Write five things you would like to change. Write what youwould change if you could. You can start your sentences with SI PUDIERA which means if I could.

1.

2.

3.

4.

5.

E. La música. The song Si el norte fuera el sur by Ricardo Arjona is an important song from 1996 that examines social and political aspects. It asks us to imagine how the world would be if the north were the south and the south were the north. Listen to the song. Then, listen to it a second time and write the verbs that you hear in the conditional tense.

F. When do we use the conditional verb tense? How is conjugating it the same as conjugating in the future tense? How is it different? Do you think it is a verb tense you will use often? Why or why not?

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11.4: Animals

Los animales y sus sonidos.

Each language has a way to describe the sounds an animal makes. Read the list below and decide if you think the Spanish or English sound is more accurate.

Animal	Spanish sound	English sound
perro	dog	Guau guau.	Woof woof.
gato	cat	Miau.	Meow.
vaca	cow	Mu.	Moo.
pato	duck	Cuac cuac.	Quack
rana	frog	Croá croá.	Ribbit ribbit.
gallo	rooster	Cucurucú.	Cock-a-doodle-do.

Here are some Spanish verbs to describe the sounds animals make.

balar to blee/to baa

cloquear to cluck

croar to croak

graznar to quack

ladrar to bark

maullar to meow/to miaow

mugir to moo

relinchar to neigh

rugir to roar

zumbar to buzz

Prácticas.

A. Reread the information above and answer the following questions.

1. Which animal sound is the most fun to say?
2. Which animal sound seems the most appropriate?
3. Which animal sound seems the least appropriate?
4. Which verb is the most fun to say?
5. Which verb is the most difficult to say?
6. ¿Cuál es tu animal favorito? ¿Por qué?
7. ¿Cuál es tu animal menos favorito? ¿Por qué?

B. Conjugate the following verbs in **the future** tense in the indicated form.

1. Un perro (ladrar) _____.
2. Unas gatas y yo (maullar) _____.
3. Una vaca (mugir) _____.
4. Un pato (graznar) _____.

5. Una rana (croar) _____.

6. Unos gallos y yo (cloquear) _____.

7. Unos caballos (relinchar) _____.

8. Una abeja (zumbar) _____.

9. Un león (rugir) _____.

10. Unas ovejas (balar) _____.

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11.5: If clauses

If clauses

Sentences with if clauses consist of two parts: a clause that contains the word if, and a main clause. In Spanish we use the word **si** without an accent to say **if.**

Actions that are definite or almost certain use present in the if clause and the future in the main clause.

> If you study, you will do well. Si estudias, harás bien. If we work, we will have the money. Si trabajamos, tendremos el dinero. If I see my dog, I will feel happy. Si veo a mi perro, me sentiré feliz.

Actions that are less certain use the imperfect subjunctive, a verb tense we still need to learn, in the if clause and the conditional in the main clause.

> If I had the money, I would travel more. Si tuviera el dinero, viajaría más.
> If she could, she would run a marathon. Si pudiera, correría un maratón. If I were younger, I would eat more pizza. Si fuera más joven, comería más pizza.

The clauses in these sentences can also be reversed. Remember, the future is always used with the present tense, and the conditional is always used with the imperfect subjunctive.

> You will do well if you study. Harás bien si estudias. We will have money if we work. Tendremos el dinero si trabajamos. I will feel happy if I see my dog. Me sentiré feliz si veo a mi perro.
>
> I would travel more if I had the money. Viajaría más si tuviera el dinero. She would run a marathon if she could. Correría un maratón si pudiera. I would eat more pizza if I were younger. Comería más pizza si fuera más joven.

For now, sentences with if clauses can be a good way to practice using the future and conditional tenses. So, let's practice.

Práctica

> A. Complete each sentence with an appropriate form of the future.
>
> 1. Si ella corre,
> 2. Si tú cantas,
> 3. Si estudiamos mucho,
> 4. Si estamos en un restaurante,
> 5. Si bebo café,
> 6. Si no vamos a clase,
> 7. Si ustedes trabajan horas extras,
> 8. Si voy Target,
> 9. Si no tengo mucha tarea,
> 10. Si hace mal tiempo,
>
> B. Complete each sentence with an appropriate form of the conditional.
>
> 1. Si yo tuviera más dinero,
> 2. Si yo pudiera cantar,
> 3. Si tuvieras más dinero,
> 4. Si no estudiáramos español,
> 5. Si no asistiéramos AU,
> 6. Si la profesora ganara la lotería,

7. Si pudiéramos,
8. Si la profesora cancelara la clase,
9. Si yo fuera un(a) animal,
10. Si la profesora fuera un(a) animal,

C. Complete each sentence with an appropriate form of the future or conditional, depending on the if clause.

1. Si no trabajo
2. Si yo no trabajara
3. Si los estudiantes no estudian
4. Si los estudiantes no estudiaran
5. Si podemos
6. Si pudiéramos
7. Si tengo tiempo
8. Si tuviera más tiempo
9. Si vamos a Panamá
10. Si fuéramos a Panamá

D. La música. The song *Si yo tuviera una escoba* by Los Sirex tells us what the singer would do if he had a broom. Listen to the song. Then, explain why he uses the conditional to complete the sentence si yo tuviera una escoba.

D. Why are if clauses a good way to practice the future and conditional verb tenses? Give an example of an if clause with the future and with the conditional.

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11.6: Unos chistes

Unos chistes

Los chistes pueden ser una manera divertida para practicar un idioma. Así, vamos a leer unos chistes. Lee los chistes y luego contesta las preguntas al final.

¿Qué hace un pez?

Nada.

¿Por qué lloraba el libro de matemáticas?

Porque tiene muchos problemas.

¿Cómo se despiden los químicos?

Ácido un placer.

¿Qué dice una taza a otra taza?

¿Qué tazaciendo?

¿Qué hace una abeja en el gimnasio?

¡Zumba!

¿Qué dijo la silla cuando salió del cuarto?

Silla.

¿Qué le pregunta una pulga a otra pulga?

¿Vamos a pie o esperamos al perro?

¿Qué le dijo el semáforo al carro?

¡No mires! Me estoy cambiando.

¿Cuál es el baile favorito del tomate?

La salsa.

¿Qué bebe el hombre invisible?

Leche evaporada.

Una niña serpiente le pregunta a su mamá, ¿somos venenosas?

La madre le contesta, ¿por qué quieres saber esto?

Porque me mordí la lengua.

¿Cómo se siente un oso enfadado?

FuriOSO.

¿Cómo se dice nariz en inglés?

No sé.

Un mago dijo que se desaparecería……

Uno, dos, y poof. Salió sin un tres.

¿Cuál es el futuro del verbo bostezar?

Dormiré, dormirás, dormirá, dormiremos, dormiréis, dormirán.

Pepito, conjuga el verbo andar.

Yo ando, tú andas, él ella y usted anda……

¡Más rápidamente!

Yo corro, tu corres, él ella y usted corre……

Hay dos amigos en la playa.

¿No nada nada?

No, no traje traje.

Papá, ¿Cómo es tener un hijo tan guapo?

No sé, hijo. Pregúntale a tu abuelo.

¿Por qué se fue el tamal al hospital?

'ta mal.

¿Cuál fue tu chiste favorito? ¿Por qué?

¿Cuál fue tu chiste menos favorito? ¿Por qué?

¿Por qué es bueno compartir chistes?

Busca y comparte otro chiste.

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11.7: Para practicar la comunicación SIN

Sin

El español tiene muchas palabras que provienen del latín. La palabra latina sine nos dio la palabra española sin, que significa without.

Abajo hay unas expresiones con la palabra sin

sin cesar/parar without stopping

sin duda without a doubt

sin embargo however

sin fin endless

sin falta without fail

sin ganas without wanting to

sin lugar a duda without a doubt

sin más just like that, without a further explanation

sin fines de lucro nonprofit

sin pelos en la lengua without mincing words/literally, without hairs on the tongue

sin ton ni son without rhyme or reason

quedarse sin nada to end up with nothing

Lee las expresiones y contesta las preguntas.

1. ¿Qué significa la palabra española sin?
2. ¿Cuáles son las tres expresiones más útiles para ti? ¿Por qué?
3. ¿Cuál es la expresión más fácil para recordar? ¿Por qué?
4. ¿Cuál es la expresión más difícil para recordar? ¿Por qué?
5. ¿Cuál es la expresión más difícil para decir? ¿Por qué?
6. ¿Cuál es la expresión más divertida para decir?
7. Escribe un diálogo breve que incluye una de estas expresiones.

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CHAPTER OVERVIEW

12: Capítulo Doce

Learning Objectives

- Learners will be able to use basic vocabulary related to their homes.
- Learners will be able to identify, conjugate, and use the present perfect tense.
- Learners will be able to identify, conjugate, and use the past perfect tense.
- Learners will be able to identify, conjugate, and use the future perfect tense.
- Learners will be able to identify, conjugate, and use the conditional perfect tense.
- Learners will learn about words that Spanish and English have borrowed from each other.
- Learners will review and practice the four perfect tenses in this chapter.
- Learners will be communicate with the Spanish word CONTRA.

12.1: Vocabulario - At home
12.2: The present perfect
12.3: The past perfect
12.4: The future perfect
12.5: The conditional perfect
12.6: Palabras prestadas
12.7: Los tiempos perfectos
12.8: Para practicar la comunicación CONTRA

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12.1: Vocabulario - At home

En Casa

sustantivos

la alfombra rug

el ático attic

el balcón balcony

el baño bathroom

la cafetera coffee machine

la cama bed

la casa house

el cepillo brush

el cepillo de dientes toothbrush

el clóset closet

la cobija blanket

la cocina kitchen

el comedor dining room

el congelador freezer

las cortinas curtains

los cubiertos silverware

la ducha shower

la estufa stove

el espejo mirror

la funda de almohada pillowcase

el garaje garage

la habitación bedroom

el hogar home

el horno oven

el jabón soap

el jardín garden

la lavadora washing machine

el lavaplatos dishwasher

la licuadora blender

la luz light

la mesa table

el microondas microwave

los muebles furniture

la olla pot

el pasillo hallway

el peine comb

la planta plant

los platos plates

el refrigerador refrigerator

el reloj clock

las sábanas sheets

la sala living room

la sartén pan

la secadora dryer

la servilleta napkin

la silla chair

el sofá sofa

el sótano basement

el vaso cup

adjetivos

grande big

limpio clean

moderno modern

nuevo new

organizado organized

pequeño small

sucio dirty

viejo old

verbos

cocinar to cook

lavar la ropa to wash clothes

limpiar to clean

pasar la aspiradora to vacuum

planchar to iron

quitar el polvo to dust

expressions

Estar como en casa. to feel right at home

Mi casa es tu casa. My house is your house.

Tirar la casa por la ventana. to splurge; to spare no expense

Práctica de Vocabulario

Read the vocabulary words out loud. Then, answer the following questions.

1. Which words have you heard before?

2. Which are the three most useful new words?

3. Which are the three words that are the most fun to say?

4. Which word is the most difficult to pronounce?

5. Which word are you most likely to use?

6. Which word are you least likely to use?

7. Which words have written accent marks?

8. Which word with a written accent mark will be the easiest to remember? Why?

9. Which word with a written accent mark will be the most difficult to remember? Why?

10. *Cognates* look the same in two languages. For example, hospital is spelled the same in English and Spanish, but it is pronounced differently. Are there cognates in this list? If so, what are they?

11. A *false friend* is a word that looks the same in two languages, but does not have a similar meaning. For example, the Spanish word embarazada looks like the English word embarrassed, but it means pregnant. Embarrassed in Spanish is avergonzada. Are there false friends in this list? If so, what are they?

12. It is helpful to think of mnemonic devices to remember words. For example, to remember the verb llegar which means to arrive, you can remember “Yeah! They got here!” What mnemonic device can you think of for words in this list?

Definitions. Pick five words and write definitions to describe them.

For example, Bien is the opposite of malo.

1.

2.

3.

4.

5.

Questions. Pick five different words and write questions for your classmates with them.

For example, ¿Te gusta comer tacos?

1.

2.

3.

4.

5.

Working with the vocabulary.

Each person can work alone or in a group.

Cada persona puede trabajar solo o en grupo.

Each project should include, at least, ten of the vocabulary words from the list.

Pick one of the following four activities.

1. Write and sing a song.

2. Write and present a dialogue.

3. Create and present a drawing.

4. Write and read a short story or poem.

Before getting started, it is necessary to read the vocabulary list and to pick a variety of words.

This can be a very useful way to learn and practice new vocabulary words.

I hope that this is a fun and useful experience!

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12.2: The present perfect

The Present Perfect

The present perfect tense is used to describe actions that have been completed in the recent past. In English we use the helping verbs have or has. In Spanish we use a conjugated form of the helping verb haber in the present tense. The verb haber is conjugated to determine who has completed the action.

The present tense conjugations for haber are

he hemos

has habéis

ha han

The present perfect is a compound tense because it has two parts: the helping verb haber and a past participle.

The past participle is used to describe which action has occurred. The past participle is formed by removing the final two letters of an infinitive and adding ADO or IDO based on the infinitive ending. Since the past participle is part of a verb tense, it will always end in an O. For example

bailar bailado danced

cantar cantar sung

estudiar estudiado studied

beber bebido drank

comprender comprendido understood

recibir recibido received

vivir vivido lived

Some verbs do have an irregular past participle. These verbs are

abrir abierto opened

cubrir cubierto covered

decir dicho said

describir descrito described

descubrir descubierto discovered

escribir escrito written

hacer hecho done

morir muerto died

poner puesto put, placed

resolver resuelto resolved

romper roto broken

ver visto seen

volver vuelto returned

Read through these irregular past participles. Saying these irregular forms can help you remember them.

Most of these irregular past participles are easier to say than if you had to form them like regular past participles. Read through them one more time out loud.

Here are some examples of the present perfect with the two parts.

I have studied. We have studied. He estudiado. Hemos estudiado.

You (fam., s.) have danced. You (fam., pl.) have danced. Has bailado. Habéis bailado.

He/she/you (form., s.) have written. They/you (form., pl.) have written. Ha escrito. Han escrito.

Remember that the H is silent but must be included in the written form.

Verbs that end in a vowel and then an -ER or -IR require a written accent mark. For example

caer caído fallen

creer creído believed

leer leído read

oír oído heard

reír reído laughed

sonreír sonreído smiled

traer traído brought

This accent mark is necessary to make sure that the I is pronounced and does not blend into the strong vowel in front of it. Say each of these past participles and listen for the I.

With practice, the present perfect becomes easier to form and a simple way to explain recent events. Some people think the present perfect is easier to form and use than the preterite and/or imperfect. What do you think?

Prácticas.

A. Conjugate the following verbs in the present perfect.

cantar aprender escribir

B. Conjugate each of the verbs in the present perfect in the indicated form.

1. bailar (la profesora)
2. comer (yo)
3. cantar (tú)
4. beber (la chica)
5. explicar (la profesora)
6. tocar (tú)
7. jugar (Uds.)
8. correr (Ud.)
9. caminar (nosotros)
10. comprender (ustedes)
11. cocinar (tú)
12. patinar (la atleta)
13. entender (yo)
14. alegrarse (mis amigos)
15. ir (la familia)
16. morir (la planta)

17. prepararse (el chico)

18. romper (tú)

19. volver (usted)

20. escribir (yo)

C. Translate each sentence into Spanish.

1. She has studied.

2. He has washed the dishes.

3. I have run.

4. They have danced.

5. We have played soccer.

6. You (form., plural) have used the computer.

7. I have cleaned the house.

8. They have done their homework.

9. We have gone.

10. She has said.

11. You (fam.) have written.

12. They have eaten.

13. The dog has slept.

14. My friends have arrived.

15. We have prepared ourselves.

D. La música. The songs *He Llorado* by Juan Magán uses the present perfect to explain a man's sadness about losing love. Listen to the song. Then, listen to is again write the verbs that you hear in the present perfect.

E. What is the present perfect? Why is it called a compound tense? When is it used? Pick five verbs and write five sentences in the present perfect.

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12.3: The past perfect

The Past Perfect

The past perfect tense is used for actions that had been completed in the recent past before other events. In English we use the helping verb had. In Spanish we use haber in the imperfect tense. The verb haber explains who had completed the action. Usually actions in the past perfect happened further in the past than the present perfect.

The imperfect tense conjugations for haber are

había habíamos

habías habíais

había habían

Just like the present perfect, the past perfect is a compound tense because it has two parts: the helping verb haber and a past participle. The past participle is used to describe which action had occurred. Here are some examples of the past perfect.

I had studied. We had studied. Había estudiado. Habíamos estudiado.

You (fam., s.) had danced. You (fam., pl.) had danced. Habías bailado. Habíais bailado.

He/she/you (form., s.) had written. They/you (form., pl.) had written. Había escrito. Habían escrito.

Remember that the H is silent but must be included in the written form.

The irregular past participles in the present perfect are the same as the irregulars in the past perfect. What do you think of reusing something you have already learned?

The past perfect is a good way to explain or describe events that happened before other events took place in the past. For example

We had learned the present perfect before the past perfect. Habíamos aprendido el presente perfecto antes del pluscuamperfecto.

So, let's practice our second perfect tense.

Prácticas.

A. Conjugate the following verbs in the past perfect. Be careful, one requires written accent marks and another is irregular.

bailar leer decir

B. Conjugate each of the verbs in the past perfect in the indicated form.

1. bailar (la profesora)
2. comer (yo)
3. cantar (tú)
4. beber (la chica)
5. explicar (la profesora)
6. tocar (tú)
7. jugar (Uds.)
8. correr (Ud.)
9. caminar (nosotros)
10. comprender (ustedes)
11. cocinar (tú)
12. patinar (la atleta)

13. entender (yo)
14. alegrarse (mis amigos)
15. ir (la familia)
16. morir (la planta)
17. prepararse (el chico)
18. romper (tú)
19. volver (usted)
20. escribir (yo)

C. Translate each sentence into Spanish.

1. She had studied.
2. He had washed the dishes.
3. I had run.
4. They had danced.
5. We had played soccer.
6. You (form., plural) had used the computer.
7. I had cleaned the house.
8. They had done their homework.
9. We had gone.
10. She had said.
11. You (fam.) had written.
12. They had eaten.
13. The dog had slept.
14. My friends had arrived.
15. We had prepared ourselves.

D. La música. The songs *He Llorado* by Juan Magán uses the present perfect to explain a man's sadness about losing love. Listen to the song a couple of times and then write the verbs that you hear in the present perfect. Then, change the verbs you have written in the present perfect to the past perfect.

E. How is the past perfect different than the present perfect? Which tense is easier for you to conjugate? Pick five verbs and write five sentences in the present perfect. Then, rewrite them in the past perfect.

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12.4: The future perfect

The Future Perfect

The future perfect tense is used for actions that will have been completed before other events in the future. In English we use the verbs will have. In Spanish we use haber in the future tense. The verb haber explains who will have completed the action.

The future tense conjugations for haber are

habré habremos

habrás habíais

habrá habrán

Just like the present perfect, the past perfect is a compound tense because it has two parts: the helping verb haber and a past participle. The past participle is used to describe which action had occurred. We learned how to form past participles when we learned the present perfect. If you do not remember them, go back and review them there. Here are some examples of the past perfect.

I will have studied. We will have studied. Habré estudiado. Habremos estudiado.

You (fam., s.) will have danced. You (fam., pl.) will have danced. Habrás bailado. Habréis bailado.

He/she/you (form., s.) will have written. They/you (form., pl.) will have written. Habrá escrito. Habrán escrito.

Remember that the H is silent but must be included in the written form.

This will be the third time we will "reuse" the irregular past participles. How "sweet" is that?

The future perfect is a good way to explain or describe events that will have happened before other events take place in the future. So, let's practice.

Prácticas.

A. Conjugate the following verbs in the future perfect. One requires accent marks and one is irregular.

beber hacer graduarse

B. Conjugate each of the verbs in the future perfect in the indicated form.

1. bailar (la profesora)
2. comer (yo)
3. cantar (tú)
4. beber (la chica)
5. explicar (la profesora)
6. tocar (tú)
7. jugar (Uds.)
8. correr (Ud.)
9. caminar (nosotros)
10. comprender (ustedes)
11. cocinar (tú)
12. patinar (la atleta)
13. entender (yo)
14. alegrarse (mis amigos)

15. ir (la familia)
16. morir (la planta)
17. prepararse (el chico)
18. romper (tú)
19. volver (usted)
20. escribir (yo)

C. Translate each sentence into Spanish.

1. She will have studied.
2. He will have washed the dishes.
3. I will have run.
4. They will have danced.
5. We will have played soccer.
6. You (form., plural) will have used the computer.
7. I will have cleaned the house.
8. They will have done their homework.
9. We will have gone.
10. She will have said.
11. You (fam.) will have written.
12. They will have eaten.
13. The dog will have slept.
14. My friends will have arrived.
15. We will have prepared ourselves.

D. Write a short paragraph to describe some of the activities you will have completed before you graduate.

E. What is the future perfect? When is it used? Pick five verbs and write five sentences in the future perfect.

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12.5: The conditional perfect

The Conditional Perfect

The conditional perfect tense is used to describe events in the past that would have happened but did not. In English we use the verbs would have. In Spanish we use haber in the conditional tense. The verb haber explains who would have completed the action.

The conditional tense conjugations for haber are

habría habríamos

habrías habríais

habría habrían

Just like the other perfect tenses, the conditional perfect is a compound tense because it has two parts: the helping verb haber and a past participle. The past participle is used to describe which action had occurred. We learned how to form past participles when we learned the present perfect. If you do not remember them, go back and review them.

Here are some examples of the conditional perfect.

I would have studied. We would have studied. Habría estudiado. Habríamos estudiado.

You (fam., s.) will have danced. You (fam., pl.) would have danced. Habrías bailado. Habríais bailado.

He/she/you (form., s.) will have written. They/you (form., pl.) would have written. Habría escrito. Habrían escrito.

Again, the H is silent but must be included in the written form.

Remember that the conditional perfect is a good way to explain or describe events that would have happened if other events had occurred in the past.

Prácticas.

A. Conjugate the follwing verbs in the conditional perfect. One of them is irregular.

jugar tocar poner

B. Conjugate each of the verbs in the conditional perfect in the indicated form.

1. bailar (la profesora)
2. comer (yo)
3. cantar (tú)
4. beber (la chica)
5. explicar (la profesora)
6. tocar (tú)
7. jugar (Uds.)
8. correr (Ud.)
9. caminar (nosotros)
10. comprender (ustedes)
11. cocinar (tú)
12. patinar (la atleta)
13. entender (yo)
14. alegrarse (mis amigos)
15. ir (la familia)

16. morir (la planta)
17. prepararse (el chico)
18. romper (tú)
19. volver (usted)
20. escribir (yo)

C. Translate each sentence into Spanish.

1. She would have studied.
2. He would have washed the dishes.
3. I would l have run.
4. They would have danced.
5. We would have played soccer.
6. You (form., plural) would have used the computer.
7. I would have cleaned the house.
8. They would have done their homework.
9. We would have gone.
10. She would have said.
11. You (fam.) would have written.
12. They would have eaten.
13. The dog would have slept.
14. My friends would have arrived.
15. We would have prepared ourselves.

D. Write a short paragraph to describe some of the activities you would have completed if you had decided not to attend college. You can start with SI YO NO HUBIERA ASISTIDO LA UNIVERSIDAD.....

E. What is the conditional perfect? When is it used? Give three examples.

F. Conjugate the verb HABLAR in the conditional perfect. Then, conjugate it in the past perfect. By how many letters are these two verb tenses different?

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12.6: Palabras prestadas

Palabras prestadas

Languages often borrow and/or adapt words from other languages. Spanish has borrowed many English words. The majority of these words are considered masculine. Some of them are listed below. Read the words then answer the questions after them.

sustantivos

el app

el blog

el camping

el campus

el chat

el email

el fax

el gol

el hardware

el internet

el jazz

el jipi

el login

el logoff

el mitin

la pizza

el post

el software

el ticket

el tenis

el/la web

verbos

chatear

cliquear

lonchear

parquear

surfear

adjetivos

cool

friki

macho

Which of these words have you heard or used before?

What do you think of these words?

Which of these words will you use in the future?

What words has English borrowed and/or adapted from Spanish?

Why do languages borrow and/or adapt words?

What words do you know from other languages besides English and Spanish?

Find a good reference source for this material and be ready to share it with the class.

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12.7: Los tiempos perfectos

Los Tiempos Perfectos

We have learned four perfect tenses in this chapter. Let us practice them in one place.

A. Conjugate the verbs in the indicated forms in the following tenses.

verb present perfect past perfect future perfect conditional perfect

1. nadar (tú)
2. comer (yo)
3. aprender (ellos)
4. prepararse (usted)
5. vivir (ella)
6. leer (nosotros)
7. romper (tú)
8. abrir (ustedes)

B. Translate the following sentences.

1. We will have watch.
2. She would have gone.
3. I have eaten.
4. They had bought.
5. You (familiar, s.) have understood.
6. You (formal, pl.) will have finished.
7. He had played soccer.
8. I would have played the flute.

C. Which of these verbs tenses is the easiest for you to remember? What similarities do you see between them? What differences do you see?

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12.8: Para practicar la comunicación CONTRA

Contra

Otra palabra española importante es contra, que significa against.

Abajo hay unas expresiones con palabra la contra.

contra corriente against the current/norm

contra la pared no easy way out/against the wall

contra reloj against the clock

contra todo pronóstico against all odds/predictions

contra viento y mar despite all obstacles/against wind and tide

en contra de against/in opposition to

Lo tengo todo en contra The odds are stacked against

pago contra entrega payment on delivery/cash on delivery

Unos verbos que usan la preposición contra son

chocar contra to crash into

lanzar contra to throw against

luchar contra to fight against

ponerse contra la pared to put against the wall

tener a alguien en contra to have someone against you

validar contra to validate against

Lee las expresiones y contesta las preguntas.

1. ¿Qué significa la palabra española contra?
2. ¿Cuáles son las tres expresiones más útiles para ti? ¿Por qué?
3. ¿Cuál es la expresión más fácil para recordar? ¿Por qué?
4. ¿Cuál es la expresión más difícil para recordar? ¿Por qué?
5. ¿Cuál es la expresión más difícil para decir? ¿Por qué?
6. ¿Cuál es la expresión más divertida para decir?
7. Escribe un diálogo breve que incluye una de estas expresiones.

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CHAPTER OVERVIEW

13: Capítulo Trece

Learning Objectives

- Learners will be able to use basic vocabulary related to the city.
- Learners will be able to identify, conjugate, and use the subjunctive mood.
- Learners will be able to identify and use the subjunctive mood with verbs that express wishing.
- Learners will be able to identify and use the subjunctive mood with verbs that express emotion.
- Learners will be able to identify and use the subjunctive mood with verbs that express doubt.
- Learners will be able to identify and use the subjunctive mood with impersonal expressions.
- Learners will be able to identify and use the subjunctive mood with denial and negativity.
- Learners will be able to identify and use the subjunctive modo with ojalá.
- Learners will be communicate with the Spanish word DE.

13.1: Vocabulario - In the city
13.2: The subjunctive
13.3: The subjunctive with verbs that express wishing
13.4: The subjunctive with verbs that express emotion
13.5: The subjunctive with verbs that express doubt
13.6: The subjunctive with impersonal expressions
13.7: The subjunctive with denial and negativity
13.8: The subjunctive with ojalá
13.9: Para practicar la comunicación DE

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13.1: Vocabulario - In the city

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En La Ciudad

sustantivos

el aeropuerto the airport

el ayuntamiento city hall

las afueras suburbs

la avenida avenue

el banco bank

el barrio neighborhood

la biblioteca library

la cafetería café

la calle street

la cancha court

la casa house

el centro the center

el centro comercial shopping center

el cine movie theater

la ciudad city

el coche the car

la comisaria police station

el edificio building

la escuela school

el estacionamiento parking

el estadio stadium

la estación de bomberos fire station

la estación de tren train station

la farmacia pharmacy

el garaje garage

el hospital hospital

la iglesia church

el mapa map

la mochila backpack

el museo museum

las obras de teatro play

la oficina office

la oficina de correos post office

la parada de autobuses bus stop

el parque park

la piscina pool

la playa beach

la plaza town square

el restaurante restaurant

el rascacielos skyscrapper

el semáforo traffic light

la sinogoga synagogue

el supermercado supermarket

el taller shop

el teatro theater

la tienda store

la universidad university

el/la viajero/a traveler

adjetivos

abierto open

alto tall

cerca de close to

cerrado closed

grande big

lejos de far from

lleno full

moderno modern

pequeño small

viejo old

verbos

alquilar to rent

estacionar to park

estudiar to study

jugar to play

trabajar to work

vivir to live

expresiones

cada día daily, each day

el fin de semana weekend

tener una reunión to have an appointment

todos los días every day

Práctica de Vocabulario

Read the vocabulary words out loud. Then, answer the following questions.

1. Which words have you heard before?

2. Which are the three most useful new words?

3. Which are the three words that are the most fun to say?

4. Which word is the most difficult to pronounce?

5. Which word are you most likely to use?

6. Which word are you least likely to use?

7. Which words have written accent marks?

8. Which word with a written accent mark will be the easiest to remember? Why?

9. Which word with a written accent mark will be the most difficult to remember? Why?

10. *Cognates* look the same in two languages. For example, hospital is spelled the same in English and Spanish, but it is pronounced differently. Are there cognates in this list? If so, what are they?

11. A *false friend* is a word that looks the same in two languages, but does not have a similar meaning. For example, the Spanish word embarazada looks like the English word embarrassed, but it means pregnant. Embarrassed in Spanish is avergonzada. Are there false friends in this list? If so, what are they?

12. It is helpful to think of mnemonic devices to remember words. For example, to remember the verb llegar which means to arrive, you can remember “Yeah! They got here!” What mnemonic device can you think of for words in this list?

Definitions. Pick five words and write definitions to describe them.

For example, Bien is the opposite of malo.

1.

2.

3.

4.

5.

Questions. Pick five different words and write questions for your classmates with them.

For example, ¿Te gusta comer tacos?

1.

2.

3.

4.

5.

Working with the vocabulary.

Each person can work alone or in a group.

Cada persona puede trabajar solo o en grupo.

Each project should include, at least, ten of the vocabulary words from the list.

Pick one of the following four activities.

1. Write and sing a song.

2. Write and present a dialogue.

3. Create and present a drawing.

4. Write and read a short story or poem.

Before getting started, it is necessary to read the vocabulary list and to pick a variety of words.

This can be a very useful way to learn and practice new vocabulary words.

I hope that this is a fun and useful experience!

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13.2: The subjunctive

The Subjunctive

What is the subjunctive? The subjunctive is a mood. It tells the listener or reader how the speaker or writer feels about something.

Both English and Spanish have three moods

1. The **indicative** states information or asks questions. Estudiamos español. ¿Estudias mucho?
2. The **imperative**, or commands, to tells others to do something. Estudia tú. Bebe tú agua suficiente. No se preocupen.
3. The **subjunctive** expresses wishing, emotion, doubt, denial, impersonal expressions, negativity, or hoping, when we use ojalá. Quiero que ustedes hagan bien en esta clase. Es importante que hablemos español. Ojalá que todo pase bien.

We will study the subjunctive now.

We use the subjunctive in longer sentences that want to express wishing, emotion, doubt, denial, an impersonal expression, negativity, or hoping with the word ojalá.

In order to use the subjunctive, a sentence must have five parts.

They are:

subject one + verb one + que + subject two + verb two

If the first verb indicates: Wishing, Emotion, Doubt, Denial, Impersonal Expressions, Negativity, o God = Ojalá and there are two different subjects, it is necessary to use the subjunctive in verb two.

Notice how the first verb must indicate WEDDING = wishing, emotion, doubt, denial, impersonal expression, negativity, OR hoping with the word ojalá. For example

Mis padres *quieren* que yo *tenga* mucho éxito. (wishing) *Estamos contentos* que nuestra profesora *hable* español. (emotion) *Dudo* que no *tengamos* tarea esta noche. (doubt) *No creo* que mis padres me *compren* un coche. (denial) *Es bueno* que *practiquemos* español. (impersonal expression) *No estoy seguro* de que *cantemos* en clase. (negativity) *Ojalá* que la profesora nos *traiga* café. (ojalá)

If the sentence does not have a second subject, it is not necessary to conjugate again. With one subject, we only conjugate the first verb and leave the second one as an infinitive.

If the sentence does not have a second subject, it is not necessary to conjugate again. With one subject, we only conjugate the first verb and leave the second one as an infinitive. For example

Quiero correr. I want to run.

Me importa sacar buenas notas. Getting good grades is important to me.

Es bueno estudiar español en la universidad. It is good to study Spanish in college.

Remember, it is necessary to have two different subjects to have to different, conjugated verbs.

The Formation of the Present Subjunctive

There are three steps to conjugate in the present subjunctive.

1. Start with the YO form of the present indicative.
2. Remove the final O.
3. Add the opposite vowel ending.

Remember, this is how we formed usted, ustedes, nosotros, and negative tú commands.

The difference between a command and the subjunctive is that a sentence with the subjunctive is longer and has to have five parts. These five parts are: subject one, verb one, que, subject two, and verb two.

Identify these five parts in the following sentences.

Mis padres quieren que yo estudie en la universidad.

La profesora duda que la clase entienda todas las conjugaciones perfectamente.

Es importante que tú te diviertas en esta clase.

Now, let us look at some examples of verbs conjugated in the present subjunctive.

cantar comer escribir

cante cantemos coma comamos escriba escribamos

cantes cantéis comas comáis escribas escribáis

cante canten coma coman escriba escriban

Remember, we use the subjunctive in verb two IF verb one indicates one element of WEDDING. If verb one does NOT indicate wishing, emotion, doubt, denial, and impersonal expression, negativity, or ojalá, we use the present indicative again. For example

La profesora cree que **somos** inteligentes. verb one = No WEDDING = present indicative

La profesora quiere que la clase **sea** divertida. verb one = wishing = present subjuntive

In the first example, there is no part of the wedding, so we are just stating information and we use the present indicative, like we have always done.

In the second example, the teacher is wishing, so we use the present subjunctive.

Verbs with an Irregular YO Form

It is necessary to remember that we start with the you form of the present indicative. Then, if a verb has an irregular YO form, we are going to use that irregular form.

For example

tener poner hacerse

tenga tengamos ponga pongamos me haga nos hagamos

tengas tengáis pongas pongáis te hagas os hagáis

tenga tengan ponga pongan se haga se hagan

Notice how pronouns are placed before the conjugated verb.

Verbs with a Spelling Change

We have seen that verbs that end in CAR, GAR, or ZAR in the preterite have a spelling change. We will repeat this spelling change in all forms of the present subjunctive

For example

tocar jugar almorzar

toque toquemos juegue juguemos almuerce almorcemos

toques toquéis juegues juguéis almuerces almorcéis

toque toquen juegue jueguen almuerce almuercen

Notice how a verb can have a spelling change and a stem change in the present subjunctive conjugation. Also notice how the stem change does not take place in the nosotros and vosotros forms. The last two verbs above, jugar and almorzar, show this.

Verbs with a Stem-Change

Verbs that have a stem change in the present indicative will have a stem change in the same forms in the present subjunctive or AR and ER verbs. For example

cerrar entender

cierre cerremos entienda entendamos

cierres cerréis entiendas entendáis

cierre cierren entienda entiendan

IR verbs will have this same stem change and an additional one in the nosotros and vosotros forms. For example

preferir dormir pedir

prefiera prefiramos duerma durmamos pida pidamos

prefieras prefiráis duermas durmáis pidas pidáis

prefiera prefieran duerma duerman pida pidan

Irregular Verbs in the Present Subjunctive

There are six verbs that are irregular in the present subjunctive. They are

dar ir ser

dé demos vaya vayamos sea seamos

des deis vayas vayáis seas seáis

dé den vaya vayan sea sean

haber estar saber

haya hayamos esté estemos sepa sepamos

hayas hayáis estés estéis sepas sepáis

haya hayan esté estén sepa sepan

Notice how the first letter of these six verbs spells the word DISHES. Since these verbs do not have a YO form that ends in O, they have an irregular form in the present subjunctive. The word DISHES can make it easier to remember these six irregular verbs.

Where else have we seen the acronym DISHES? Yes, we these six verbs also had irregular forms in usted, ustedes, nosotros, and negative tú commands.

We know enough now to practice conjugating in the subjunctive mood.

Prácticas.

A. Conjugate the following verbs in the present subjunctive.

bailar comer vivir

dar ser irse

B. Complete each sentence by conjugating the verb in parenthesis in the present subjunctive.

1. Es importante que tú (estudiar) _____ este modo.
2. Es bueno que nuestro equipo (ganar) _____.
3. Es necesario que nosotros (ir) _____ a la clase diariamente.
4. Es posible que ella (conjugar) _____el verbo.
5. Es bueno que tú (repasar) _____la tarea.
6. Deseamos que Ud. (tener) _____ éxito.
7. La profesora quiere que el estudiante (responder) _____.
8. La clase quiere que la lección (ser) _____ divertida.
9. Los padres quieren que la universidad no (costar) _____ tanto.

10. Dudo que ustedes no (entender) _____.

11. No es seguro que el perro (dormir) _____.

12. Yo quiero que tú (poder) _____entender esta tarea.

13. Es importante que nosotros (prepararnos) _____ para cada clase.

14. Ojalá que no (nevar) _____ hoy.

15. Ojalá que la profesora (traer) _____los dulces.

C. Music. The songs A Dios Le Pido by Juanes adn Ojalá by Juan Luis Guerra both include the subjunctive. Listen to the two songs. Then, pick one of them. As you listen to it again, write down the verbs that you hear in the subjunctive. You might need to listen to each song several times.

D. What is the subjunctive? What are the five necessary components to use it? Give three examples of sentences with the subjunctive.

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13.3: The subjunctive with verbs that express wishing

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13.4: The subjunctive with verbs that express emotion

The Subjunctive with Verbs that Express Emotion

In this section we are going to learn about verbs that indicate emotion. If verb one indicates emotion and is followed by que and a second subject, the second verb will be conjugated in the subjunctive. For example

Me alegro que *estés* aquí. I am happy that you are here.

Nos frusta que ellos no *lleguen* a tiempo. It frustrates us that they do not arrive on time.

La madre teme que su hija *esté* enferma. The mother is afraid that her daughter is sick.

Many verbs express emotion and some are listed below. Note that some of these verbs are reflexive and require a reflexive pronoun and the preposition DE before the word que.

aburrirse de to get bored

alegrarse de to become happy

asustarse de to become scared

calmarse de to become calm

cansarse de to become tired

divertirse de (e:ie) to enjoy oneself

enfadarse de to become angry

enojarse de to become angry

estar (alegre, triste, cansado, etc.) to be (happy, sad, tired, etc.)

sorprenderse de to become surprised

sentirse de (e:ie) to feel

temer to fear

tener miedo de to be afraid of

There are other verbs that express emotion, but these verbs require an indirect object pronoun because the sentence structure is different in English and Spanish. The person is actually the recipient of the action, and the thing after the verb is the subject. Remember, indirect object pronouns are: me, te, le, nos, os, les. For example

Nos encantan los tacos. We love tacos.

Me molestan las botas nuevas. The new boots bother me.

Remember that the subjunctive occurs in the second verb, if there is a second subject. For example

Nos encanta preparar tacos. We love to prepare tacos.

Nos encanta que nuestra madre *prepare* tacos. We love that our mom prepares tacos.

These verbs are

disgustar to dislike

emocionar to excite

encantar to love a thing

frustrar to frustrate

gustar to like

importar to be important

interesar to interest

molestar to bother

preocupar to worry

Remember the subjunctive occurs in the second verb if the first verb is expresses emotion and is followed by que and a second subject. So, let's practice.

Prácticas.

A. Complete each sentence with the appropriate conjugation of each verb.

1. Nos gusta que el tiempo (cambiar) _____.

2. Me sorprende de que ella (tener) _____ tres informes para escrbir esta semana.

3. Nos frustra que la profesora nunca (cancelar) _____ la clase.

4. Se alegran de que el estudiante nuevo (estudiar) _____ en AU.

5. Te enojas de que tu hermano (romper) _____ tu celular.

6. Temo que la clase no (entender) _____ la gramática.

7. A la profesora le importa que la clase (contestar) _____.

8. Me emociona que mis estudiantes (ir) _____ de España.

9. Nos importa que el examen (ser) _____ justo.

10. A los estudiantes les encanta que la profesora (decir) _____ chistes.

11. Me alegro de que mis amigos (hablar) _____ español.

B. Finish each sentence in a logical manner and with an appropriately conjugated verb.

1. Temo que _____.

2. Nos alegra de que _____.

3. A mis amigos les importa que _____.

4. Te alegras de que _____.

5. Me canso de que _____.

6. Nos encanta que _____.

7. Te encanta _____.

8. A mis amigos les importa _____.

9. A la profesora le molesta que _____.

10. Te asustes de que _____.

11. A los padres les interesa que _____.

C. Read the list below of verbs that express emotion. Then, pick six and write your own sentences. Remember to use the verb of emotion as the first verb. Then, follow it by que, a second subject, and a verb in the subjunctive. For example

Me frustra que no todo el mundo hable español.

alegrarse de divertirse de importar

asustarse de encantar interesar

cansarse de gustar molestar

1.

2.

3.

4.

5.

6.

D. What do all of the verbs in this section have in common? Which are easiest for you to remember? Why? Which are the most difficult? Why?

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13.5: The subjunctive with verbs that express doubt

The Subjunctive with Verbs that Express Doubt

We memorized the word WEDDING to help us remember when to use the subjunctive. The first D of WEDDING is for doubt. We are going to learn some verbs and expressions that indicate doubt. If the first verb is one of these verbos or expressions, we are going to use the subjunctive in the second verb. For example

No creo que la clase de español *sea* aburrida. I don't believe = doubt, so sea is the subjunctive

¿*Crees* que nuestra profesora *hable* cinco idiomas? Do you believe = doubt, so hable is the subjunctive

La profesora *duda* que *vayamos* a Colombia este verano. the teacher doubts so vayamos is the subjunctive

No es seguro que todo el mundo *estudie* suficientemente. It is not sure = doubt, so estudie is the subjunctive

Some verbs and expressions that indicate doubt are:

¿creer? to believe, when used in question

dudar to doubt

negar to deny

no creer to not believe

no parecer to not seem

no pensar to not think

rehusar to refuse

no suponer to not suppose

no estar seguro/a to not be sure

no estar verdad to not be true

no ser cierto to not be sure

no ser evidente to not be evident

no ser obvio to not be obvious

no ser posible it is not possible

posiblemente possibly

poder ser to be possible

quizá/quizás maybe

ser dudoso it is doubtful

ser imposible to be impossible

ser incierto to not be certain

ser posible to be possible

tal vez maybe

There are also expressions that do not indicate or express doubt. Sometimes the use of the word NO, or the lack of it, can change an expression. If the word or expression in verb one does NOT express doubt, it is not necessary to use the present subjunctive. Instead of the present subjunctive in verb two, we use the present indicative. For example

No creo que el programa *sea* interesante. I do not believe = doubt = subjuntivo

Creo que el español *es* muy útil. I believe = no doubt = indicativo

Dudamos que el libro *tenga* otra edición. We doubt = doubt = subjuntivo

No dudamos que el libro *tiene* otra edición. We do not doubt = no doubt = indicative

No es seguro que el cantante *cante* bien. It is not sure = doubt = subjuntivo

Es seguro que el cantante *canta* bien. It is sure = no doubt = indicative

With practice, it is becomes easier to identify these words and expressions and decide if they require the subjunctive or the indicative. So, let's practice.

Prácticas.

A. Complete each sentence with the appropriate form of the verb. Each sentence requires you to choose between the subjunctive or the indicative.

1. No creemos que el presidente (hablar) _____ chino.
2. ¿Crees que el perro (correr) _____ rápidamente?
3. Nuestra profesora duda que nosotros (entender) _____ el subjuntivo.
4. Es cierto que yo siempre (comprar) _____ comida sana.
5. Es cierto que la atleta (practicar) _____ cada día.
6. Puede ser que nosotros (comer) _____una merienda hoy.
7. Quizá los estudiantes (estar) _____ preparados todos los días.
8. La profesora supone que ella (memorizar) _____ la palabra.
9. Los padres no suponen que su hijo (estar) _____ estresado.
10. Puede ser que el subjuntivo (ser) _____ importante y fácil.

B. Complete each sentence in a logical way. Some sentences will require the subjunctive and others will require the indicative.

1. Es posible que yo _____.
2. Es cierto que yo _____.
3. No es cierto que yo _____.
4. Pienso que el español _____.
5. ¿Piensas que la universidad _____?
6. Tal vez mi mejor amigo/a _____.
7. Es evidente que _____.
8. No es evidente que _____.
9. Dudo que hoy _____.
10. No dudo que tú _____.

C. Let's practice writing sentences. Read the verbs below and choose five different ones to use as the first verb in five different sentences.

¿creer? no creer poder ser

dudar no estar seguro ser incierto

negar no ser cierto ser posible

Remember to include the five necessary parts of

suject one verb one que suject two verb two

For example

Yo dudo que la profesora hable chino.

1.
2.
3.
4.
5.
6.

D. What do all of these verbs and expressions have in common? Which are the easiest to remember? Why? Which are the most difficult? Why?

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13.6: The subjunctive with impersonal expressions

The subjunctive and impersonal expressions

Impersonal expressions have two parts. In English we use the verbs to be and an adjective. In Spanish we use the verb es and an adjectiuve. Since many impersonal expressions express an wishing, emotion, doubt or negativity, the second verb will be conjugated in the subjunctive when the impersonal expression is followed by a que and a second subject. For example.

Es bueno que estudiemos español. It is good that we study the subjunctive.

Es importante que practiquemos el subjuntivo. It is important that we practice the subjunctive.

Es necesario que hagamos la tarea. It is necessary that we do the homework.

Es bueno hacer la tarea. It is good to do the homework.

It is important to understand the impersional expressions because their meanings determine if we use the subjunctive, the indicative, or an infinitive. If there is no que and no second subject, we do not need to conjugate again and can use an infinitive. If the impersonal expression expresses wishing, emotion, doubt, or denial, we use the present subjunctive. If an impersonal expression does not express doubt, it is necessary to use the present indicative. For example

Es dudoso que la clase sea aburrrida. It is doubtful that the class is boring. It is doubtful === > present subjunctive

No es dudoso que la profesora es dedicada. It is not doubtful that the teacher is dedicated. It is not doubtful === > present indicative

Es importante estudiar. It is important to study. No que, no second subject === > infinitive

Some common impersonal expressions are

Es agradable que It is nice that

Es bueno que It is good that

Es curioso que It is curious that

Es dudoso que It is doubtful that

Es esencial que It is essential that

Es estupendo que It is great that

Es fantástico que It is fantastic that

Es importante que It is important that

Es increíble que It is incredible that

Es injusto que It is unfair that

Es interesante que It is interesting that

Es justo que It is fair that

Es malo que It is bad that

Es necesario que It is necessary that

Es probable que It is probable that

Es raro que It is strange that

Es recomendable que It is recommended that

Es una lástima que It is a shame that

Es urgente que It is urgent that

Es vergonzoso que It is embarassing that

With practice, impersonal expressions can be fun and useful to use. So, let's practice.

Prácticas.

A. Complete each sentence with the appropriate form of the verb.

1. Es necesario que la clase (practicar) _____ los verbos.
2. Es increíble que Romeo (correr) _____ tan rápidamente.
3. Es fantástico que ustedes (saber) _____el vocabulario.
4. Es importante que yo (estudiar) _____ afuera de la clase.
5. Es importante que tú (cuidarse) _____ .
6. Es posible (comprender) _____ cada tarea.
7. Es raro que los perros no (querer) _____ caminar.
8. Es probable que los buenos estudiantes (memorizar) _____ el vocabulario.
9. Es imposible no (estar) _____ alegre en esta clase.
10. Es bueno que nosotros (hacer) _____la tarea.

B. Complete each sentence in a logical way.

1. Es bueno que yo _____.
2. Es terrible que yo _____.
3. Es probable que mis amigos_____.
4. Es mejor _____.
5. Es necesario _____.
6. Es imposible que tú _____.
7. Es posible que la clase _____.
8. Es necesario que nosotros _____.
9. Es raro que los perros _____.
10. Es fantástico que yo _____.
11. Es agradable que _____.
12. No es justo que la profesora _____.
13. Es justo que _____.
14. Es increíble que _____.
15. Es curioso que _____

C. What is are impersonal expressions? When do we use the subjuntive with them? Share two sentences with an impersonal expression and the subjunctive. Then, share two sentences with an impersonal expression and the indicative. Which was easier to write: the subjunctive or the indicative? Why?

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13.7: The subjunctive with denial and negativity

The subjunctive with denial and negativity

Some verbs and expressions indicate denial or negativity. The word in front of a verb or expression can also express denial or negativity. It is important to read the first part of a sentence to decide if it indicates denial or negativity. It is also a good idea to review some of the verbs and expressions we have already studied to explain other parts of WEDDING. For example

No creo que siempre sea malo usar nuestro teléfono. I do not think it is always bad to use our phone. I do not think === > denial, negativity = present subjunctive

Creo que uses tu teléfono demasiado. I think that you use your phone too much. I think === > no denial, no negativity = present indicative

Dudamos que la profesora cancele clase. We doubt that the teacher cancels class. I doubt ===> doubt = present subjunctive

No dudamos que el subjuntivo es importante. We do not doubt that the subjunctive is important. We do not doubt ===> no doubt = present indicative

No es cierto que sepamos todo. It is not certain that we know everything. It is not certain ===> doubt = present subjunctive

Es cierto que siempre hacemos la tarea. It is certain that we always do our homework.

Some words and expressions that indicate negativity are

¿creer? do you believe

dudar to doubt

Es dudoso It is doubtful

negar to deny

no creer to not believe

no dudar to not doubt

No es cierto It is not certain

No es evidente It is not evident

No es seguro It is not sure

No es verdad It is not true

no parecer que to not seem that

no pensar to not think

no suponer to not suppose that

¿pensar? do you think

With practice, the subjunctive makes a lot of sense and becomes fun to use. So, let's practice.

Prácticas.

A. Complete each sentence with the present subjunctive or the present indicative.

1. Pensamos que la gramática (ser) _____ importante.
2. Mis padres no creen que yo (conducir) _____ rápidamente.
3. ¿Piensa la profesora que nosotros (escuchar) _____ música?
4. Yo pienso que (ser) _____ importante estudiar español.
5. No creemos que la película (ser) _____ interesante.

6. No supones que yo (trabajar) _____ demasiado.

7. Es verdad que nosotros (ser) _____ inteligentes.

8. No es verdad que el libro (ser) _____ aburrido.

9. No es evidente que tú no (entender) _____ la gramática.

10. Es verdad que nosotros (entender) _____ el subjuntivo

B. Complete each sentence in a logical way with the present subjuncitve or the present indicative.

1. Los estudiantes no creen que la clase _____.

2. Es verdad que yo _____.

3. No es seguro que yo _____.

4. Mis padres niegan que yo _____.

5. ¿Es seguro que la universidad _____?

6. Es verdad que mis padres _____.

7. ¿Crees que la profesora _____?

8. Niego que mi mejor amigo/a _____.

9. Dudamos que el mundo _____.

10. No dudamos que el mundo _____.

C. What do all of the verbs and expressions in this section have in common? Which will be easiest to remember? Why? Which will be the most difficult? Why?

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13.8: The subjunctive with ojalá

The subjunctive with ojalá

The word ojalá is an important and interesting part of the Spanish language. The Arabs arrived in Spain in the year 711 and stayed for almost 781 years. One of the influences they left behind are words like ojalá. It originally meant May Allah grant that. Today it is used to express hope and is often translated at I hope that. When a sentence starts with ojalá the subjunctive is always used whether or not a que is included. For example

> Ojalá haga buen tiempo este fin de semana. Ojalá que haga buen tiempo este fin de semana. I hope (that) the weather is nice this weekend.

Practice saying the word ojalá. It is three short syllables that have a fun rhythm. Remember that it is always followed by the subjunctive. So, let's practice.

Práctica.

A. Complete each sentence with the appropriate form of the conjugated verb.

1. Ojalá que yo (hacer) _____ bien en esta tarea.
2. Ojalá que mi mejor amigo y yo (ir) _____ a Target
3. Ojalá la profesora no nos (dar) _____ mucha tarea.
4. Ojalá ustedes (poder) _____ descansar.
5. Ojalá que la profesora no nos (decir) _____ más chistes.
6. Ojalá que usted (encontrar) _____ un buen libro.
7. Ojalá que nosotros (tener) _____ mucho éxito en el próximo examen.
8. Ojalá mi familia (estar) _____ bien.
9. Ojalá que la profesora nos (traer) _____ dulces.
10. Ojalá la universidad (ofrecer) _____ un viaje a un país hispanohablante.

B. Complete each sentence with the subjunctive to share your hopes for yourself and other people.

1. Ojalá _____.
2. Ojalá _____.
3. Ojalá _____.
4. Ojalá que _____.
5. Ojalá que _____.
6. Ojalá que _____.

C. La música. Listen to the song *Ojalá que Lleva Café* by Juan Luis Guerra . What is the message of this song? How do you feel about this message?

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13.9: Para practicar la comunicación DE

De

De es una palabra española importante que significa of or from

Unas expresiones con palabra la de son

de día by day

de noche by night

de hecho in fact

de memoria from memory/by heart

de moda in style

de nuevo again

de repente suddenly

de sobra more than enough

de todos modos in any case/anyway

de vez en cuando from time to time

Unos verbos que usan la preposición de son

acabar de + infinitive to have just done ____

acordarse de to remember

enamorarse de to fall in love with

darse cuenta de to realice

tratar de to try

olvidarse de to forget

Lee las expresiones y contesta las preguntas.

1. ¿Qué significa la palabra española con? ¿Cuál es su antómino?

2. ¿Cuáles son las tres expresiones más útiles para ti? ¿Por qué?

3. ¿Cuál es la expresión más fácil para recordar? ¿Por qué?

4. ¿Cuál es la expresión más difícil para recordar? ¿Por qué?

5. ¿Cuál es la expresión más difícil para decir? ¿Por qué?

6. ¿Cuál es la expresión más divertida para decir?

7. Escribe un diálogo breve que incluye una de estas expresiones.

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CHAPTER OVERVIEW

14: Capítulo Catorce

Learning Objectives

- Learners will be able to use basic vocabulary related to work.
- Learners will be able to identify and use the subjunctive with indefinite antecedents.
- Learners will be able to identify and use the subjunctive with adverbial clauses.
- Learners will be able to identify, conjugate, and use the imperfect subjunctive.
- Learners will be able to identify, conjugate, and use the present perfect subjunctive.
- Learners will be able to identify, conjugate, and use the past perfect subjunctive.
- Learners will be communicate with the Spanish word EN.

14.1: Vocabulario - Work
14.2: The subjunctive with indefinite antecedents
14.3: The subjunctive with adverbial clauses
14.4: The imperfect subjunctive
14.5: The present perfect subjunctive
14.6: The pluperfect subjunctive
14.7: Para practicar la comunicación EN

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14.1: Vocabulario - Work



El Trabajo

sustantivos

el ascensor elevator

los beneficios benefits

la carrera career

la comunicación communication

el correo electrónico e-mail

el día festivo holiday

el documento document

el/la empleado/a employee

el empleo job

la empresa business

el éxito success

la fábrica factory

el/la gerente manager

la habilidad ability

el hospital hospital

las horas hours

la inteligencia artificial artificial intelligence

el/la jefe/a boss

la jubilación retirement

la oficina office

la plataforma de empleo employment platform

el progreso progress

el puesto position

el requisito requirement

los recursos humanos human resources

la reunión meeting

el salario salary

la tienda store

el turno shift

el uniforme uniform

las vacaciones vacation

la videollamada videocall

adjetivos

flexible flexible

paciente patient

puntual punctual

responsable responsable

trabajador/a hard-working

vacante vacant

verbos

contratar to hire

despedir to fire

entrevistar to interview

jubilarse to retire

negociar to negociate

renunciar to quit

trabajar to work

expresiones

la creatividad creativity

el liderazgo leadership

la responsabilidad responsability

la toma de decisiones decision making

trabajo en equipo teamwork

el trabajo remoto remote work

Práctica de Vocabulario

Read the vocabulary words out loud. Then, answer the following questions.

1. Which words have you heard before?

2. Which are the three most useful new words?

3. Which are the three words that are the most fun to say?

4. Which word is the most difficult to pronounce?

5. Which word are you most likely to use?

6. Which word are you least likely to use?

7. Which words have written accent marks?

8. Which word with a written accent mark will be the easiest to remember? Why?

9. Which word with a written accent mark will be the most difficult to remember? Why?

10. *Cognates* look the same in two languages. For example, hospital is spelled the same in English and Spanish, but it is pronounced differently. Are there cognates in this list? If so, what are they?

11. A *false friend* is a word that looks the same in two languages, but does not have a similar meaning. For example, the Spanish word embarazada looks like the English word embarrassed, but it means pregnant. Embarrassed in Spanish is avergonzada. Are there false friends in this list? If so, what are they?

12. It is helpful to think of mnemonic devices to remember words. For example, to remember the verb llegar which means to arrive, you can remember “Yeah! They got here!” What mnemonic device can you think of for words in this list?

Definitions. Pick five words and write definitions to describe them.

For example, Bien is the opposite of malo.

1.

2.

3.

4.

5.

Questions. Pick five different words and write questions for your classmates with them.

For example, ¿Te gusta comer tacos?

1.

2.

3.

4.

5.

Working with the vocabulary.

Each person can work alone or in a group.

Cada persona puede trabajar solo o en grupo.

Each project should include, at least, ten of the vocabulary words from the list.

Pick one of the following four activities.

1. Write and sing a song.

2. Write and present a dialogue.

3. Create and present a drawing.

4. Write and read a short story or poem.

Before getting started, it is necessary to read the vocabulary list and to pick a variety of words.

This can be a very useful way to learn and practice new vocabulary words.

I hope that this is a fun and useful experience!

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14.2: The subjunctive with indefinite antecedents

The subjunctive with indefinite antecedents

Sometimes it is not obvious if a subject exists or not. When this happens, it is called an indefinite antecent and requires the subjunctive. If the subject is obvious, it is a definite antecedent and requires the indicative. For example

> *¿Hay* alguien que pueda conjugar todos los verbos? Is there anyone who can conjugate all of the verbs? We do not know if this person exists === > use the subjunctive
>
> *Hay muchos estudiantes* que *entienden* todos los verbos. There are students who understand the verbs. There are, we know this person exists === > use the indicative
>
> *Queremos* una profesora que *cancele* la clase. We want a teacher who cancels class. We want but do not have ===> use the subjunctive
>
> *Tenemos* una profesora que *es* divertida. We have at teacher who is fun. We have, she is definite === > use teh indicative

Some verbs that indicate an indefinite subject are

> buscar to look for
>
> ¿Hay? Is/are there?
>
> no hay There are none
>
> necesitar to need
>
> querer to want

Some verbs that indicate definite subjects are

> hay there is/are
>
> tener to have

In some ways, this is a brief review of everything we have learned about the subjunctive. The subjunctive indicates Wishing, Emotion, Doubt, Denial, Impersonal Expressions, and God/Allah/a Higher Power = Ojalá. An indefinite antecedent can be a part of these things. On the other hand, a definite antecedent or subject is something definite and is not part of the WEDDING.

So, let's practice!

Prácticas.

> A. Complete each sentence with the appropriate form of the verb.
>
> 1. Quiero tener una profesora que (poder) _____ cantar bien.
> 2. Tengo unos estudiantes que (ser) _____ muy inteligentes.
> 3. Hay estudiantes que (trabajar) _____ mucho en esta clase.
> 4. ¿Hay profesores que (ser) _____ más locos que Hatcher?
> 5. Ahora buscamos un app que nos (ayudar) _____ más que Duolingo, Conjuguemos, y Quizlet.
> 6. Tenemos un libro que no (costar) _____ nada.
> 7. Necesitamos una computadora que (poder) _____ incluir los acentos ortográficos.
> 8. Necesitamos un trabajo que no (demandar) _____ tantas horas.
> 9. No hay nadie en esta clase que (ser) _____ perezoso
> 10. ¿Hay estudiantes que no (hacer) _____ la tarea?
> 11. Hay muchos estudiantes que (esperar) _____ para comprar café.
> 12. Buscamos a una persona que (ser) _____ más loca que nuestra profesora.

B. Complete each sentence in a logical way.

1. Yo busco una clase que _____.
2. Yo tengo una clase que _____.
3. En esta universidad hay _____._____.
4. ¿Hay alguien en la universidad que _____?
5. No conocemos a nadie que _____.
6. Tengo una clase que _____.
7. Buscamos una clase que _____.
8. Necesito un trabajo que _____.

C. What is an indefinite antecedent? What is a definite antecedent? Which requires the subjunctive? Why? Give an example of a sentence with an indefinite and a definite antecedent.

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14.3: The subjunctive with adverbial clauses

The subjunctive with adverbial clauses

Sometimes it is necessary to use the subjunctive with adverbial clauses. An adverbial clause is a group of words that modify a clause. An adverbial clause can answer the quetions when, where, why, how, or under what circumstances.

Some adverbial clauses indicate doubt and will require the subjunctive. Others indicate certainty, or lack of doubt, and require the indicative. And, still, other adverbial clauses depend on the speaker's or writer's point of view and can use the subjunctive or the indicative. Let's look at these adverbial clauses and their use of the subjunctive or indicative now.

An adverbial clause describes a verb, an adjective, or an adverb. It is a group of words that functions as an adverb. It is a clause that describes, but it cannot be a complete sentence without another clause, even though it contains a subject and an adverb. Some adverbial clauses depend on another clause to occur. Others describe actions as factual events. We will learn about clauses that depend on other actions and those that express definite facts.

The following adverbial clauses depend on other actions and require the subjunctive.

en caso de que in case

siempre y cuando provided that

con tal de que so that, as long as

a menos que unless

para que so that

antes de que before

mientras que while

a fin de que so that

sin que without

Note how the first letter of each of the above adverbial clauses spells ESCAPA MAS....This can help us to remember these expressions.

Some examples with these adverbial clauses are

Iré al supermercado con tal de que tú vayas conmigo. I will go to the supermarket as long as you go with me. con tal de que means you might or might not go === > doubt = subjunctive

Estudian en caso de que haya una prueba de sorpresa. They study in case there is a surprise quiz. en caso de que means it might or might not happen ===> doubt = subjunctive

Some adverbial clauses indicate facts or a lack of doubt and require the subjunctive.

porque because

puesto que since

ya que since

Since there are only three of these adverbial clauses it is easy to remember them....or we can remember the letters PPY. Some examples with these adverbial clauses are

Iré al supermercado puesto que está en el camino a mi casa. I will go to the supermarket since it is on my way home. I have walked by there before ===> no doubt, certainty = indicative

Los estudiantes estudian porque tienen un examen. The students study because they have an exam. the test is sure thing ===> no doubt, certainty = indicative

Some clauses depend on other actions and can require the subjunctive if the action is doubtful or can require the indicative if the action is certain. These expressions are

aunque although

aunque although

como as, however

cuando when

después de que after

donde where

en cuanto as soon as

hasta que until

tan pronto como as soon as

Some examples are:

Comeremos cuando mi hermano *llegue.* The exact arrive is doubtful, it might depend on something like traffice ===> subjunctive

Comeremos cuando mi hermano *llega.* My brother always arrives at the same time, there is no doubt when we will arrive ===> indicative

Voy a comprar un café aunque *es* costoso. We know this coffee is expensive, there is no doubt ===> indicative

Quiero comprar un café aunque *sea* costoso. The price is not certain, there is doubt ===> subjunctive

Note how the speaker or writer of the sentences with these adverbial clauses gets to decide if the action is doubtful or certain and will use the subjunctive or indicative to share his/her thoughts.

As always, the subjunctive requires five parts: subject one, verb one, que subject two, verb two.

If the sentence does not have a second subject, we use the infinitive or unconjugated verb. For example

La profesora repasa *para que* los estudiantes *tengan* éxito. Two subjects plus doubt ===> subjunctive

La estudiante repasa *para tener* éxito. One subject, no que ===> infinitive

With practice, adverbial clauses can help us add important information to sentences. So, let's practice.

Prácticas.

A. Complete each sentence with the subjunctive or the indicative. Remember that adverbial clauses can indicate doubt or certainty.

1. Los estudiantes hacen la tarea porque ellos _____ (querer) buenas notas.

2. Los estudiantes hacen la tarea antes de que _____ (empezar) a trabajar.

3. Nosotros planeamos descansar cuando la clase _____ (terminar) el 9 de diciembre. *Es un día específico.*

4. Yo voy de compras cuando _____ (recibir) el dinero de su amigo. *Es un amigo muy responsable con su dinero.*

5. Voy a correr con tal de que tú_____ (correr) conmigo. *Y, no te gusta correr.*

6. El estudiante va a la clase porque la clase (tener) _____ un examen hoy.

7. Iremos al supermercado con tal de que tú (ir) _____ conmigo.

8. Comeré cuando tú (llegar) _____. *Siempre llegas al mismo tiempo.*

9. Los perros comen cuando yo les (dar) _____ de comida. *El tiempo nunca cambia porque soy muy responsable.*

10. Beberé el té ya que mi madre siempre lo (preparar) _____ cada noche a las ocho.

11. Estudiaremos para (tener) _____ éxito.

12. Trabajamos para (recibir) _____ dinero.

B. Read the adverbial clauses below. Then, write five sentences with five different adverbial clauses. Remember that not all adverbial clauses require the subjunctive.

a menos que para que

antes de que porque

con tal de que sin que

cuando tan pronto como

después de que ya que

en cuanto

1.

2.

3.

4.

5.

C. What is an adverbial clauses? Why are they separated into three groups in this section? Write an example with an adverbial clause from each section.

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14.4: The imperfect subjunctive

The Imperfect Subjunctive

So far we have used the present subjunctive. This is because our first verb has been in the present tense. For example

Yo quiero que ustedes aprendan. I want you all to learn.

Es importante que los estudiantes hablen. It is important that the students talk.

Ojalá que sea una clase divertida. I hope it is a fun class.

Sometimes the first verb will be in a past tense. If the first verb in is a past tense and we need to use the subjunctive, then the second verb will need to be a past tense in teh subjunctive. This past subjunctive tense is called the imperfect subjunctive. For example

Mis padres querían que yo asistiera la universidad. My parents wanted me to attend college.

Era bueno que tomáramos esta clase de español. It was good that we take this Spanish class.

Dudábamos que la profesora cancelara nuestra clase. We doubted that the professor cancel our class.

Note how the first verb in these sentences is conjugated in the imperfect, a past tense, so the second verb needs to be conjugated in a past tense. If the second verb needs to be conjugated in the subjunctive, we use the imperfect subjunctive.

So, let's learn to conjugate in the imperfect subjunctive.

There are three steps to conjugate in the imperfect subjunctive.

1. Start with the third person plural of the preterite.
2. Remove the -RON
3. Add one of the following endings

ra áramos

ras rais

ra ran

The following table might be helpful.

subject pronoun	imperfect subjunctive ending	conjugación del verbo "hablar"	conjugación del verbo "comer"	conjugación del verbo "escribir"
yo	-a	hablara	comiera	escribiera
tú	-as	hablaras	comieras	escribieras
él, ella, Ud.	-a	hablara	comiera	escribiera
nosotros, nosotras	-amos	habláramos	comiéramos	escribiéramos
vosotros, vosotras	-ais	hablarais	comierais	escribierais
ellos, ellas, Uds.	-an	hablaran	comieran	escribieran

If a verb has an irregular preterite conjugation, we need to use that irregular form. For example

subject pronoun	conjugación del verbo "hacer"	conjugación del verbo "estar"	conjugación del verbo "decir"
yo	hiciera	estuviera	dijera
tú	hicieras	estuvieras	dijeras
él, ella, Ud.	hiciera	estuviera	dijera
nosotros, nosotras	hiciéramos	estuviéramos	dijéramos
vosotros, vosotras	hicierais	estuvierais	dijerais
ellos, ellas, Uds.	hicieran	estuvieran	dijeran

Observaciones

Note that the verbs that end in -CIR do not have an i after the j.

It is also necessary to remember that the -IR stem-changing verbs have a stem change in the preterite so they will have a stem-change in the imperfect subjunctive.

subject pronoun	Conjugación del verbo "preferir"	Conjugación del verbo "dormir"	Conjugación del verbo "pedir"
yo	prefiriera	durmiera	pidiera
tú	prefirieras	durmieras	pidieras
él, ella, Ud.	prefiriera	durmiera	pidiera
nosotros, nosotras	prefiriéramos	durmiéramos	pidiéramos
vosotros, vosotras	prefirierais	durmierais	pidierais
ellos, ellas, Uds.	prefirieran	durmieran	pidieran

There is a second form of the imperfect subjunctive, but the majority of Spanish-speakers use the -ra endings that we have already learned. This second ending uses the letters se instead of ra. If you read an old book or travel to Spain, you might see or hear this form. So, it is important to know that it exists. Some examples are

subject pronoun	SE imperfect subjunctive endings	Conjugación del verbo "hablar"	Conjugación del verbo "comer"	Conjugación del verbo "escribir"
yo	-se	hablase	comiese	escribiese
tú	-ses	hablases	comieses	escribieses
él, ella, Ud.	-se	hablase	comiese	escribiese
nosotros, nosotras	-semos	hablásemos	comiésemos	escribiéramos
vosotros, vosotras	-seis	hablaseis	comieseis	escribieseis
ellos, ellas, Uds.	-sen	hablasen	comiesen	escribiesen

It is good to be familiar with this form of the imperfect subjunctive, but we are going to practice the ra forms.

Prácticas.

A. Choose the present subjunctive or the imperfect subjunctive to complete each sentence. Remember to look at the first verb to determine the conjugation of the second.

1. Era importante que yo (estudie/estudiara) la gramática.
2. El autor no pensaba que la palabra (exista/existiera).
3. Es bueno que ustedes (estudien/estudiaran) los verbos.
4. Quiero que mis estudiantes (sean/fueran) felices.
5. La clase quería que la profesora (explique/explicara) la gramática.
6. Dudo que todo el mundo siempre (se prepare/se preparara).
7. ¿Creías que el programa (sea/fuera) interesante?
8. ¿Crees que (sea/fuera) importante leer libros para divertirse?
9. Era bueno que (tengamos/tuviéramos) más prácticas.
10. Es bueno que (estudiemos/estudiáramos) el subjuntivo.
11. La profesora quiere que sus estudiantes (hacen/hicieran) bien.
12. Yo quería que mis amigos (tienen/tuvieran) mucho éxito.

B. Conjugate the verbs listed below in the imperfect subjunctive.

nadar entender recibir

ser ir poder

C. Complete each sentence with the imperfect subjunctive.

1. Mis padres sugerían que yo (asistir) _____ a AU.
2. Era necesario que yo (pensar) _____en mis planes.
3. Era importante que mis amigos (celebrar) _____ conmigo.
4. Dudaba que nuestra profesora (ser) _____ antipática.
5. Me alegraba que los estudiantes (hablar) _____.
6. No creíamos que el equipo (ganar) _____ el partido.
7. No era seguro que el estudiante (tener) _____ su libro.
8. No creíamos que nuestra profesora (correr) _____ el Maratón de Boston.
9. Mis amigos preferían que yo no (cantar) _____.
10. No era cierto que el estudiante (llegar) _____ a clase.

D. Complete the sentences in a logical way with an appropriate form of the imperfect subjunctive.

1. Era dudoso que la cafetería _____.
3. Mi abuela quería que yo _____.
4. No era seguro que yo _____ .
5. Yo esperaba que la profesora _____.
6. La profesora demandó que sus estudiantes _____.
7. El jefe negó que el empleado _____.
8. Yo esperaba que mis amigos _____.
9. Nosotros deseábamos que la profesora _____.
10. La profesora prohibía que nosotros _____.

E. What is the imperfect subjunctive? When do we use it? Give an example. Is it easier or more difficult than the present subjunctive? Why?

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14.5: The present perfect subjunctive

The present perfect subjunctive

We have learned the present and imperfect subjunctives, and the present, past, future, and conditional perfects. There are perfect forms in the subjunctive, too. In this section we are going to learn the present perfect subjunctive. For example

Present subjunctive Nuestra profesora quiere que tengamos éxito. Our teacher wants us to **be** successful.

Imperfect subjunctive Nuestra profesora quería que tuviéramos éxito. Our teacher wanted us to **be** successful.

Present perfect subjunctive Nuestra profesora quería que hayamos tenido éxito. Our teacher wants us to **have been** successful.

The present perfect subjunctive consists of the present subjunctive of the verb haber and the past participle. As in other perfect tenses, the verb haber indicates the subject and the past participle indicates tha action. For example

subject pronoun	Conjugation of "hablar"	Conjugation of "comer"	Conjugation of "vivir"
yo	haya hablado	haya comido	haya vivido
tú	hayas hablado	hayas comido	hayas vivido
él, ella, usted	haya hablado	haya comido	haya vivido
nosotros, nosotras	hayamos hablado	hayamos comido	hayamos vivido
vosotros, vosotras	hayáis hablado	hayáis comido	hayáis vivido
ellos, ellas, ustedes	hayan hablado	hayan comido	hayan vivido

The present perfect subjunctive requires two parts, like other perfect tenses. Haber is translated as have or has.

The verbs that have irregular past participles in the present, past, future and conditional perfect tenses also have the same irregular past participle forms. These verbs are

abrir abierto opened

cubrir cubierto covered

decir dicho said

describir descrito described

descubrir descubierto discovered

escribir escrito written

hacer hecho done

morir muerto died

poner puesto put, placed

resolver resuelto resolved

romper roto broken

ver visto seen

volver vuelto returned

Read through these irregular past participles. Saying these irregular forms can help you remember them.

Verbs that end in a vowel and then an -ER or -IR require a written accent mark. For example

caer caído fallen

creer creído believed

leer leído read

oír oído heard

reír reído laughed

sonreír sonreído smiled

traer traído brought

This accent mark is necessary to make sure that the I is pronounced and does not blend into the strong vowel in front of it. Say each of these past participles and listen for the I.

Like the present subjunctive, the first part of a sentence with *the present perfect subjunctive* occurs in the present and contains a subject and a verb that indicates actions of desire, emotion, doubt, negation, an impersonal expression, negativity, or the word "ojalá" (I wish).

Quiero que mis estudiantes hayan memorizado el vocabulario. I want my students **to have memorized** the vocabulary.

Es malo que el vaso haya roto. It is bad that the glass has **broken** .

Ojalá que los estudiantes hayan ganado la beca. I hope the students **have won** the scholarship.

Remember that it is necessary to have two different subjects and the word *"que"* to conjugate the second verb.

Es importante que estudiemos la gramática. It is important that **we study** grammar.

Es importante que hayamos estudiado la gramática. It is important that **we have studied** grammar.

Es importante estudiar la gramática. It is important to **study** grammar.

With practice, the present perfect subjunctive can be easy to understand and use. So, let's practice.

Prácticas.

A. Complete each sentence with the present perfect subjunctive or an infinitive.

1. Es bueno que tú (cantar) _____.
2. Quiero que ustedes (usar) _____ la gramática.
3. Esperamos que la profesora (ser) _____ justa.
4. La profesora duda que yo (hacer) _____ la tarea.
5. No creemos que la profesora (cancelar) _____ nuestra clase.
6. Es bueno (escribir) _____ apuntes.
7. Es importante que todo el mundo (leer) _____ más.
8. Es necesario que los estudiantes (llegar) _____ a tiempo.
9. ¿Crees que (ser) _____bueno trabajar durante la universidad?
10. Nos gusta (estudiar) _____.
11. Es posible que ella no (hacer) _____ la tarea.
12. Es bueno que ustedes (repasar) _____ la gramática.
13. Mis padres quieren que yo no (llegar) _____ tarde.
14. Espero que el restaurante (abrir) _____ de nuevo.
15. Queremos (entender) _____ toda la gramática en la clase.

B. Translate each sentence. It is necessary to use *the present perfect subjunctive*.

1. I want that my students have learned to conjugate.

2. It's good that we have learned Spanish.

3. We hope that the homework has been completed.

4. It's important that the students have done the homework.

5. I doubt that you have slept enough.

6. Do you believe that we have learned the grammar.?

7. It's sad that the plant has died.

8. It's necessary that they have gone to class.

9. The city prohibits that we have parked there.

10. It's fun that we have answered the questions.

C. Complete each sentence in a logical way. Be sure to use the present perfect subjunctive.

1. Yo quiero que la profesora _____.

2. Es importante que nosotros _____.

3. Espero que mis amigos _____.

4. ¿Crees que la unversidad _____?

5. La profesora duda que nosostros _____.

6. No pienso que el estacionamiento _____.

7. Es bueno que la clase _____.

8. No es posible que la clase_____.

9. Es necesario que yo _____.

10.La profesora sugiere que nosotros_____.

D. What is the present perfect subjunctive? How many parts does it have? How is is different from the present subjunctive? Give three examples of sentences with the present perfect subjunctive.

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14.6: The pluperfect subjunctive

The past perfect subjunctive

The past perfect subjunctive, or the pluscuamperfecto del subjuntivo is another subjunctive form that has two parts. It is like the present perfect subjunctive because is has two parts: a conjugated form of haber and a past participle. The past perfect subjunctive is called the past perfect subjunctive because haber is conjugated in the past subjunctive. For example

> **The present subjunctive** Nuestra profesora quiere que **tengamos** éxito. Our teacher wants us to be successful.
>
> **The imperfect subjunctive** Nuestra profesora quería que **tuviéramos** éxito. Our teacher wanted us to be successful.
>
> **The present perfect subjunctive** Nuestra profesora quiere que **hayamos tenido** éxito. Our teacher wants us to have been successful.
>
> **The past perfect subjunctive** Nuestra profesora quería que **hubiéramos tenido** éxito. Our teacher wanted us that we had been successful.

The first part of the past perfect of the subjunctive is the verb haber conjugagted in the imperfect subjunctive. As we have seen in the other perfect tenses, the verb haber indicates the subject and the past participle indicates the action. It is good that we already know the regular, irregular, and accented past participles. Some examples of the past perfect subjunctive are

subjeto	conjugation of "hablar"	conjugación of "comer"	conjugación of "vivir"
yo	hubiera hablado	hubiera comido	hubiera vivido
tú	hubieras hablado	hubieras comido	hubieras vivido
él, ella, usted	hubiera hablado	hubiera comido	hubiera vivido
nosotros, nosotras	hubiéramos hablado	hubiéramos comido	hubiéramos vivido
vosotros, vosotras	hubieráis hablado	hubieráis comido	hubieráis vivido
ellos, ellas, ustedes	hubieran hablado	hubieran comido	hubieran vivido

Haber is translated as had.

Note that the E in the nosotros/nosotras form requires a written accent mark.

This is a past subjunctive form because the first verb is in the past and indicates wishing, emotion, doubt, denial, an impersonal expression, negativity, or ojalá. For example

> Yo **quería** que mis estudiantes **hubieran memorizado** el vocabulario. I wanted that my students had memorized the vocabulary.
>
> **Nos dio tristeza** que el vaso **se hubiera roto.** It made us sad that the glass had broken.
>
> **Ojalá** que los estudiantes **hubieran ganado** la beca. I wish they had won the scholarship.Ahora es tiempo para practicar *el pluscuamperfecto del subjuntivo*.

We have learned a lot about the subjunctive and its various forms. Let us practice this last form of the subjunctive.

Prácticas,

A. Complete each sentence with the present perfect subjunctive or an infinitive.

1. Era bueno que tú (cantar) _____.
2. Quería que ustedes (usar) _____ la gramática.
3. Esperábamos que la profesora (ser) _____ justa.
4. La profesora dudaba que yo (hacer) _____ la tarea.

5. No creíamos que la profesora (cancelar) _____ nuestra clase.

6. Era bueno (escribir) _____ apuntes.

7. Era importante que todo el mundo (leer) _____ más.

8. Era necesario que los estudiantes (llegar) _____ a tiempo.

9. ¿Creías que (ser) _____bueno trabajar durante la universidad?

10. Nos gustaba (estudiar) _____.

11. Era posible que ella no (hacer) _____ la tarea.

12. Era bueno que ustedes (repasar) _____ la gramática.

13. Mis padres querían que yo no (llegar) _____ tarde.

14. Esperaba que el restaurante (abrir) _____ de nuevo.

15. Queríamos (entender) _____ toda la gramática en la clase.

B. Translate each sentence. It is necessary to use *the present perfect subjunctive*.

1. I wanted that my students had learned to conjugate.

2. It was good that we had learned Spanish.

3. We hoped that the homework had been completed.

4. It was important that the students had done the homework.

5. I doubted that you had slept enough.

6. Did you believe that we had learned the grammar.?

7. It was sad that the plant had died.

8. It was necessary that they had gone to class.

9. The city prohibited that we had parked there.

10. It was fun that we had answered the questions.

C. Complete each sentence in a logical way. Be sure to use the pluscuamperfecto del subjuntivo.

1. Yo quería que la profesora _____.

2. Era importante que nosotros _____.

3. Esperaba que mis amigos _____.

4. ¿Creías que la unversidad _____?

5. La profesora dudaba que nosostros _____.

6. No pensaba que el estacionamiento _____.

7. Era bueno que la clase _____.

8. No era posible que la clase_____.

9. Era necesario que yo _____.

10.La profesora sugería que nosotros_____.

D. What is the pluscuamperfecto del subjuntivo? How many parts does it have? How is is different from the present perfect subjunctive? Give three examples of sentences with the pluscuamperfecto del subjunctive.

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14.7: Para practicar la comunicación EN

En

En es una palabra española importante que significa in.

Unas expresiones con la palabra en son

de vez en cuando from time to time

en broma as a joke

en busca de in search of

en cambio on the other hand

en casa at home

en cuanto as soon as

en cuanto a with regards to

en general in general

en la actualidad currently/nowadays

en particular particularly

en punto exactly (with time)

en realidad actually

en seguida right away

en serio seriously

en todas partes everywhere

en total altogether

en vez de instead of

en vivo live

en voz alta/baja out loud/in a low voice

Unos verbos que usan la palabra en son

confiar en to confide in

convertirse en to turn into

especializarse en to specialize in

fijarse en to pay attention to

insistir en to insist on

pensar en to think about

quedar en to agree to

Lee las expresiones y contesta las preguntas.

1. ¿Qué significa la palabra española en?

2. ¿Cuáles es la expresión más útil para ti? ¿Por qué?

3. ¿Cuál es la expresión más fácil para recordar? ¿Por qué?

4. ¿Cuál es la expresión más difícil para recordar? ¿Por qué?

5. ¿Cuál es la expresión más difícil para decir? ¿Por qué?

6. ¿Cuál es la expresión más divertida para decir?

7. Escribe un diálogo breve que incluye una de estas expresiones.

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CHAPTER OVERVIEW

15: Capítulo Quince

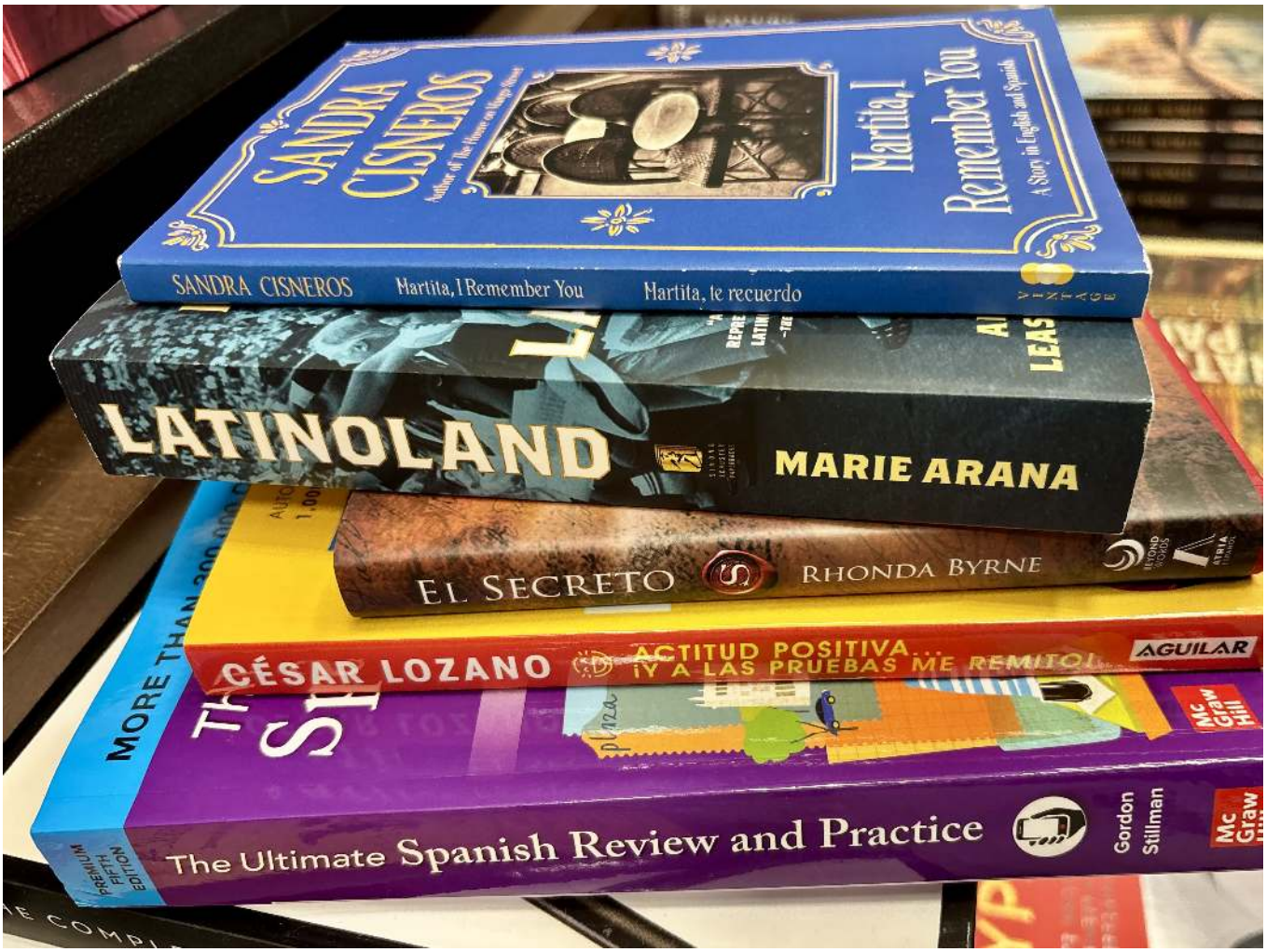
Learning Objectives

- Learners will learn to create their own vocabulary lists.
- Learners will learn where to find and be able to discuss current events in Spanish-speaking countries.
- Learners will be compare and contrasts cognates in English and Spanish.
- Learners will learn to find music in new languages.
- Learners will review the verb tenses in Ahora Empezamos.
- Learners will learn about handicrafts in Spanish-speaking countries.

15.1: Vocabulario
15.2: Current events
15.3: Cognates
15.4: Music in other languages
15.5: Unas palabras árabes
15.6: Artesanías
15.7: La gente

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15.1: Vocabulario



Mi Lista de Vocabulario

This activity is YOUR opportunity to learn vocabulary that you want to learn. Find and use a reference guide to create your own vocabulary list. There are many great and acceptable resources you can use such as on-line materials and guides, a Spanish textbook, a Spanish thesaurus, and/or a Spanish dictionary. Which do you prefer and which works best for you? Maybe you want to mix it up and use a variety of resources.

Then, choose twenty words YOU want to learn. Be honest with yourself and think about the words you want to know and use in Spanish. Write each word in English and Spanish. Then, complete the sentences at the end.

español inglés

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

I picked these words because

I will continue to learn Spanish by

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15.2: Current events

A current event

It is important to learn and know about the world that surrounds us and there are several ways to do so. For this assignment, you are going to learn about a current event in a Spanish-speaking place. First, find an article. Read and think about the information. Then, fill out the sheet and prepare to share what you learned with the class.

Title of the article _____

Resource for the article _____

Basic information: Who? What? When? Where? Why?

Personal interest: Why did you choose this article?

Personal reflection. In a respectful way, write how you personally feel about this event and why you feel this way.

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15.3: Cognates

Cognates

Cognates are words that look and sound alike in two languages. Many times cognates have a common origin. Below are some cognates in Spanish and English.

la actividad activity

el/la animal animal

el aire air

la bicicleta bicycle

la biografía biography

la blusa blouse

el cable cable

el capitán captain

chocolate chocolate

la clase class

el concierto concert

curioso/a curious

diferente different

el elefante elephant

enorme enormous

la familia family

finalmente finally

el grupo group

la historia history, story

el hospital hospital

el hotel hotel

la idea idea

importante important

el insecto insect

mucho much, a lot

la necesidad necessity

normal normal

la opinión opinión

original original

perfecto perfect

personal personal

la región región

el restaurante restaurant

similar similar

el tomate tomato

el uniforme uniform

la vitamina vitamin

Which cognates did you already know?

Which cognates are the most fun to say?

Which cognates are the most useful for you?

What are some other cognates that you know?

Why is it important to study cognates?

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15.4: Music in other languages

More than bilingual

Learning languages is such a useful skill. Why stop with learning a second language?

There are so many fun ways to continue your language learning journey. One way to learn language is with music. The songs listed below are in languages other than English and Spanish. Listen to them.

Volare by Domencio Modugno

Con Te Partiró by Andrea Bocelli

Arc-en-ciel by Polo & Pan

A Banda by Chico Buarque

Ou Est Ma Tete by Pink Martini

Águas de Marco by Elis Regina and Jobim

Sará Perché Ti Amo by Mara Oxum

Sukiyaki by Kyu Sakamoto

Chegaste by Roberto Carlos and Jennifer Lopez

Estou Aqui by Shakira

Which was your favorite? Why?

What did you understand?

Where can you find more information about them?

Where can you find other songs in other languages?

What other language would you like to learn? Why?

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15.6: Artesanías

La Artesanía

Artesanía is the Spanish word for handicraft. Artesanías are made by hand and embedded with a great deal of meaning and importance. They can teach a lot about the people who make them and their history, culture, beliefs, and traditions. Artesanías are made with local materials and selling them can have a positive impact on a local economy.

Read the list of artesanías below. Which is an artesanía you want to learn more about? Which can you make? Do you have one of them? Which would you most want to have and why?

name of artesanía country short description

molas Panamá layered, hand-sewn fabrics

plata Taxco, México one of the best places to buy handmade silver jewelry

árbol de vida Metepec, México decorations with colorful floral shapes and birds

alebrijes Oaxaca, México multicolored figures

barro negro Oaxaca, México black clay pottery with a shiny finish

muñeca quitapena Guatemala worry dolls

talavera Puebla, México pottery with intricate designs and vibrant colors

espadrilles Northern Spain footwear with a fabric top and jute soles

castanets Southern Spain small, handheld percussion instrument

papel picado México ornamental paper decoration

moai statue Easter Island, Chile stone figurine

alpaca clothing Perú wool clothing

vejigante Puerto Rico masks that represent playful, little devils

maraca Caribbean rattle-shaped percussion instrument

bombilla Uruguay leather drinking pouch

barrilete gigante Guatemala giant kite

carreta Costa Rica oxcarts

amate bark painting México tree bark paintings

azabache Venezuela jet beaded jewelry

wayuu mochila Colombia handmade textile bags

gorro tejido Bolivia woven hat

hamaca Nicaragua coloful handwoven hammock

mochila arhuaca Colombia decorated bag

Do you have any of these artesanías? If so, which one/s? What is the story behind it?

Which is an artesanía you want to learn more about?

Have you ever made an artesanía?

Which of the artesanías on this list would you like to make?

Which would you most want to have? Why?

Prepare a short explanation about one of these artesanías to share with the class.

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15.7: La gente

La Gente

Una manera informativa y divertida de aprender sobre una cultura es conocer a su gente. Para esta tarea, piensa en los países donde se habla español. Luego, elige un país sobre el cual desees aprender más. Investiga y elabora una lista de personas destacadas de ese país. Revisa tu lista y selecciona a una persona para investigar. Prepara una presentación corta o un letrero para compartir con la clase. Hay una lista de algunas figuras influyentes para ayudarte a comenzar.

Argentina: Evita Perón, Lionel Messi, Che Guevara, Pope Francis, Jorge Luis Borges, Diego Maradona, José de San Martín,Juan Perón, Las Madres de la Plaza de Mayo

Bolivia: Evo Morales, Jaime Escalante, Luzmila Carpio, Raquel Welch, Adela Zamudio, Miguel Terceros

Chile: Isabel Allende, Pablo Neruda, Michelle Bachelet, Mon Laferte, Pedro Pascal, Gabriela Mistral, Violeta Parra, Salvador Allende, Augusto Pinochet

Colombia: Shakira, Karol G., Sofia Vergara, Maluma, Juanes, Gabriela García Márquez, Fernando Botero, J Balvin, Simón Bolívar

Costa Rica: Chavela Vargas, Franklin Chang Díaz, Óscar Arias Sánchez, Laura Chinchilla, Harry Shum Jr.

Cuba: Desi Arnaz, Gloria Estefán, Camila Cabellos, Alejo Carpentier, Celia Cruz, Andy García, Fidel Castro, José Martí, José Canseco, Eva Mendes

Ecuador: Oswaldo Guayasamín, Julio Jaramillo, Mike Judge, Christina Aguilera, Jefferson Pérez, Rosalía Arteaga

El Salvador: Óscar Romero, Jorge “Mágico” González, Nayib Bukele, José Matías Delgado, Roque Dalton,

España: Pablo Picasso, Salvador Dalí, Penélope Cruz, Antonio Banderas, Javier Bardem, Miguel de Cervantes, Antoni Gaudí, Antonio Banderas, Rosalía, Julio Iglesias, Enrique Iglesias,

Guatemala: Rigoberta Menchú, Ricardo Arjona, Miguel Ángel Asturias, Oscar Isaac, Luis von Ahn, Carlos Ruiz

Guinea Ecuatorial: Teodoro Obiang Nguema Mbasogo, Francisco Macías Nguema, Hijas del Sol, Andrés Esono Ondo, Genoveva Nchama Ondó

Honduras: Carlos Mencia, América Ferrera, Carlos Pavón, José Zúñiga, Oscar Rodríguez Maradiaga, Miguel Ángel Ruiz Matute

La República Dominicana:Julia Álvarez, Romeo Santos, Oscar de la Renta, Juan Luis Guerra, Zoe Saldaña, Cardi B, David Ortiz, Sammy Sosa, Rafael Trujillo

México: Octavio Paz, Frida Kahlo, Diego Rivera, Pancho Villa, Emiliano Zapata, Guillermo del Toro, Salma Hayek, Sor Juana Inés de la Cruz, Cantinflas, Thalía, Luis Miguel, Yuri, Benito Juárez, Porfirio Díaz, Jorge Ramos, Roberto Gómez Bolaños

Nicaragua: Rubén Darío, Gioconda Bellí, Ernesto Cardenal, Román “Chocolatito” González, Luis Enrique, Bianca Jagger, José “Chepito” Areas, Violeta Chamorro, Augustino César Sandino, Carlos Pellas Chamorro

Panamá: Rubén Blades, Mariano Rivera, Roberto Durán, Erika Ender, Los Rabanes, Danilo Pérez, El General, Jordana Brewster, Manuel Noriega, Mireya Moscoso, Omar Torrijos

Paraguay: Miguel Almirón, Roque Santa Cruz, Berta Rojas, José Gaspar Rodríquez de Francia, Luis Alberto del Paraná, Alfredo Stroessner, Agustín Barrios Mangoré

Perú: Mario Vargas Llosa, Gastón Acurio, Yma Súmac, Martín Chambi, Susana Baca, Teófilo Cubillos, Carlos Noriega, Pamela Silva Conde

Puerto Rico: Ricky Martin, Bad Bunny, Jennifer López, Lin-Manuel Miranda, Roberto Clemente, Félix “Tito” Trinidad, Rita Moreno, Benicio del Toro, Raúl Juliá, Rosie Pérez, Sonia Sotomayor, Antonia Coello Novello, Joseph H. Hace

Uruguay: Horacio Quiroga, Luis Suárez, Edinson Cavani, José “Pepe” Mujica, Jorge Drexler, Natalia Oreiro, Fede Álvarez, Pedro Figari, Sergio Fogel, Tabaré Vázquez

Venezuela: Simón Bolívar, Edgar Ramírez, Carolina Herrera, Miguel Cabrera, Nicolás Maduro, Lele Pons, Hugo Chávez, Jacinto Convit,

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Glossary

Sample Word 1 | Sample Definition 1

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VOCAB sheet

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Supplemental Vocabulary - Greetings and leave takings

Los Saludos y Las Despedidas

sustantivos

el día day

el gusto pleasure

la mañana morning

la noche night

el placer pleasure

la tarde afternoon

verbos

¿Cómo andas? How is it going?

cuidar to care

Cuídate tú. Take care of yourself. (with someone familiar)

Cuídese Ud. Take care of yourself. (with someone formal)

descansar to rest

Que descanses. Rest. (with someone familiar)

Que descanse. Rest. (with someone formal)

despedirse to say goodbye

Me despido. i'm leaving./Goodbye.

Hablamos después. Let’s talk after/later.

Nos hablamos. Talk to you later.

Que le vaya bien. May it all go well.

Que tengas un buen día. Have a good day. (familiar)

Que tenga un buen día. Have a good day. (formal)

Qué gusto verte. It is good to see you.

Nos vemos. We will see each other.

adverbios y expresiones

Aló. Hello.

¿Qué onda? What's up?

¿Qué pasa? What's going on?

¿Qué tal? How is it going?

¿Todo bien? Is all good?

bien good

luego later

Hasta luego. Until later.

Nos vemos luego. See you later.

mañana tomorrow

Hasta mañana. Until tomorrow.

pronto soon

Hasta pronto. Until soon.

¡Ahi te veo! See you there.

¡Bonita noche! Have a nice evening.

Buenas noches. Good night.

Buenas tardes. Good afternoon.

¡Buen día! Have a good day.

Buenos días Good morning.

¡Buenas! Greetings.

Chao. Bye./Ciao.

¿Como amaneciste? How did you sleep?

¿Cómo andas? How are you doing?

¿Cómo estás? How are you? (familiar)

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

¿Cómo le va? How are you doing?

Con permiso. Excuse me.

Cuídate. Take care. (familiar)

Cuídese. Take care. (formal)

Es un placer. It is a pleasure.

¡Ey! Hey!

¡Feliz dia! Have a good day.

Fue un placer. It was a pleasure.

Hablamos después. Let's talk after.

¡Hasta la próxima! Until next time.

Hasta la vista. See you later.

Hasta luego. See you soon.

Hasta mañana. See you tomorrow.

Hasta más tarde. See you later.

Hasta pronto. See you soon.

Hola. Hello.

Me despido. I'm leaving.

¡Me largo! I'm leaving. (less formal)

Mucho gusto. Nice to meet you.

Nos hablamos. We will talk later.

Nos vemos. See you.

Pásalo bien. Have a good time.

¡Qué alegría verte! It's such a joy to see you.

Que descanses. That you rest. (familiar)

Que descanse. That you rest. (formal)

Qué gusto verte. It's great to see you.

¡Qué gusto saludarte! It's great to greet you.

Que le vaya bien. I hope things go well for you.

Supplemental Vocabulary: Vacations

De Vacaciones

sustantivos el aeropuerto airport

el avión plane

la bebida drink

el billete de ida y vuelta round-trip ticket

la calle street

el campo the countryside

la capital capital

la ciudad city

el coche car

la comida food

el destino destination

el dinero money

la entrada entrance

el equipaje luggage

la estación station

la estación de metro subway station

la excursión excursion

la fotografía/la foto photograph/photo

la habitación room

la habitación individual individual room

la habitación doble double room

el horario schedule

el hotel hotel

el/la huésped guest

la llave key

la llegada arrival

el mar sea

el pasaporte passport

la playa beach

el pueblo town

la reservación reservation

la ruta route

la salida exit

el taxi taxi

la toalla towel

el viaje trip

un viaje de ida y vuelta round-trip

el/la viajero/a traveler

el vuelo flight

adjetivos abierto open

aburrido bored

alegre happy

cansado tired

cerrado closed

contento content

limpio clean

ocupado busy

seguro safe

sucio clean

tranquilo calm

verbos beber to drink

comer to eat

descansar to rest

gastar to spend money

hacer la maleta to pack the suitcase

hacer una excursión to go on an outing

hacer un viaje to take a trip

ir de compras to go shopping

nadar to swim

pasar to spend time

pasar por la aduana to go through customs

relajar to relax

tomar el sol to sunbathe

tomar fotos to take pictures

viajar to travel

visitar to visit

expresiones Buen viaje. Have a good trip.

Diviértete. Have fun.

¿Dónde está…..? Where is …..?

Estoy de vacaciones. I am on vacation.

Ir en autobús/auto/avión/barco/ferrocarril/metro/taxi to go by bus/car/plane/boat/ train/metro/taxi

un viaje de ida y vuelta round-trip trip

Activities to use in class

Activities

This list includes activities to practice communication and practice the contents of our text. Each activity can be adapted to meet the individual needs of each class or group of students. The teacher can decide if the students are going to work alone, in pairs, in small groups, or as an entire class.

Scrambled vocabulary. Each student picks a vocabulary word and scrambles the letters. One student writes the scrambled word on the board and the other students guess the vocabulary word. This is very helpful as a vocabulary review and a spelling check.

Line up. The teacher asks something and the students have time to think about their answer. For example, How long did you study outside of class? The teacher explains they are going to line up according to their answers. The students who studied the most go to one side of the classroom and those that studied less go to the other. In this way, they are making a line to represent their answers. To finish, they have to respond with an answer like, "I studied for forty minutes yesterday."

Show and tell. Each student brings and object and has to talk about it. This can be an activity to get to know each other, or to practice a specific grammar point.

My classmate. Students work in pairs and answer different questions. Then, each student presents his/her classmate to the class by explaining their answers.

A demonstration. Each student explains how to do or prepare something. This can be a fun way to practice the imperative.

The Future. Students can talk about their futures or the future of another person.

Simon says. One person says a command like, "Touch your head." If the person says, "Simón dice" everyone completes the action. If the person does not say it, no one should do the action. This is a good way to practice listening skills and commands.

Where am I? One person describes a place and everyone else tries to guess the place.

Is it? The teacher picks and describes a word. Everyone else tries to decide if the description is correct.

You should. Students create and sell something. This can be a fun way to practice the conditional or the subjunctive.

What is it? The teacher chooses a vocabulary word and the students have to write a description. This is a good way to practice vocabulary.

A picture is worth… The teacher picks a vocabulary word and the students have to draw it without using words or language.

My soulmate. Students describe their ideal friend, or their soulmate. This can be a fun way to practice the imperative or the subjunctive.

I am looking for... Students write a description of a job. The list of requirements can be a fun way to practice the imperative or the subjunctive.

What do I see? The teacher draws a picture or shows a photo and the students describe what they see. This can be a good way to practice writing or speaking.

Who am i? Students describe themselves in the present, the past or the future.

Who are we? The class discusses or creates a list of impactful, important or known individuals. It is necessary to write the names on cards. The teacher glues a card to each student's forehead. Then, the students have to decide who they are by asking and answering questions.

The house of my dreams. Students describe their dream home. They can draw or write a description. This can be a fun way to practice the future or conditional.

I am selling… Each student picks an item to sell to the class. They can create a poster to sell the item to practice their writing skills.

My memories. Students draw and write out memories from a specific time in their lives. They can include information about their favorite foods, books, friends, activities, class, movie, person, or animal. This can be a fun activity to practice the past tenses.

My travels. Students pick a country they want to visit and make a brochure to share information with the class. The brochure can include a variety of information determined by the teacher such as main cities, places of historic importance, typical food, the flag, animals, celebrations, and/or a specific number of pictures.

My dream vacation. Students pick a country they want to visit. Students create a postcard. On one side they draw or use printed material to visually represent the country. On the other side they write a message home that they want to share about the country.

Activities with a ball. Sometimes it is fun to throw a ball. In ti activity, the teacher picks a verb tense and a verb. The first persona who has the ball conjugates the verb in the “yo” form. The second conjugates in the “tú” form. The third conjugates in the “él, ella, usted” form. The next person to receive the ball conjugates in “nosotros/nosotras” form. The teacher decides if the class will conjugate in the “vosotros/vosotras” form. The last persona conjugates the verb in the “ellos, ellas, ustedes” form and returns the ball to the teacher.

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