

Spanish I & II

Study Guide

3rd Edition

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Achieve
PO Box 10188 #29831
Newark, NJ 07101-3188

Tel: 888.900.8380

Visit the Achieve website for more information

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Good to know:

Expresiones para los estudiantes – Expressions for the students

No comprendo. – I don't understand

No sé. – I don't know.

Repita¹, por favor – Repeat, please.

Expresiones para la clase² – Expressions for the class

Abre (Abran) el libro. – Open your book (s).

Cierra (Cierren) el libro. – Close your book (s).

Contesta (Contesten) en español. – Answer in Spanish.

Escribe (Escriban) en la pizarra. – Write on the board.

Escucha. (Escuchen.) – Listen.

Estudia. (Estudien.) – Study.

Lee (Lean) el diálogo. – Read the dialog.

Repite. (Repitan.) – Repeat.

Saca (Saquen) la tarea. – Take out your homework.

Ve (Vayan) a la pizarra. – Go to the board

¹ **Repita** is a formal command, appropriate to use with your professor.

² These commands are for one student. Commands for the whole class are given in parentheses.

Unit 1 Capitulo 1 Vocabulary

Learning Objectives:

- Meet and greet others
- Spell their own names
- Performing simple math problems
- Talking about the calendar and dates
- Describing your classroom
- Responding to classroom instructions
- Talking about yourself and others
- Identifying colors and talking about your favorite color
- Describing yourself, other people, and things
- Asking and responding to simple questions
- Asking for and telling time
- Talking about what you do, what you like to do, and what you should do
- Talking about what you have and what you have to do

Saludos – Greetings

Buenos días – Good morning.

Buenas noches – Good evening.

Buenas tardes – Good afternoon.

¿Cómo está Ud.? – How are you? (formal)

¿Cómo estás? – How are you? (informal)

Hola. – Hello, Hi.

¿Qué pasa? – What's happening?

What's up? (informal)

¿Qué tal? – What's up (informal)

Presentaciones – Introductions

¿Cómo se llama usted? – What's your name?
(formal)

¿Cómo te llamas? – What's your name?
(informal)

Me llamo... – My name is....

Mi nombre es... – My name is....

Soy... – I am...

Respuestas – Responses

De nada. – You're welcome.

¿De verdad? – Really?

Encantado/a. – Pleased to meet you.

Gracias. – Thank you.

Igualmente. – Likewise.

Lo siento. – I'm sorry.

Más o menos. – So-so. (lit. More or less.)

Mucho gusto. – Nice to meet you.

(Muy) Bien. – (Very) Well.

(Muy) Mal. – (Very) Bad.

Todo bien. – All's well.

Despedidas – Farewells

Adiós – Good-bye.

Hasta luego. – See you later.

Hasta mañana. – See you tomorrow.

Hasta pronto. – See you soon.

Nos vemos. – See you.

Títulos – Titles

el señor (Sr.) – Mr.

la señora (Sra.) – Mrs.

la señorita (Srta.) – Miss/Ms.

Sustantivos – Nouns

la clase – class

el estudiante – student (male)

la estudiante – student (female)

el profesor – professor (male)

la profesora – professor (female)

la tarea – homework

la universidad – university

Otras palabras y expresiones – Other words and expressions.

¿Cómo se escribe...? – How do you spell...?

con – with

mi/mis – my

o – or

tu/tus – your (informal)

y – and

En la clase – In the classroom

Objetos en la clase – Objects in the classroom

el bolígrafo – pen

la calculadora – calculator

la computadora (portátil) – computer
(laptop)

el cuaderno – notebook

el diccionario – dictionary

el lápiz – pencil

el libro – book

el mapa – map

el marcador – marker

la mesa – table

la mochila – backpack/bookbag

el papel – paper

la pizarra (blanca) – chalkboard (whiteboard)

la puerta – door
el reloj – clock, watch
la silla – chair
el teléfono celular/móvil – cell phone
la tiza – chalk

Los colores – The colors

¿De qué color es? – What color is it?

amarillo/a – yellow
anaranjado/a – orange
azul – blue
blanco/a – white
color café – brown
gris – gray
morado/a – purple
negro/a – black
rojo/a – red
rosado/a – pink
verde – green

Otros sustantivos – Other nouns

el hombre – man
la mujer – woman

Adjetivos – Adjectives

barato/a – cheap, inexpensive
caro/a – expensive
claro/a – light (color)
grande – big
oscuro/a – dark (color)
pequeño/a – small

Adverbio – Adverb

aquí – here

Verbos – Verbs

hay – there is/ are
necesitar – to need
ser – to be
tengo (tener) – I have (to have)

Otras expresiones – Other expressions

¡Qué barbaridad! – What nonsense!
¡Qué estudiantes! – What students

Spanish Alphabet

Letra (Letter)	Nombre (Name)	Ejemplos (Examples)
a	a	Ana
b	be	Bárbara
c	ce	Carlos, Cuba, Cecilia
d	de	Dios, Pedro
e	e	Ernesto
f	efe	Fernando
g	ge	gato, gusto, gitano
h	hache	Hernán, hola, hotel
i	i	Inés
j	jota	José
k	ka	kilómetro, karate
l	ele	Luis
m	eme	María
n	ene	Nora, nachos
ñ	eñe	niño
o	o	Óscar
p	pe	Pepe
q	cu	Quinqué, química
r	ere	Laura, Rosa
s	ese	Sara
t	te	Tomás
u	u	usted, Úrsula
v	uve	Venus, vamos
w	doble uve	Washington, windsurf
x	equis	excelente, México
y	ye (i griega)	soy, Yolanda, maya
z	zeta	Zorro, lápiz

- The letters b and v are pronounced exactly alike, as a b.
- In all varieties of Spanish, the letter c before a, o, or u sounds like English k. In Latin America, the letter c before e or i is pronounced like English s. In most of Spanish, c before e and i, and the letter z, are pronounced like English th in thanks.
- The letter g before a, o, or u is pronounced like the English g in gate. Before e or i, the letter g is pronounced the same as Spanish j (or hard English h).
- The letter h is always silent.
- The letter j is like a hard English h sound.
- The letters k and w are not common and usually appear only in words borrowed from other languages.
- The ñ sounds like ny in canyon.
- At the beginning of a word, r is always pronounced like a trilled rr.

Numbers

0-9	10-19	20-29	30-39
cero	diez	veinte	treinta
uno	once	veintiuno	treinta y uno
dos	doce	veintidós	treinta y dos
tres	trece	veintitrés	treinta y tres
cuatro	catorce	veinticuatro	treinta y cuatro
cinco	quince	veinticinco	treinta y cinco
seis	dieciséis	veintiséis	treinta y seis
siete	diecisiete	veintisiete	treinta y siete
ocho	dieciocho	veintiocho	treinta y ocho
nueve	diecinueve	veintinueve	treinta y nueve
40-49	cuarenta, cuarenta y uno, cuarenta y dos, cuarenta y tres...		
50-59	cincuenta, cincuenta y uno, cincuenta y dos, cincuenta y tres...		
60-69	sesenta, sesenta y uno, sesenta y dos, sesenta y tres...		
70-79	setenta, setenta y uno, setenta y dos, setenta y tres...		
80-89	ochenta, ochenta y uno, ochenta y dos, ochenta y tres...		
90-99	noventa, noventa y uno, noventa y dos, noventa y tres...		
100-109	cien, ciento uno, ciento dos, ciento tres		

Los días de la semana (Days of the week)

English	Spanish	Pronunciation
Monday	lunes	loo-nays
Tuesday	martes	mar-tays
Wednesday	miércoles	me-air-coal-es
Thursday	jueves	hoo-ev-ays
Friday	viernes	bee-air-nays
Saturday	sábado	sa-ba-doe
Sunday	domingo	doe-mean-go

Las estaciones del año (Seasons of the year)

Spring	la primavera
Summer	el verano
Fall	el otoño
Winter	el invierno

Los meses del año (Months of the year)

Enero	January
Febrero	February
Marzo	March
Abril	April
Mayo	May
Junio	June
Julio	July
Agosto	August
Septiembre	September
Octubre	October
Noviembre	November
Diciembre	December

Subject Pronouns

Subject Pronouns			
Singular		Plural	
yo	I	nosotros/nosotras	we
tú	you (inf.)	vosotros/vosotras	you (inf.Spain)
usted (Ud.)	you (for.)	ustedes (Uds.)	you (for.)
él, ella	he, she	ellos, ellas	they (m./f.)

Present tense of ser

Ser – to be					
Singular			Plural		
yo	soy	I am	nosotros/nosotras	somos	we are
Tú	eres	you are (inf.)	vosotros/vosotras	sois	you are (inf.Spain)
usted (Ud.)	es	you are (for.)	ustedes (Uds.)	son	you are (for.)
él, ella	es	he, she is	ellos, ellas	son	they are (m./f.)

Nouns and articles

El género de los sustantivos (The gender of nouns)

	Masculine	Feminine
Singular	el muchacho the boy el libro the book el hombre the man	la muchacha the girl la mesa the table la mujer the woman

Los artículos definidos (Definite Article *the*)

	Masculine	Feminine
Singular	el	la
Plural	los	las

Los artículos indefinidos (Indefinite Articles *a/an*)

	Masculine	Feminine
Singular	un	una
Plural	unos	unas

El plural de los sustantivos (Plural forms of nouns)

	Masculine	Feminine
los muchachos	the boys	las muchachas the girls
los libros	the books	las mesas the tables
los hombres	the men	las mujeres the women

Adjective forms, position, and agreement

- Descriptive adjectives agree in gender and number with the nouns that they modify; they generally come after the nouns.

el profesor bueno	the good professor
la señora simpática	the nice lady
los bolígrafos rojos	the red pens

- The adjectives **bueno** and **malo** may be placed before or after nouns. When placed before a masculine singular noun, the final **-o** is dropped.

un buen estudiante	a good student
un mal cantante	a bad singer

- The adjective **grande** changes to **gran** before a singular noun to mean great.

una universidad grande	a big university
una gran universidad	a great university

Repaso de capítulo 1

1. Put the following conversation in logical order.

_____ Me llamo Rosa. ¿Y tú?	My name is Rosa, and you?
_____ Muy bien, gracias. ¿Y tú?	Fine, thank you. And you?
_____ ¡Nos vemos!	See you later!
_____ Encantada. ¿Cómo estás?	Pleased to meet you. How are you?
_____ Me llamo Pedro. Mucho gusto.	My name is Pedro. Pleased to meet you.
_____ Buenas tardes. ¿Cómo te llamas?	Good afternoon. What is your name?
_____ Bien. Hasta luego.	Fine. Goodbye.

2. How do you spell your name? Can you spell the following Spanish words?

llama	pizarra	español	carro	gato
niños	trabajo	gringo	vaca	buey

3. What are the numbers listed below?

- | | |
|---------------------------|----------------------------|
| 1. noventa y cuatro _____ | 2. treinta y siete _____ |
| 3. cuarenta y seis _____ | 4. cincuenta y cinco _____ |
| 5. ciento dos _____ | 6. veintitrés _____ |
| 7. ochenta y ocho _____ | 8. trece _____ |
| 9. cien _____ | 10. once _____ |

4. ¿Cuál es la fecha? _____
What is the date?

5. ¿Cuándo es tu cumpleaños? _____
When is your birthday?

6. ¿Cuándo es el Año Nuevo? _____
When is New Years?

7. ¿Cuál es tu número de teléfono? _____
What is your phone number?

8. ¿Cuál es tu mes favorito? _____
What is your favorite month?

9. Write the definite articles for the following nouns.

- | | | | |
|--------------------|------------|----------------------|------------|
| 1. _____ lápices | pencils | 2. _____ profesora | professor |
| 3. _____ tarea | homework | 4. _____ estudiantes | students |
| 5. _____ chicas | girls | 6. _____ dentista | dentist |
| 7. _____ población | population | 8. _____ teléfonos | telephones |
| 9. _____ manos | hands | 10. _____ médico | doctor |

10. Translate the following sentences.

1. La clase es grande. _____

The class is big.

2. Es un gran libro. _____

It's a great book.

3. Los chicos son malos. _____

The boys are bad.

4. Nosotros somos estudiantes. _____

We are students.

5. Hay unas chicas. _____

There are some girls.

11. Write the following in Spanish.

1. the big book _____

2. a green marker _____

3. some blue notebooks _____

4. the small tables _____

5. an expensive book bag _____

6. some cheap pencils _____

12. Write the verb ser for the following.

1. Elena _____

2. yo (I) _____

3. Tomás y yo (and me) _____

4. Uds. (you plural) _____

5. Tú (you) _____

6. Ana y Eva _____

Unit 1 Vocabulario ~ Capítulo 2

Adjetivos descriptivos – Descriptive Adjectives

activo/a – active
alto/a – tall
bajo/a – short
bonito/a – pretty, cute
delgado/a – slender
entusiasta – enthusiastic
feo/a – ugly
flaco/a – skinny, thin
gordo/a – fat
guapo/a – good-looking
joven – young
moreno/a – dark (skin, hair)
nuevo/a – new
pobre – poor
rico/a – rich
rubio/a – blond (fair)
viejo/a – old

Algunas nacionalidades – Some nationalities

argentino/a – Argentine
canadiense – Canadian
chileno/a – Chilean
colombiano/a – Colombian
cubano/a – Cuban
dominicano/a – Dominican
ecuatoriano/a – Ecuadorian
español/a – Spanish
mexicano/a – Mexican
norteamericano/a (estadounidense) – American
panameño/a – Panamanian
peruano/a – Peruvian

puertorriqueño/a – Puerto Rican
salvadoreño/a – Salvadoran
venezolano/a – Venezuelan

Los lugares – Places

la capital – capital city
la ciudad – city
el país – country

Las personas – People

el/la amigo/a – friend
el/la muchacho/a – boy/girl
los padres – parents

Adverbios – Adverbs

ahora (mismo) – (right) now
también – too, also
tarde – late
temprano – early

Conjunciones – Conjunctions

pero – but
porque – because

Verbos – Verbs

abrir – to open
asistir a – to attend
aprender – to learn
ayudar – to help
bailar – to dance
beber – to drink
buscar – to look for
comer – to eat
comprar – to buy

comprender – to understand
creer – to believe
deber (+infinitive) – to owe (to ought to do something)
decidir – to decide
desear – to wish
enseñar – to teach
escribir – to write
escuchar – to listen
estudiar – to study
hablar – to talk
leer – to read
llegar – to arrive
mirar – to look at
practicar (un deporte) – to practice a sport
preparar – to prepare
recibir – to receive
tener – to have
tomar – to drink, to take
trabajar – to work
vender – to sell
ver – to see
viajar – to travel
vivir – to live

Adjetivos – Adjectives

difícil – difficult
fácil – easy

Otras nacionalidades – Other nationalities

alemán, alemana (Alemania) – German (Germany)
brasileño/a (Brasil) – Brazilian (Brazil)
chino/a (China) – Chinese (China)
coreano/a (Corea) – Korean (Korea)
francés, francesa (Francia) – French (France)
inglés, inglesa (Inglaterra) – English (England)
italiano, a (Italia) – Italian (Italy)
japonés, japonesa (Japón) – Japanese (Japan)
portugués, portuguesa (Portugal) – Portuguese (Portugal)
ruso, a (Rusia) – Russian (Russia)

Otras palabras y expresiones – Other words and expressions

las lenguas – languages
¿Qué te gusta hacer? – What do you like to do?
Me gusta (+ infinitive) – I like (+ infinitive)
Te gusta (+ infinitive) – You (inf.) like (+ infinitive)
¡Qué suerte! – How lucky!

Capítulo 2

Time

¿Qué hora es? (What time is it?)

- The verb *ser* is used to express the time of the day in Spanish. Use **Es la una** for one o'clock (singular for one hour). With all other hours, use **Son las (dos, tres, ...)**.
- To express minutes past or after an hour, use **y**.
- To express minutes before an hour (to or till) use **menos**.
- The terms **cuarto** and **media** are equivalent to the English expression quarter (fifteen minutes) and half (thirty minutes). The numbers **quince** and **treinta** are interchangeable with **cuarto** and **media**.
- For noon and midnight, use **(el) mediodía** and **(la) medianoche**. **El** and **la** may be used when saying that something occurs at noon or at midnight.
- To ask what time an event takes place, use **¿A qué hora...?** To answer, use **a la/las + time**.
- The expressions **de la mañana**, **de la tarde**, or **de la noche** are used when telling specific times. **En punto** means on the dot or sharp.
- The expressions **por la mañana**, **por la tarde**, and **por la noche** are used as a general reference to in the morning, in the afternoon, and in the evening.

Formation of yes/no questions and negation

- In Spanish, a yes/no question uses rising intonation. There are three ways to form a yes/no question, depending on the intent of the speaker. Note that an inverted question mark (¿) is used at the beginning of a question, and the standard question mark (?) closes the question.
- To request new information, invert the order of the subject (S) and the verb (V) found in a declarative sentence.

- Declarative (S+V):

Picasso es de Málaga.

Picasso is from Malaga.

Request new information (V+S)

¿Es Picasso de Málaga?

Is Picasso from Málaga?

- To express disbelief about information already given, maintain the declarative order (S+V), but with the rising intonation (called an echo question).

- **¿Picasso es de Málaga?**

Picasso is from Malaga?

- To confirm information already given or supposed, simply add a tag word or phrase, such as **¿no?** or **¿verdad?** with rising intonation to the end of the statement.
 - Rafael Nadal es de Mallorca, ¿no?
Penélope Cruz es de Madrid, ¿verdad?
- To make a sentence negative, simply place **no** before the verb.
 - Juan **no** es de Portugal Juan is not from Portugal.
Nosotros **no** somos de España. We are not from Spain.
- When answering a question in the negative, the word **no** followed by a comma also precedes the verb phrase.
 - ¿Son los cantantes Thalía y José José de España? **No, no** son de España.
○ Are the singers Thalía and José José from Spain? No, they're not from Spain.

Interrogative words

- **Interrogative words are often used at the beginning of a sentence to form questions.**

Palabras interrogativas		Ejemplos	
¿Cómo ...?	How? What?	¿Cómo estás? ¿Cómo eres?	How are you? What are you like?
¿Cuáles ...?	Which (ones)...	¿Cuál es tu libro?	Which one is your book?
¿Cuándo...	When...?	¿Cuándo es tu clase de español?	When is your Spanish class?
¿Cuánto/a(s)...?	How much (many)...	¿Cuántos estudiantes hay?	How many students are there?
¿Dónde...?	Where...?	¿Dónde hay una silla?	Where is a chair?
¿De dónde...?	From where...?	¿De dónde es Juan?	Where is Juan from?
¿Adónde...?	(To) where...?	¿Adónde vas?	Where are you going to?
¿Por qué...?	Why...?	¿Por qué no hay	Why is there no

¿Qué...?	What...?	clase hoy?	class today?
¿Quién(es)...?	Who...?	¿Qué estudias?	What are you studying?
¿De quién(es)...?	Whose...?	¿Quién es ella?	Who is she?
		¿De quién es el bolígrafo?	Whose is the pen?

The present tense of regular -ar verbs

- Spanish verbs are classified into three groups according to their infinitive ending (**-ar**, **-er**, or **-ir**). Each of the three groups uses different endings to produce the verb forms (conjugations) in the various tenses.

hablar (to speak)		
yo	habl+o	hablo
tú	habl+as	hablas
él/ella/Ud.	habl+a	habla
nosotros/as	habl+amos	hablamos
vosotros/as	habl+áis	habláis
ellos/ellas	habl+an	hablan
Uds.	habl+an	hablan

- The Spanish present indicative tense has several equivalents in English. In addition to the simple present, it can express ongoing actions and even the future tense. Note the following examples.

- o **Estudio** ingeniería. } I study engineering.
- o **Jugamos** golf mañana. } I am studying engineering.
- o **Jugamos** golf mañana. } We will play golf tomorrow.

- **Study tips – Learning regular verb conjugations**

- The first step is being able to recognize the infinitive stem: the part of the verb before the ending.

Infinitive		Stem
hablar	hablar	habl
estudiar	estudiar	estudi
trabajar	trabajar	trabaj

- Practice conjugating several **-ar** verbs in writing first. Identify the stem, and then write the various verb forms by adding the present tense endings listed.
- Next practice **-ar** verb conjugations orally. Create two sets of index cards. Write a subject pronoun on each card for one set. For the other, write a regular **-ar** verb. Select one card from each set and conjugate the verb with the selected pronoun.
- Think about how each verb action relates to your own experience by putting verbs into a meaningful context. For example, **Estudio matemáticas. Juan estudia ingeniería.**

The present tense of regular -er and -ir verbs

	comer (to eat)	vivir (to live)
yo	como	vivo
tú	comes	vives
él/ella/Ud.	come	vive
nosotros/as	comemos	vivimos
vosotros/as	coméis	vivís
ellos/ellas	comen	viven
Uds.	comen	viven

- o **Ver** (to see, to watch) is an **-er** verb with an irregular **yo** form. Also, note that the **vosotros/as** form has no accent because it is only one syllable.

ver (to see, to watch)			
yo	veo	nosotros/as	vemos
tú	ves	vosotros/as	veis
él/ella/	ve	Uds.	ven
Ud.	ve	ellos/ellas	ven

The present tense of tener

- The Spanish verb **tener** (to have) is irregular. As in English, **tener** is used to show possession.

Tengo tres clases y un laboratorio. I have three classes and a lab.

¿**Tienes** un bolígrafo? Do you have a pen?

tener (to have)					
yo	tengo	I have	nosotros/as	tenemos	We have
tú	tienes	You have	vosotros/as	tenéis	You have (Spain)
él/ella/	tiene	He/She has	Uds.	tienen	You have
Ud.	tiene	You have (formal)	ellos/ellas	tienen	They have

- **Tener que** + infinitive is used to express obligation (to have to).

Mañana **tengo que** asistir a clase.

Tomorrow I have to attend class.

¿**Tienes que** leer una biografía de Picasso?

Do you have to read a biography about Picasso?

Repaso de capítulo 2

1. **¿Qué hora es? What time is it?** Write the following times in Spanish.

1:15 _____

3:30 _____

5:45 _____

12:00 _____

7:20 _____

12:45 _____

2. Write the following declarative sentences in question form.

1. Los chicos son malos. The boys are bad.

2. La clase es aburrida. The class is boring.

3. El hombre tiene tres hijas (daughters). The man has three daughters.

4. El carro es negro. The car is black.

5. La clase de química es difícil. The chemistry class is hard.

6. Los estudiantes tienen que asistir a clase. The students have to assist class.

3. Fill in the blank with the appropriate interrogative word.

1. ¿_____ es tu número de teléfono? is your phone number?
2. ¿_____ eres? are you?
3. ¿_____ no tenemos clase? don't we have class?
4. ¿_____ es tu cumpleaños? is your birthday?
5. ¿_____ estudias en la clase de español? do you study in Spanish class?
6. ¿_____ estudiantes hay en la clase? students are in the class?

4. Write the following sentences in Spanish. Be sure to conjugate the verbs.

1. I study chemistry. _____
2. We have to talk. _____
3. She opens the book. _____
4. You are learning Spanish. _____
5. They are traveling to Spain. _____
6. We arrive late to class. _____
7. Juan teaches Italian. _____
8. Tomás and I dance. _____
9. You and Victor are friends. _____
10. Elena looks for a pen. _____

Unidad 2 – Capítulos 3 & 4

Learning Objectives:

- Exchanging information about classes
- Talking about things that belong to you
- Talking about how you and others feel
- Describing yourself and others
- Making plans to do something with someone
- Asking for and giving simple directions
- Talking about your family
- Expressing desires and preferences
- Planning activities
- Extending invitations
- Pointing out people and things to others
- Discussing things and people you know

Grammar and vocabulary in these chapters:

- Las materias académicas y la vida estudiantil / Academic subjects and student life
- The numbers **101 – 3.000.000**
- Possessive Adjectives
- Other expressions with tener
- Miembros de la familia
- The present tense of stem-changing verbs: **e →ie, e→i, o→ue**
- Direct Objects, the personal **a**, and the direct object pronouns

Unit 2 Vocabulario ~ Capítulo 3

Las materias - (Academic) Subjects

la administración de empresas – business administration
la arquitectura – architecture
el arte – art
la biología – biology
el cálculo – calculus
las ciencias políticas – political science
las ciencias sociales – social science
las comunicaciones – communications
la contabilidad – accounting
el derecho – law
el diseño – design
la educación física – physical education
la economía – economics
la estadística – statistics
la filosofía – philosophy
las finanzas – finance
la física – physics
la geografía – geography
la geología – geology
la historia – history
la informática/ la computación – computer science
la ingeniería (eléctrica) – (electrical) engineering
las matemáticas – mathematics
la medicina – medicine
la pedagogía – teaching, education
la química – chemistry
la veterinaria – veterinary science

Sustantivos – Nouns

la carrera – career/ field
el/la chico/a – boy/girl
el correo electrónico – e-mail
el dinero – money
el horario (de clases) – (class) schedule
el semestre – semester
el trimestre – trimester
el videojuego – videogame

Adjetivos – Adjectives

complicado/a – complicated
exigente – challenging; demanding
obligatorio/a – obligatory; required

Adverbios – Adverbs

antes (de) – before
bastante – quite; fairly
después (de) – after
solamente – only

Otras expresiones con tener - Other expressions with tener

tener...años – to be...years old
tener calor – to be warm, hot
tener cuidado – to be careful
tener frío – to be cold
tener ganas (de) – to feel like
tener hambre – to be hungry
tener miedo – to be afraid
tener prisa – to be in a hurry
tener razón – to be correct
tener sed – to be thirsty
tener sueño – to be sleepy

Los edificios - Buildings

el auditorio – auditorium
la biblioteca – library
la cafetería – cafeteria
la cancha de tenis – tennis court
el centro estudiantil – student union
el estadio – stadium
la Facultad de Arte – School of Art
la Facultad de Ciencias – School of Science
la Facultad de Derecho – School of Law
la Facultad de Filosofía y Letras – School of Humanities
la Facultad de Ingeniería – School of Engineering
la Facultad de Medicina – School of Medicine
la Facultad de Pedagogía – School of Education
el gimnasio – gymnasium
el laboratorio (de lenguas/de computación) – (language/computer) laboratory
la librería – bookstore
el museo – museum
el observatorio – observatory
la rectoría – president's office
el teatro – theater

Adverbios - Adverbs

casi – almost
siempre – always
solo – only

¿Dónde está...? - Where is...?

al lado (de) – beside, next to
a la derecha (de) – to the right (of)
a la izquierda (de) – to the left (of)
cerca (de) – nearby (close to)
delante (de) – in front (of)
detrás (de) – behind
enfrente (de) – facing, across (from)
entre – between
lejos (de) – far (from)

Otras palabras y expresiones - Other words and expressions

mira – look
pues – well
Te acompaño – I'll go with you
Vamos – Let's go

Verbos - Verbs

estar – to be
hacer – to do; to make
ir – to go

The numbers 101-3.000.000

Numbers greater than 100 are expressed as follows:

101	ciento uno/a	800	ochocientos/as
200	doscientos/as	900	novecientos/as
300	trescientos/as	1.000	mil
400	cuatrocientos/as	4.000	cuatro mil
500	quinientos/as	100.000	cien mil
600	seiscientos/as	1.000.000	un millón (de)
700	setecientos/as	3.000.000	tres millones

Possessive adjectives

Subject Pronouns	With singular nouns	With plural nouns
yo I	mi My	mis my
tú You	tu your	tus your (inf.)
Ud. you	su your	sus your (form.)
él/ella he/she	su his/her	sus his, her
nosotros/as we	nuestro/a our	nuestros/as our
vosotros/as you	vuestro/a your	vuestros/as your (inf.)
Uds. you	su your	sus your (form.)
ellos/as they	su their	sus their

Other expressions with tener

- You have used tener to show possession and to say you have to (do something).

Tengo muchos amigos.	I have many friends.
Tienes que asistir a clase.	You have to attend class.

- There are other common expressions with **tener** where English uses the verb to be. Note that many of these refer to things we might feel (hunger, thirst, cold, etc.)

¿**Tienes** hambre? Are you hungry?

No, pero tengo frío.	No, but I'm cold.
Tenemos prisa.	We're in a hurry.

Tienen ganas de visitar México. They feel like visiting (are eager to visit) Mexico.

The present tense of *ir* and *hacer*

ir (to go)			
Singular		Plural	
yo	voy	nosotros/as	vamos
tú	vas	vosotros/as	vais
Ud.	va	Uds.	van
él/ella	va	ellos/ellas	van

hacer (to do; to make)			
Singular		Plural	
yo	hago	nosotros/as	hacemos
tú	haces	vosotros/as	hacéis
Ud.	hace	Uds.	hacen
él/ella	hace	ellos/ellas	hacen

- **Hacer** is only irregular in the first-person singular: **hago**

Hago la tarea por las noches. I do homework at night.

- **Ir** is generally followed by the preposition **a**. When the definite article **el** follows the preposition **a**, they contract to **al**: **a + el = al**.

Luis y Ernesto van al centro estudiantil. Luis and Ernesto are going to the student center.

- The construction **ir a** + infinitive is used in Spanish to express future action. It is equivalent to the English construction to be going to + infinitive.

¿Qué vas a hacer esta noche? What are you going to do tonight?
Voy a estudiar en la biblioteca. I'm going to study in the library.

- When you are asked a question using **hacer**, you usually respond with another verb.

Ricardo, ¿qué haces aquí? Ricardo, what are you doing here?
Busco un libro para mi clase. I'm looking for a book for my class.

- **Hacer** is also used in idiomatic expressions such as: **hacer un viaje** (to take a trip) and **hacer preguntas** (to ask questions).

Tengo que **hacer una pregunta**. I have to ask a question.
Susana va a **hacer un viaje** a San Miguel. Susana is going to take a trip to San Miguel.

The present tense of **estar**

- The English verb to be has two equivalents in Spanish, **ser** and **estar**. You have already learned the verb **ser** in **Capítulo 1**, and you have used some forms of **estar** to say how you feel, to ask how someone else feels, and to say where things and places are. The chart shows the present tense forms of **estar**.

estar (to be)			
Singular		Plural	
yo	estoy	nosotros/as	estamos
tú	estás	vosotros/as	estáis
Ud.	está	Uds.	están
él/ella	está	ellos/ellas	están

- Estar** is used to indicate the location of specific objects, people, and places

Ana Rosa y Carmen **están** en la cafetería.
La cafetería **está** en el centro estudiantil.

Ana Rosa and Carmen are in the cafeteria.
The cafeteria is in the student center.

- Estar** is also used to express a condition or state, such as how someone is feeling.

¡Hola, Luis! ¿Cómo estás?
Hola, Sara. Estoy cansado.
Elena está enferma.

Hello, Luis! How are you?
Hi, Sara. I'm tired.
Elena is sick.

- Adjectives that describe physical, mental, and emotional conditions are used with **estar**.

aburrido/a	bored	enojado/a	angry
cansado/a	tired	nervioso/a	nervous
casado/a (con)	married (to)	ocupado/a	busy
contento/a	happy	preocupado/a	worried
enamorado/a (de)	in love (with)	triste	sad
enfermo/a	sick		

Samuel y Eva **están** casados.

Samuel and Eva are married.

Ramón **está** divorciado.

Ramón is divorced.

Alicia **está** enamorada del novio de Úrsula. Alicia is in love with Ursula's boyfriend.

Summary of uses of **ser** and **estar**

In general, **ser** is used to express “traits”. More specifically, it is used...

- With the preposition **de** to indicate origin and possession, and to tell what material something is made of.
Salma y Gael son de México. Salma and Gael are from Mexico.
Las pinturas son de Diego. The paintings are Diego’s.
El bolígrafo es de plata. The pen is (made of) silver.
- With adjectives to express characteristics of the subject, such as size, color, shape, religion, and nationality.
Tomás es alto y delgado. Tomás is tall and thin.
Los jóvenes son católicos. The young men are Catholic.
Somos mexicanos. We are Mexican.
- With the subject of a sentence when followed by a noun or noun phrase that restates the subject.
Mi hermana es artista. My sister is an artist.
Leo y Ligia son mis padres. Leo and Ligia are my parents.
- To express dates, days of the week, months, and seasons of the year.
Es la primavera. It is spring.
Es el 10 de octubre. It is October 10th.
- To express time.
Son las cinco de la tarde. It is five o’clock in the afternoon.
Es la una de la mañana. It is one in the morning.
- With the preposition **para** to tell for whom or for what something is intended or to express a deadline.

¿Para quién es la calculadora?

Who is the calculator for?

La composición es para el viernes.

The composition is for (is due) Friday.

- With impersonal expressions.

Es importante ir al laboratorio.

It is important to go to the laboratory.

Es fascinante estudiar la cultura hispana.

It is fascinating to study Hispanic culture.

- To indicate where and when events take place.

La fiesta es en mi casa.

The party is at my house.

El concierto es a las ocho.

The concert is at eight.

In general, *estar* is used to express “states”. More specifically, it is used...

- To indicate the location of persons and objects.

La librería está cerca.

The library is nearby.

Guadalajara está en México.

Guadalajara is in Mexico.

- With adjectives to describe the state or condition of the subject.

Las chicas están contentas.

The girls are happy.

Pedro está enfermo.

Pedro is sick.

- With descriptive adjectives (or adjectives normally used with **ser**) to indicate that something is exceptional or unusual. This structure is often used this way when complimenting someone and in English is sometimes expressed with *look*.

Carlitos, tienes ocho años;

¡estás muy grande!

Señora Rubiales, usted está

muy elegante esta noche.

Carlitos, you're eight years old;

you are (look) so big!

Mrs. Rubiales, you are (look)

especially elegant tonight.

Changing in meaning with *ser* and *estar*

- Some adjectives have different meanings depending on whether they are used with ***ser*** or ***estar***.

Adjective	With <i>ser</i> (traits)	With <i>estar</i> (states)
aburrido/a	to be boring	to be bored
bonito/a	to be pretty	to look pretty
feo/a	to be ugly	to look ugly
guapo/a	to be handsome	to look handsome
listo/a	to be clever	to be ready
malo/a	to be bad/evil	to be ill
rico/a	to be rich	to taste good (food)
verde	to be green (color)	to be green (not ripe)
vivo/a	to be smart, cunning	to be alive

- Remember to use **hay** to say there is/ there are. It is frequently used with **mucho**, **poco**, or a number.

Esta noche hay una fiesta en mi casa.

There's a party at my house tonight.

Hay más de 44.000.000 de hispanos que viven en EE.UU.

There are more than 44, 000,000 Hispanics living in the U.S.

Hay muchos jóvenes en la discoteca.

There are many young people at the disco.

Repaso de capítulo 3

1. How do you write and say the following numbers in Spanish?

515

132

498

752

1.284

5.976

41.747

168.479

624.673

1.583.805

4.064.640

548.000.004

2. Write the correct **possessive adjectives** for the following.

1. (my) _____ marcador (marker)

2. (our) _____ clases (classes)

3. (your) _____ mapa (map)

4. (their) _____ libros (books)

5. (my) _____ bolígrafos (pens)

6. (his) _____ móvil (cellphone)

7. (her) _____ lápiz (pencil)

8. (our) _____ diccionario (dictionary)

9. (his) _____ papeles (papers)

10. (your) _____ mochila (backpack)

3. Translate the following sentences using the **tener** expressions.

1. I am cold. _____

2. He is six years old. _____

3. We are afraid. _____

4. They feel like eating. _____

5. Are you thirsty? _____

6. He is not correct. _____

7. Yo tengo sueño. _____

8. Tienen prisa. _____

9. No tienes cuidado. _____

10. Tiene calor. _____

4. Conjugate the verbs **hacer** or **ir** to complete the following sentences.

1. Yo _____ una pregunta. I _____ a question.
2. Héctor _____ a hablar con la maestra. Hector _____ speak with the teacher.
3. ¿Qué _____ tú después de clase? What _____ you _____ after class?
4. (Nosotros) _____ la tarea y después _____ a la biblioteca.
(We) _____ homework and after _____ to the library.
5. Marta y Víctor _____ los tacos y ensaladas. Marta and Victor _____ the tacos and salads.
6. Los estudiantes _____ a ir al centro estudiantil. Students _____ to go to the student center.

5. Conjugate the verb **estar** to complete the following sentences.

1. Marco y yo _____ casados. Marco and me _____ married.
2. Los estudiantes no _____ aburridos en la clase de español. The students _____ not bored in the Spanish class.
3. Yo _____ triste y no _____ contenta. I _____ sad and I _____ not happy.
4. Los chicos _____ enojados. The boys _____ angry.
5. Tú _____ enamorado de Elena. You _____ in love with Elena.

6. Complete the following conversation with the appropriate conjugated form of **ser** or **estar**.

– Bienvenida, Chef Carla, ¿Como _____ Ud. hoy? Welcome, Chef Carla,
How _____ you today?

– _____ muy bien gracias. _____ fine thank you.

– Ud. trabaja aquí en Quito ahora pero, ¿de dónde _____ Ud. originalmente.
You work here in Quito now but, where _____ you from originally.

– Mi familia y yo _____ de México. My family and I _____ from Mexico.

– ¿Cuál _____ su trabajo aquí? What _____ your job here?

– Yo _____ la directora de los chefs en el famoso restaurante El Sol.

I _____ the chefs' director in the famous restaurant El Sol.

– El Sol _____ un restaurante muy popular aquí. ¿Dónde _____ el
restaurante?

– _____ al lado del museo.

El Sol _____ a very popular restaurant here. Where _____ the restaurant?

_____ next to the museum.

– Los platos en su restaurante _____ muy típicos de Ecuador, ¿no?

The plates in your restaurant _____ very typical of Ecuador, right?

– Sí, y según los clientes, la comida en nuestro restaurante _____ deliciosa.

Yes, and according to clients, the food in our restaurant _____ delicious.

Unit 2 Vocabulario Vocabulary ~ Capítulo 4

Miembros de la familia – Members of the family

el/la abuelo/a – grandfather/grandmother

el/la cuñado/a –

brother-in-law/sister-in-law

el/la esposo/a – husband/wife

el/la hermanastro/a –

stepbrother/stepsister

el/la hermano/a – brother/sister

el/la hijo/a – son/daughter

la madrastra – stepmother

la madre – mother

el/la nieto/a – grandson/granddaughter

el/la novio/a – boyfriend/girlfriend,
groom/bride

la nuera – daughter-in-law

el padrastro – stepfather

el padre – father

el/la perro/a – dog

el/la primo/a – cousin

el/la sobrino/a – nephew/niece

el/la suegro/a –

father-in-law/mother-in-law

el/la tío/a – uncle/aunt

el yerno –son-in-law

Adjetivos – Adjectives

casado/a – married

divorciado/a – divorced

mayor – older

menor – younger

soltero/a – single, unmarried

unido/a – close, close-knit

Verbos – Verbs

almorzar (ue) – to have lunch

costar (ue) – to cost

dormir (ue) – to sleep

empezar (ie) – to begin

encontrar (ue) – to find

entender (ie) – to understand

ganar –to earn

jugar a (ue) – to play

pasar – to spend (time)

pensar (ie) (en) – to think (about)

pensar (ie) (+infinitive) – to plan (to do something)

pedir (i) – to ask for, to request

perder (ie) – to lose

poder (ue) – to be able to, can

preferir (ie) – to prefer

querer (ie) – to want, love

recordar (ue) – to remember

repetir (i) – to repeat, to have a second helping

servir (i) – to serve

soñar (ue) (con) – to dream (about)

venir (ie) – to come

volver (ue) – to return

Otras palabras y expresiones útiles

algún día – someday

la comida – food

conmigo – with me

contigo – with you

el refresco – soft drink

El ocio – Leisure time

el café (al aire libre) – (outdoor café)

el centro – downtown

el cine – movie theater

el concierto – concert

la entrada – admission ticket

la función – show

la orquesta – orchestra

el parque – park

el partido – game

la película – movie

Verbos – Verbs

conocer – to know (someone), to be familiar with (something)

invitar – to invite

pasear – to take a walk

poner – to put, to place

poner una película – to show a movie

saber – to know something

saber + infinitive – to know how to do something

salir – to leave, to go out

tocar – to play (an instrument, music)

traer – to bring

Hacer una invitación – Extending invitations

¿Qué tal si...? – How about...?

¿Quieres ir a ...? – Do you want to go to..?

¿Te gustaría (+inf.)...? – Would you like (+ infinitive)...

¿Vamos a ...? – Should we go...?

Para aceptar una invitación – Accepting invitations

De acuerdo. – Fine with me, Okay.

Me encantaría. – I would love to.

Paso por ti. – I'll come by for you, I'll pick you up.

Sí, claro. – Yes, of course.

Para rechazar una invitación – Rejecting invitations

Estoy muy ocupado/a – I'm very busy.

Gracias, pero no puedo... – Thank you, but I can't...

Lo siento, tengo que... – I'm sorry, I have to...

The present tense of stem-changing verbs: e →ie, e→i, o→ue

El cambio e →ie

- In this stem-changing pattern, the **e** of the stem changes to **ie** in all forms except **nosotros/as** and **vosotros/as**.

querer (to want, to love)			
yo	quiero	nosotros/as	queremos
tú	quieres	vosotros/as	queréis
Ud.	quiere	Uds.	quieren
él/ella	quiere	ellos/ellas	quieren

- The following are some common e →ie verbs.

empezar	to begin
entender	to understand
pensar (en)	to think (about)
pensar (+ infinitive)	to plan (to do something)
perder	to lose
preferir	to prefer

Te **quiero**, cariño.

I love you, dear.

Siempre **pensamos** en nuestro abuelo.

We always think about our grandfather.

Pienso ver una película esta noche.

I plan to see a movie tonight.

¿A qué hora **empieza** la función?

At what time does the show start?

- Like **tener**, the verb **venir** (to come) has an additional irregularity in **yo**.

tener (to have)			
yo	tengo	nosotros/as	tenemos
tú	tienes	vosotros/as	tenéis
él/ella/	tiene	Uds.	tienen
Ud.	tiene	ellos/ellas	tienen

venir (to come)			
Yo	vengo	nosotros/as	venimos
tú	vienes	vosotros/as	venís
él/ella/	viene	Uds.	vienen
Ud.	viene	ellos/ellas	vienen

Tengo que pasar por mi novia a las ocho.
Si Ester y Rubén **vienen** el viernes,
yo **vengo** también.

I have to stop by for my girlfriend at eight.
If Ester and Rubén come Friday, I'll come
too.

El cambio e→i

- Another stem-changing pattern changes the stressed **e** of the stem to **i** in all forms except **nosotros/as** and **vosotros/as**.

pedir (to ask for, to request)			
yo	pido	nosotros/as	pedimos
tú	pides	vosotros/as	pedís
Ud.	pide	Uds.	piden
él/ella	pide	ellos/ellas	piden

- All **e→i** stem-changing verbs have **-ir** ending. The following are some other common **e→i** verbs.

repetir

to repeat, to have a second helping

servir

to serve

La instructora **repite** las instrucciones solo una vez.

¿**Servimos** la sopa primero?

The instructor repeats the instructions only one time.

Do we serve the soup first?

El cambio o→ue

- Another category of stem-changing verbs is one in which the **o** changes to **ue**. As with **e →ie** and **e→i**, there is no stem change in the **nosotros/as** and **vosotros/as** forms.

volver (to return, to come back)			
yo	vuelvo	nosotros/as	volvemos
tú	vuelves	vosotros/as	volvéis
Ud.	vuelve	Uds.	vuelven
él/ella	vuelve	ellos/ellas	vuelven

- Other commonly used **o→ue** stem-changing verbs include the following:

almorzar	to have lunch
costar ³	to cost
dormir	to sleep
encontrar	to find
jugar ⁴ a	to play
poder	to be able, can
recordar	to remember
soñar (con)	to dream (about)

Mañana juego al tenis con mi tía.
Almorzamos con mis abuelos
todos los domingos.
¿Sueñas con ser rico algún día?
No recuerdo a mi tía muy bien.

Tomorrow I'm playing tennis with my aunt.
We have lunch with my grandparents
every Sunday.
Do you dream about being rich someday?
I don't remember my aunt very well.

Direct objects, the personal a, and direct object pronouns

Los complementos directos

- A direct object is the noun the generally follows and receives the action of the verb. The direct object is identified by asking **whom** or **what** about the verb. Note that the direct object can either be an inanimate object (**un carro**) or a person (**su amigo Luis**).

Pablo va a comprar un carro .	Pablo is going to buy a car.
Anita llama a su amigo Luis .	Anita calls her friend Luis.

³1. **Costar** is conjugated only in the third person of singular and plural.

⁴ **Jugar** follows the same pattern as **o → ue** verbs, but the change is **u → ue**.

La a personal

- When the direct object is a definite person or persons, an **a** precedes the noun in Spanish. This is known as the personal **a**. However, the personal **a** is usually omitted after the verb tener.

Quiero mucho **a** mi papá.

I love my father a lot.

Julia y Ricardo tienen un hijo.

Julia and Ricardo have a son.

- The personal **a** is not used with a direct object that is an unspecified or indefinite person.

Ana quiere un novio inteligente.

Ana wants an intelligent boyfriend.

- The preposition **a** is followed by the definite article **el** contracts to form **al**.

Alicia visita **al** médico.

Alicia visits the doctor.

- When the interrogative **quién(es)** requests information about the direct object, the personal **a** precedes it.

¿A quién llama Elisa?

Whom is Elisa calling?

- The personal **a** is required before every specific human direct object in a series.

Visito a Emilio y a Lola.

I visit Emilio and Lola.

Los pronombres de complemento directo

- A direct object noun is often replaced by a direct object pronoun. The chart below shows the forms of the direct object pronouns.

Direct Object Pronouns			
Singular		Plural	
me	me	nos	us
te	you (inf.)	os	you (inf.)
lo/la	you (for.)(masc./fem.)	los/las	you (for.)(masc./fem.)
lo/la	him/her, it (masc./fem.)	los/las	them (masc./fem.)

- Direct object pronouns are generally placed directly before the conjugated verb. If the sentence is negative, the direct object pronoun goes between the **no** and the verb.

¿Me buscas? Are you looking for me?
 No, no te busco. No, I'm not looking for you.

- Third-person direct object pronouns agree in gender and number with the nouns they replace.

Quiero **el dinero**. → Lo quiero.
 Necesitamos **los cuadernos**. → Los necesitamos.
 Llamo **a Mirta**. → La llamo.
 Buscamos **a las chicas**. → Las buscamos.

- Direct object pronouns are commonly used in conversation when the object is established or known. When the conversation alternates between first and second persons (me, us, you), remember to make the proper transitions.

Hijo, ¿cuándo **nos** llamas? Son, when will you call us?
Los llamo esta noche, padre. I'll call you tonight, father.
 Querida, ¿**me** quieres de verdad? Dear, do you really love me?
 Sí, **te** quiero con todo el corazón. Yes, I love you with all my heart.

- In constructions that use the infinitive, direct object pronouns may either precede the conjugated verb or be attached to the infinitive.

Adolfo va a llamar **a Ana**. Adolfo is going to call Ana.
 Adolfo va a llamar**la**. }
 Adolfo **la** va a llamar. } Adolfo is going to call her.

- In negative sentences, the direct object pronoun is placed between **no** and the conjugated verb, or is attached to the infinitive.

Adolfo no la va a llamar. }
 Adolfo no va a llamar**la**. } Adolfo is not going to call her.

Demonstrative Adjectives and Pronouns

	Singular	Plural		Related adverbs
masculine	este	estos	this/these (close to me)	aquí (here)
feminine	esta	estas		
masculine	ese	esos	that/those (close to you)	allí (there)
feminine	esa	esas		
masculine	aquel	aquellos	that/those (over there, away from both of us)	allá (over there)
feminine	aquella	aquellas		

Adjetivos demostrativos

- Demonstrative adjectives point out people and objects and the relative position and distance between the speaker and the object or person modified. The chart below shows the forms of demonstrative adjectives in Spanish.

- Demonstrative adjectives are usually placed before a modified noun and agree with them in number and gender.

¿De quién son **esos** refrescos?

To whom do those soft drinks belong?

- Note that the **ese/esos** and **aquel/aquellos** forms, as well as their feminine counterparts, are equivalent to the English *that/those*. In normal, day-to-day usage, these forms are interchangeable, but the **aquel** forms are preferred to point out objects and people that are relatively farther away than others.

¿Cuánto cuestan **esas** rosas y **aquellas** violetas?

How much are those roses and those violets? (further away, over there)

- Demonstrative adjectives are usually repeated before each noun in a series.

Esta película y **estos** actores son mis favoritos.

This movie and these actors are my favorites.

Pronombres demostrativos

- When you omit the noun, the adjective becomes a pronoun (this one, those ones, etc.) and maintains the same form as the adjective.

¿Ves a **ese** hombre alto?

Did you see that tall man?

¿Cuál? ¿**Ese** o **aquel**?

Which? That one (closer) or that one (farther away)?

- The neutral forms **esto**, **eso**, and **aquello** do not have plural forms. They are used to point out ideas, actions, or concepts, or to refer to unspecified objects or things.

Aquello no me gusta.

I don't like that.

No comprendo **eso**.

I don't understand that.

Esto está mal.

This is wrong.

- These forms are also used to ask for a definition of something.

¿Que es **esto/eso**?

What's this/that?

Es un teatro.

It's a theater.

The present tense of poner, salir, and traer

- You have already learned some Spanish verbs that are irregular only in the **yo** form of the present indicative tense (**hacer →hago; ver →veo**). With these verbs, all other forms follow the regular conjugation patterns.

	poner (to put, to place)	salir (to leave, to go out)	traer (to bring)
yo	pongo	salgo	traigo
tú	pones	sales	traes
Ud.	pone	sale	trae
él/ella	pone	sale	trae
nosotros	ponemos	salimos	traemos
vosotros	ponéis	salís	traéis
Uds.	ponen	salen	traen
ellos/ellas	ponen	salen	traen

Si traes tu libro, te ayudo.

If you bring your book, I'll help you.

Siempre salgo a las ocho.

I always go out at eight.

Expansion

More on salir

Each of the following expressions with salir has its own meaning.

salir de: to leave a place, to leave on a trip

Salgo de casa a las siete. I leave home at seven.

salir para: to leave for (a place), to depart

Mañana salen para Tegucigalpa. Tomorrow they leave for Tegucigalpa.

salir con: to go out with, to date

Diana sale con Lorenzo. Diana goes out with Lorenzo.

salir a (+ infinitive): to go out (to do something)

Salen a cenar los sábados. They go out to have dinner on Saturdays.

Saber and conocer

- Although the verbs **saber** and **conocer** can both mean to know, they are not interchangeable. Note that both verbs that irregular **yo** forms while all other forms follow the regular conjugation patterns.

saber (to know)		conocer (to know)
yo	sé	conozco
tú	sabes	conoces
Ud.	sabe	conoce
él/ella	sabe	conoce
nosotros	sabemos	conocemos
vosotros	sabéis	conocéis
Uds.	saben	conocen
ellos/ellas	saben	conocen

- The verb **saber** means to know a fact or to have knowledge or information about someone or something.
¿**Sabes** dónde está el cine? Do you know where the movie theater is?
No **sé**. I don't know.

- With an infinitive, the verb **saber** means to know how to do something.
La tía Berta **sabe** bailar tango. Aunt Berta knows how to dance tango.
- Saber may be followed with an interrogative word or **si** (if).
¿**Sabes** dónde es la fiesta? Do you know where the party is?
No **sé si** mis padres quieren I don't know if my parents want
salir esta noche. to go out tonight.
- **Conocer** means to be acquainted or to be familiar with a person, place, or thing.
Tina **conoce** a mis abuelos. Tina knows (is acquainted with) my grandparents.
Conozco San Salvador. I know (am acquainted with) San Salvador.
- Use the personal **a** with **conocer** to express that you know a specific person.
La profesora conoce a mis tíos. The professor knows my aunt and uncle.

Study tips for saber and conocer
<p>saber</p> <ul style="list-style-type: none"> • knowing a fact or information • knowing a skill (how to do something) • may be followed by an infinitive or interrogative word or si <p>conocer</p> <ul style="list-style-type: none"> • knowing people • knowing a place • never followed by an infinitive or si

Repaso de capítulo 4

Conjugate the following stem-changing verbs.

- | | |
|---|---|
| 1. nosotros/ preferir we/prefer _____ | 2. Ud./ venir you/come _____ |
| 3. yo/ tener I/have _____ | 4. Ud./ pensar you/think _____ |
| 5. ella/ querer she/want _____ | 6. él/ pedir he/ask _____ |
| 7. Uds./ empezar you/start _____ | 8. Clara/jugar Clara/play _____ |
| 9. tú/ entender you/understand _____ | 10. yo/repetir I/repeat _____ |
| 11. Ud. /perder you/lose _____ | 12. tú/ recordar you/remember _____ |
| 13. José/ dormir Jose/sleep _____ | 14. nosotros/ poder we/can _____ |
| 15. el libro/ costar the book/cost _____ | 16. el mesero/ servir the waiter/serve _____ |
| 17. tú y yo/ volver you and me/return _____ | 18. Paco y tú/ soñar Paco and you/dream _____ |

Personal A

Fill in the blanks with **a** or leave it blank if no **a** is required. Indicate the reason: a person or a contraction.

1. Mi amiga Selena va a ayudar _____ mi mamá.
2. No compré _____ un marcador.
3. No veo _____ su hijo. ¿Dónde está?
4. Vamos a invitar _____ todos nuestros amigos.
5. ¿No ves _____ Ramón? Me tiene que ayudar.
6. Tengo que hacer _____ la comida.
7. Busco _____ los libros de español.
8. Busco _____ Rafael para cocinar la carne
9. ¿Quién trae _____ la ensalada?
10. Me gusta escuchar _____ la música española durante mis fiestas.
11. También me encanta escuchar _____ Teresa cuando canta porque es muy talentosa.
12. Veo _____ María. Viene temprano.
13. ¿Visitas _____ el médico?

Write the following sentences in Spanish, using the direct object pronouns.

1. They don't know me. _____
2. She eats it (fruit). _____
3. We can see them. _____
4. Can I help you? _____
5. We can see him. _____
6. They can see her. _____
7. They can see the girls. _____
8. She eats them (tacos). _____
9. We can see it (the book). _____
10. They don't know us. _____

Demonstrative adjectives: Fill in the blanks with the appropriate demonstrative adjective.

1. (this) _____ abrigo/coat
2. (these) _____ calcetines / socks
3. (that) _____ gorra (lejos) / hat
4. (those) _____ corbatas (cerca) / ties
5. (these) _____ anillos / rings
6. (those) _____ botas (lejos) / boots
7. (this) _____ mochila / backpack
8. (that) _____ traje / suit
9. (those) _____ blusas (lejos) / blouses
10. (those) _____ guantes / (cerca) gloves

Fill in the blanks with the appropriate verbs: salir, poner, and traer.

1. Quiero _____ de la casa pero tengo que _____ mi hermano. I want to _____ the house but I have to _____ my brother.
2. Susana _____ el refresco en la mesa. Susan _____ the soda on the table.
3. (Yo) no _____ mi novio conmigo porque él va a _____ con sus amigos. (I) don't _____ my boyfriend with me because he will _____ with his friends.

Fill in the blanks with the appropriate form of the verbs conocer and saber.

1. Mi mama _____ hablar francés. My mother _____ speak french.
2. Sí, (yo) te _____. Yes, (I) _____ you.
3. Nosotros no _____ dónde está el libro. We don't _____ where the book is.
4. Los estudiantes no _____ bien la universidad. The students don't _____ the university well.

Unidad 3: Capítulos 5 & 6

Learning Objectives:

- Describing their daily routine and habits
- Express needs related to personal care
- Expressing emotional states
- Compare objects and people
- Talking about what you do around the house
- Describing people or things using superlatives
- Describing what is happening at the moment
- Discuss food, eating preferences, and ordering meals
- Talking about things and expressing to whom or for whom
- Expressing likes and dislikes
- Discussing foods, cooking, and recipes
- Talking about events in the past

Grammar and vocabulary in these chapters:

- Las actividades diarias : Daily activities
- Reflexive constructions: Pronouns and verbs
- Comparisons of equality and inequality
- Las comidas y las bebidas
- Indirect objects, indirect object pronouns, and the verbs **decir** and **dar**
- **Gustar** and similar verbs

Unit 3 Vocabulario Vocabulary ~ Capítulo 5

Las actividades diarias – Daily activities

acostarse (ue) – to go to bed
afeitarse – to shave
bañarse – to bathe
cepillarse – to brush
despertarse (ie) – to wake up
dormirse (ue,u) – to fall asleep
ducharse – to shower
lavarse – to wash
levantarse – to get up, to stand up
maquillarse – to apply makeup
peinarse – to comb
quitarse (la camisa) – to take off (your shirt)
secarse – to dry oneself
sentarse (ie) – to sit down
vestirse (i,i) – to get dressed

Algunas emociones – Some emotions

ponerse contento/a – to become happy
furioso/a – angry
molesto/a – annoyed
sentirse (ie,i) – to feel

Algunas partes del cuerpo – Some parts of the body

la cara – face
los dientes – teeth
la mano – hand
la nariz – nose
el ojo – eye
el pelo – hair

Artículos del uso personal – Personal care items

el brillo de labios – lip gloss
el champú – shampoo
la crema (de afeitar) – (shaving) cream
el jabón – soap
el maquillaje – makeup
la máquina de afeitar – electric razor
la navaja de afeitar – razor
el peine – comb
el secador – hair dryer

Los accesorios y los muebles – Furniture and accessories

los aparatos domésticos – household appliances
la aspiradora – vacuum cleaner
la cama – bed
la cómoda – dresser
el cuadro – painting
el estante – bookcase
la lámpara – lamp
la lavadora – washing machine
el lavaplatos – dishwasher
la mesa de noche – nightstand
la plancha – iron
la secadora – clothes dryer
el sillón – armchair, overstuffed chair
el sofá – sofa, couch

Los quehaceres domésticos – Household chores

hacer la cama – make the bed
lavar (los platos, el piso) – wash (the dishes, the floor)
limpiar/ordenar la casa – to clean/to straighten up the house
llenar el lavaplatos – to load the dishwasher
pasar la aspiradora – to vacuum
poner la mesa – to set the table
quitar la mesa – to clear the table
recoger la ropa (del piso/de la secadora) – to pick up/collect clothes (from the floor/dryer)
sacar la basura – to take out the garbage
vaciar el lavaplatos – to empty the dishwasher

Las partes de una casa – Parts of a house

el baño – bathroom
la casa – house, home
la cocina – kitchen
el comedor – dining room
el cuarto – room, bedroom
el dormitorio – bedroom
el garaje – garage
el jardín – garden
el pasillo – hallway
el patio – patio, backyard
el piso – floor
la sala – living room
la terraza – terrace

Reflexive constructions: Pronouns and verbs

- A reflexive construction is one in which the subject is both the performer and the receiver of the action expressed by the verb.

Isabel se peina.

Isabel combs her hair.

Isabel peina a su hermana.

Isabel combs her sister's hair.

Los pronombres reflexivos

- Reflexive constructions require the reflexive pronouns.

Subject Pronoun	Reflexive Pronoun	Verb (lavarse)
yo	me (myself)	lavo
tú	te (yourself)	lavas
Ud.	se (yourself)	lava
él/ella	se (himself, herself)	lava
nosotros/as	nos (ourselves)	lavamos
vosotros/as	os (yourselves)	laváis
Uds.	se (yourselves)	lavan
ellos/ellas	se (themselves)	lavan

- Reflexive pronouns have the same forms as direct object pronouns, except for the third-person singular and plural. The reflexive pronoun of the third-person singular and plural is **se**.

Paco **se** baña.

Paco bathes.

Los niños **se** levantan temprano.

The children get up early.

- As with object pronouns, reflexive pronouns are placed immediately before the conjugated verbs. In Spanish the definite article, not the possessive adjective, is used to refer to parts of the body and articles of clothing.

Me lavo las manos.

I wash my hands.

Pedro **se** pone el sombrero.

Pedro puts on his hat.

- With infinitives, reflexive pronouns are either attached to the infinitives or placed in front of the conjugated verbs.

Sofía, ¿vas a maquillarte ahora?
Sofía, ¿te vas a maquillar ahora?

Sofia, are you going to put on your makeup now?

- In English, reflexive pronouns are frequently omitted, but in Spanish, reflexive pronouns are required in all reflexive constructions.

Pepe **se** afeita antes de acostarse.
Marina siempre **se** baña a las ocho.

Pepe shaves before going to bed.
Marina always bathes at eight.

Los verbos reflexivos

- Verbs that describe personal care and daily habits carry a reflexive pronoun if the same person performs and receives the action.

Me voy a acostar temprano.
Mis hermanos se despiertan tarde
todas las mañanas.

I'm going to bed early.
My brothers wake up late
every morning.

- Such verbs can also be used non-reflexively when someone other than the subject receives the action.

Elena **acuesta** a su hija menor.
¿**Despiertas** a tu compañero de cuarto?

Elena puts her youngest daughter to bed.
Do you wake up your roommate?

- In Spanish, verbs that express feelings, moods, and conditions are often used with reflexive pronouns. A reflexive pronoun is usually not required in English. Instead, verbs such as to get or to become or other non-reflexive verbs are used.

alegrarse (de)
divertirse (ie, i)
enamorarse (de)
enfermarse
enojarse (con)
olvidarse (de)

to become happy
to have fun
to fall in love (with)
to become sick
to get angry (with)
to forget

Me alegro de ganar.
Siempre **nos divertimos** en la fiesta.
Luis **va a enamorarse de** Ana.
Jorge **se enoja** si pierde.
Me olvido de todo cuando la veo.

I am happy to win.
We always have fun at the party.
Luis is going to fall in love with Ana.
Jorge gets angry if he loses.
I forget everything when I see her.

- Some verbs have different meanings when used with reflexive pronouns.

Non-reflexive

acostar (ue) to put to bed
dormir (ue,u) to sleep
encontrar to find

enfermar to make sick
ir to go
levantar to lift
llamar to call

poner to put, to set

quitar to remove

vestir (i, i) to dress

Reflexive

acostarse (ue) to go to bed
dormirse (ue,u) to fall asleep
encontrarse (con) to meet up with
someone

enfermarse to become sick
irse to go away, to leave
levantarse to get up
llamarse to be called (as when giving
your name)

ponerse to put on (clothing), to become

quitarse to take off (clothing)

vestirse (i, i) to get dressed

Las construcciones recíprocas

- The plural reflexive pronouns **nos**, **os**, and **se** may be used with verbs that take direct objects to express reciprocal actions. The verbs can be reflexive or non-reflexive verbs, and these actions are conveyed in English with each other or one another.

Nos queremos mucho.
Los novios **se ven** todos los días.

We love each other a lot.
The sweethearts see one another every day.

Comparisons of equality and inequality

Comparaciones de igualdad

- To compare things that are equal, English uses as...as. In Spanish, you make comparisons of equality with adjectives and adverbs by using the following construction.

tan + adjective/adverb + como

Joaquín es **tan** amable **como** Roberto. Joaquin is as nice as Roberto.

María no habla **tan** despacio **como** su hermana. Maria doesn't speak as slowly as her sister.

- Make comparisons of equality with nouns by using the following construction. Note that **tanto** is an adjective and agrees in gender and number with the noun or pronoun it modifies.

tanto/a(s) + noun + como

Marta tiene **tantos** amigos **como** ustedes. Marta has as many friends as you.

Tú tienes **tanta** paciencia **como** Eugenio. You have as much patience as Eugenio.

- Make comparisons of equality with verbs by using the following construction.

verb + tanto como

Mis hermanos se enamoran **tanto** tú. My brothers fall in love as much **como** as you.

Comparaciones de desigualdad

- A comparison of inequality expresses more than or less than. Use this construction with adjectives, adverbs, or nouns.

más/menos + adjective/adverb/noun + que

adjective

Mercedes es **menos** responsable **que** Claudio.

Mercedes is less responsible than Claudio.

adverb

Yo me visto **más** rápidamente **que** tú.

I get dressed faster than you

noun

Esta casa tiene **menos** cuartos **que** la otra.

This house has fewer rooms than the other.

- Make comparisons of inequality with verbs using the following construction:

verb + **más/menos** + **que**

Estudio **más que** tú.

I study more than you (do).

- With numerical expressions, use **de** instead of **que**.

Tengo **más de** cinco buenos amigos.
friends.

I have more than five good friends.

Resumen de las comparaciones de igualdad y de desigualdad

Summary of the equality and inequality comparisons

Equal comparisons	
nouns:	tanto/a(s) + noun + como + noun or pronoun
adjectives/adverbs:	tan + adj./adv. + como + noun or pronoun
verbs:	verb + tanto como + noun or pronoun
Unequal comparisons	
adjs./advs./nouns	más/menos + adj./adv./noun + que + noun or pronoun
verbs:	verb + más/menos + que + noun or pronoun
with numbers	más/menos + de + number

Los adjetivos comparativos irregulares

- Some Spanish adjectives have both regular and irregular comparative forms. The irregular forms do not require *más/menos*:

Adjectives	Regular Form	Irregular Form
bueno/a	más bueno/a	mejor (better)
malo/a	más malo/a	peor (worse)
viejo/a	más viejo/a	mayor (older)
joven	más joven	menor (younger)

- The irregular forms **mejor** and **peor** are more commonly used than the regular forms.

Esta casa es **mejor** que esa.

This house is better than that one.

Rafael es **peor** que Luis.

Rafael is worse than Luis.

Me siento **mejor** hoy.

I feel better today.

Dormimos **peor** cuando hace calor.

We sleep poorly when it is hot.

- Mayor**, **menor**, and **más joven** are commonly used with people; **más viejo** may be used with inanimate objects.

Manuel es menor que Berta y yo soy mayor que Manuel.

Manuel is younger than Berta and I am older than Manuel.

San José, Costa Rica, es más vieja que Managua, Nicaragua.

San José, Costa Rica, is older than Managua, Nicaragua.

The Superlative

- A superlative statement expresses the highest or lowest degrees of a quality: for example, the most, the greatest, the least, or the worst. To express the superlative in Spanish, the definite article is used with **más** or **menos**. Note that the preposition **de** is the equivalent of in or of after a superlative.

definite article + **más** or **menos** + adjective + **de**

Antonio es **el más alto de** mis hermanos.

Antonio is the tallest of my brothers.

Este jabón es **el menos caro de** todos.

This soap is the least expensive of all.

- When a noun is used with the superlative, the definite article precedes the noun in Spanish.

Mi brillo de labios es **el** brillo de labios
más caro que venden aquí.

La casa de Carlos es **la** casa **más**
popular del barrio.

My lip gloss is the most expensive
lip gloss they sell here.

Carlos's house is the most popular
house in the neighborhood.

- Adjectives and adverbs that have irregular forms in the comparative use the same irregular forms in the superlative.

Juan es **el mejor de** mis amigos.

La tía Isabel es **la mayor de** mis
tías.

Juan is the best of my friends.

Aunt Isabel is the oldest of my
aunts.

The present progressive

- The present progressive tense describes an action that is in progress at the time the statement is made. It is formed using the present indicative of **estar** as an auxiliary verb and the present participle (the **-ando/-iendo** form) of the main verb. The present participle is invariable regardless of the subject. It never changes its ending. Only **estar** is conjugated when using the present progressive forms.

Present progressive of hablar			
yo	estoy hablando	nosotros/as	estamos hablando
tú	estás hablando	vosotros/as	estáis hablando
Ud.	está hablando	Uds.	están hablando
él/ella	está hablando	ellos/ellas	están hablando

- To form the present participle of regular **-ar** verbs, add **-ando** to the verb stem:

hablar + -ando **hablando**

Los niños están bailando en la sala.

The children are dancing in the living room.

- To form the present participle of **-er** and **-ir** verbs, add **-iendo** to the verb stem:

comer + -iendo **comiendo** escribir + -iendo **escribiendo**

Los niños están bebiendo leche.	The children are drinking milk.
Estoy escribiendo la composición.	I am writing the composition.

- **Leer** has an irregular present participle. The **i** from **-iendo** changes to **y**.

lee + -iendo leyendo
--

- **-Ir** verbs with a stem change will also have a change in the participle. This change will be indicated when you first encounter the infinitive.

dormir (ue,u)	to sleep	→	durmiendo	sleeping
pedir (i,i)	to ask for	→	pidiendo	asking for
servir (i,i)	to serve	→	sirviendo	servicing

- Reflexive pronouns and object pronouns can either precede **estar** or be attached to the participle. Add an accent when the pronoun is attached to the participle.

Carlos se está vistiendo.	}	Carlos is getting dressed.
Carlos está vistiéndose.		

Estamos mirándote.	}	We're looking at you.
Te estamos mirando.		

Repaso de capítulo 5

Reflexive constructions – Conjugate the following verbs

1. yo/ponerse (I/put on) _____
2. tú/bañarse (you/shower) _____
3. él/ afeitarse (he/shave) _____
4. nosotros/ sentarse (we/sit) _____
5. vosotros/maquillarse (you/put on makeup) _____
6. yo/ducharse (I/shower) _____
7. ellas/ secarse (they/dry) _____
8. él/sentirse (he/feel) _____
9. tú/mirarse (you/look at) _____
10. ellos/peinarse (they/comb) _____

Comparisons – Translate the following sentences into Spanish.

1. I talk as much as my brother.

2. The university is bigger than the school.

3. Her nose is as big as her mom's nose.

4. Spanish is easier than French.

5. My bedroom is uglier than your bedroom.

6. He speaks better than I do.

7. Cleaning the house is the worst chore.

8. She has as many books as you.

9. You are as mean (antipático) as your father.

10. We are older than the boys.

Superlative – Translate the following sentences into Spanish.

1. Doing the dishes is the worst chore.

2. Bill Gates is the richest man.

3. Salma Hayek is the most popular Mexican actress.

4. You are the oldest brother in your family.

5. They have the ugliest car.

Present Progressive – Conjugate the following verbs using the present progressive

1. yo/andar (I/ride) _____
2. él/buscar (he/look) _____
3. ellos/creer (they/think) _____
4. Uds./ dormirse (you/sleep) _____
5. tú/ peinarse (you/comb) _____
6. nosotros/grabar (we/record) _____
7. Ud./ hacer (you/do) _____
8. vosotros/ ir (you/go) _____
9. ella/jugar (she/play) _____
10. yo/ leer (I/read) _____
11. vosotros/mentir (you/lie) _____
12. Ud./ despertarse (you/wake up) _____
13. nosotros/preferir (we/prefer) _____
14. tú/querer (you/want) _____

Unit 3 Vocabulario Vocabulary ~ Capítulo 6 Chapter 6

Las comidas – Meals

- el almuerzo** – lunch
- la cena** – dinner
- el desayuno** – breakfast
- la merienda** – afternoon snack

Las comidas y las bebidas – Foods and beverages

- el aceite (de oliva)** – (olive) oil
- el agua (mineral)** – (mineral) water
- el ajo** – garlic
- el arroz** – rice

- el azúcar** – sugar
- la banana** – banana
- el bistec** – steak
- el bocadillo/ el sándwich** – sandwich
- los camarones** – shrimp
- la carne** – meat
- la cebolla** – onion
- la cerveza** – beer
- el flan** – custard dessert
- la fresa** – strawberry
- los frijoles** – beans
- las frutas** – fruits
- las galletas** – cookies
- el helado (de vainilla)** – (vanilla) ice cream
- el huevo** – egg
- el jamón** – ham
- las judías verdes** – green beans, string beans
- el jugo** – juice
- la leche** – milk
- la lechuga** – lettuce
- el maíz** – corn
- la mantequilla** – butter
- la manzana** – apple
- los mariscos** – shellfish
- la naranja** – orange
- el pan** – bread
- la papa** – potato
- el pastel (de manzana)** – (apple) pie
- el pescado** – fish
- el pollo** – chicken
- el postre** – dessert
- el queso** – cheese
- la sal y la pimienta** – salt and pepper
- la sopa** – soup
- el té** – tea
- el tomate** – tomato
- la torta** – cake
- las uvas** – grapes
- las verduras** – vegetables

el vinagre – vinegar
el vino (tinto, blanco) – (red, white) wine
el yogur – yogurt
la zanahoria – carrot

En un restaurante – In a restaurant

la cuenta – bill
la especialidad de la casa – house specialty
el menú – menu
el/la mesero/a – waiter/waitress
la propina – tip

En la cocina – In the kitchen

la cafetera – coffee maker
la cazuela – stewpot, casserole dish, sauce pan
la estufa – stove
el microondas – microwave
el refrigerador – refrigerator
la sartén – skillet, frying pan
el tazón (de cristal) – (glass) bowl
la tostadora – toaster

En la mesa – On the table

la cuchara – spoon
el cuchillo – knife
el plato – plate
la servilleta – napkin
la taza – cup
el tenedor – fork
el vaso – glass

Verbos – Verbs

calentar (ie) – to heat
cocinar – to cook
cortar – to cut
 echar – to add, throw in
freír (i,i) – to fry

Adjetivos – Adjectives

caliente – hot
picante – hot (spicy)

Verbos – Verbs

cenar – to have dinner
dar – to give
decir (i,i) – to say
dejar – to leave (behind)
desayunar – to have breakfast
guardar – to save, to keep, to put away
hornear – to bake, to roast
mezclar – to mix
pelar – to peel
picar – to chop
tostar (ue) – to toast

En la receta – In the recipe

asado/a – roasted
la cucharada – tablespoon
la cucharadita – teaspoon
frito/a – fried
al horno – baked
a la parrilla – grilled
la pizca – pinch (of salt, pepper, etc.)

Expresiones – Expressions

¡Qué rico! – How delicious!
¡Qué sabroso! – How delicious!
¡Qué asco! – How disgusting (revolting)!
¡Qué ridículo! – How ridiculous!

Indirect objects, indirect object pronouns, and the verbs decir and dar

Los pronombres de complementos indirectos

The pronouns of indirect complements

- An indirect object indicates to or for whom an action is carried out. In Spanish the indirect object pronoun is also used to indicate from whom something is bought, borrowed, or taken away.

Indirect Object Pronouns			
Singular		Plural	
me	(to) me	nos	(to) us
te	(to) you	os	(to) you (fam. Sp.)
le	(to) you (for.)	les	(to) you
le	(to) him/her	les	(to) them

- The indirect object pronouns are identical to the direct object pronouns, except for the third-person singular and plural forms.
- Indirect object pronouns agree only in number with the noun to which they refer. There is no gender agreement.

Le lavo los platos.

I'll wash the dishes for her.

¿**Me** preparas arroz para la cena?

Will you prepare me rice for dinner?

- Indirect object pronouns usually precede the conjugated verb.

Te compramos el almuerzo.

We will buy you lunch.

- In negative sentences the indirect object pronoun is placed between **no** and the conjugated verb.

No **les** recomiendo ese restaurante.

I won't recommend that restaurant to them.

- In constructions with an infinitive, the indirect object pronouns may either precede the conjugated verb or be attached to the infinitive.

El mesero **nos** va a traer la cuenta. }
 El mesero va a traernos la cuenta. } The waiter is going to bring us the check.

- Since **le** and **les** can have different meanings, you can add a prepositional phrase (**a él, a ella, a Ud., a ellos, a ellas, a Uds.**) for clarification.

Le preparamos la comida.	We prepare him/her/you(s.) the meal.
Le preparamos la cena a ella.	We prepare her dinner.
Les traigo un refresco.	I bring them/you (pl.) a drink.
Les traigo un refresco a Uds.	I bring you (pl.) a drink.

- The prepositional phrase can also be used for emphasis. In the following examples, the phrases **a mí, a ti** and **a nosotros** are not required grammatically, but the indirect object pronouns **me, te** and **nos** are required. Note that the pronouns that follow prepositions are the same as subject pronouns with the exception of **yo** and **tú**. These are replaced by **mí** and **ti**.

Te invité a un café a ti, no a ellos.	I invited you to a coffee shop, not them.
¡Juan nos va a hacer un pastel especial	Juan is going to make us a special cake!
a nosotros!	
¡Mi novio me preparó una cena deliciosa a mí!	My boyfriend prepared me a delicious dinner.

- The familiar plural form , **os (vosotros)**, is used in Spain.

Decir y dar

- The irregular verbs decir and dar often take indirect object pronouns.

Decir is an **e→i** stem –changing verb with an irregular first-person singular form (like **tener** and **venir**).

decir (to say)			
yo	digo	nosotros/as	decimos
tú	dices	vosotros/as	decís
él/ella/	dice	Uds.	dicen
Ud.	dice	ellos/ellas	dicen

Dar has an irregular first-person singular form like **ser** and **estar**.

dar (to give)			
yo	doy	nosotros/as	damos
tú	das	vosotros/as	dáis
él/ella/	da	Uds.	dan
Ud.	da	ellos/ellas	dan

Todos los días le decimos “buenos días”
a la profesora.
Todos los días ella nos da una prueba.

Every day, we say “good morning”
to the professor.
Every day, she gives us a quiz.

Gustar and similar verbs

- The verb **gustar** is used to express preferences, likes, and dislikes. **Gustar** literally means to be pleasing, and the verb is used with an indirect object pronoun.

Me gusta desayunar todos los días.

I like to eat breakfast every day. (Eating breakfast is pleasing to me.)

Los restaurantes caros no **le gustan**.

He doesn't like expensive restaurants.
(Expensive restaurants are not pleasing to him.)

- The subject of the verb **gustar** is whatever is pleasing to someone. Because we generally use **gustar** to indicate that something (singular) or some things (plural) are pleasing, **gustar** is most often conjugated in the third-person singular or third-person plural forms, **gusta** and **gustan**. The indirect object pronoun indicates who is being pleased.

Nos gusta la torta de chocolate. We like chocolate cake.
No me gustan los frijoles. I don't like beans.

- To express the idea that one likes to do something, **gustar** is followed by an infinitive. In such cases the third-person singular form of **gustar** is used, even when you use more than one infinitive.

Me gusta preparar la cena y I like to prepare dinner and
lavar los platos. wash the dishes.

- Some other verbs like **gustar** are listed below. Note that the equivalent expressions in English are not direct translations.

aburrir	to bore, to tire
apetecer	to feel like (to appeal to)
encantar	to like very much, to be extremely pleasing
fascinar	to fascinate, to be attractive
interesar	to interest, to be in someone's interest
molestar	to be a bother, to annoy
parecer	to seem
quedar	to be left (over), to remain

Me molestan las cocinas sucias. Dirty kitchens annoy me.
Este vino **nos parece** caro. This wine seems expensive to us.

- Remember, you can use a prepositional phrase beginning with **a** to emphasize, clarify, or contrast the indirect object pronoun.

A mí me encanta la cocina, I love the kitchen, but you don't.
pero **a ti** no.

A José le encantan los camarones, José loves shrimp, and you?
¿y **a Uds.**?

The preterit of regular verbs

- So far you have learned to use verbs in the present indicative tense. In this chapter you will learn about the preterit, one of two simple past tenses in Spanish. In **Capítulo 8**, you will be introduced to the imperfect, which is also used to refer to events in the past.

Preterit of regular –ar, –er, and –ir verbs			
	-ar tomar	-er comer	-ir vivir
yo	tomé	comí	viví
tú	tomaste	comiste	viviste
Ud.	tomó	comió	vivió
él/ella	tomó	comió	vivió
nosotros	tomamos	comimos	vivimos
vosotros	tomasteis	comisteis	vivisteis
Uds.	tomaron	comieron	vivieron
ellos/ellas	tomaron	comieron	vivieron

- The preterit tense is used to report actions completed at a given point in the past and to narrate past events.

Preparé sopa de mariscos para la cena.
Ayer **comimos** en la cafetería de la universidad.

I prepared seafood soup for dinner.
Yesterday we are at the university cafeteria.

- The preterit forms for **nosotros** of **–ar** and **–ir** verbs are identical to the corresponding present tense forms. The situation or context of the sentence will clarify the meaning. Here are some expressions that are used to talk about the past.

anoche
anteayer
ayer
el año (lunes, martes, etcétera) pasado
el mes pasado
la semana pasada

last night
the day before yesterday
yesterday
last year (Monday, Tuesday, etc.)
last month
last week

Siempre **hablamos** de recetas de cocina

We always talk about cooking recipes.

La semana pasada **hablamos** de tu receta de pollo.

Last week we talked about your chicken recipe.

Vivimos aquí ahora.

We live here now.

Vivimos allí el año pasado.

We lived there last year.

- Always use an accent mark in the final vowel for the first- and third- person singular forms of regular verbs, unless the verb is only one syllable.

Compré aceite de oliva.

I bought olive oil.

Ana Luisa no **comió** el postre.

Ana Luisa didn't eat the dessert.

Vi una receta interesante en ese libro.

I saw an interesting recipe in that book.

Los verbos que terminan en **-car, -gar y -zar**

- Verbs that end in **-car, -gar, and -zar** have the following spelling changes in the first-person singular of the preterit. All other forms of these verbs are conjugated regularly.

c qu	buscar	yo busqué
g gu	llegar	yo llegué
z c	almorzar	yo almorcé

Bus**qué** la receta en la Internet.

I looked for the recipe on the Internet.

Lleg**ué** muy contento ayer.

I arrived very happy yesterday.

Almor**cé** poco hoy.

I had little for lunch today.

- In addition to verbs such as **jugar (a), empezar, and practicar** you have already learned, the following verbs also follow this pattern.

explicar to explain

pagar to pay

tocar to touch, to play a musical instrument

Verb with irregular forms in the preterit (I)

El pretérito de los verbos con cambio radical, e → i, o → u

- Stem-changing -ir verbs in the present also have stem changes in the preterit. The changes are **e → i** and **o → u** and occur only in the third-person singular and plural.

pedir (to ask for)		dormir (to sleep)
yo	pedí	dormí
tú	pediste	dormiste
Ud.	pidió	durmió
él/ella	pidió	durmió
nosotros	pedimos	dormimos
vosotros	pedisteis	dormisteis
Uds.	pidieron	durmieron
Ellos/ellas	pidieron	durmieron

These verbs follow the same pattern:

pedir (i,i)	to ask for
preferir (ie,i)	to prefer
repetir (i,i)	to repeat
seguir (i,i)	to follow, to continue
sentir (ie,i)	to feel, to be sorry for
servir (i,i)	to serve

La mesera repitió las especialidades del día.

Los chicos durmieron diez horas anoche.

The waitress repeated today's specials.

The boys slept ten hours last night.

Verbos que cambian la i en y en la tercera persona del singular y del plural

- Verbs that end in **-er** and **-ir** preceded by a vowel (for example, **creer**, **leer**, and **oír**) change the **i → y** in the third-person singular and plural. All forms of these verbs are accented in all persons except the third-person plural.

creer (to believe)		oír (to hear)	
yo	creí		oí
tú	creíste		oíste
Ud.	creyó		oyó
él/ella	creyó		oyó
nosotros	creímos		oímos
vosotros	creísteis		oísteis
Uds.	creyeron		oyeron
ellos/ellas	creyeron		oyeron

Mamá no te **creyó** esta mañana.
Leyeron la receta con cuidado.

Mother didn't believe you this morning.
 They read the recipe carefully.

¿Oíste que hay un restaurante
 chileno en Chicago?

Did you hear that there is a Chilean
 in Chicago?

Repaso de capítulo 6

Indirect object pronouns – Using the indirect object pronouns, write the correct pronoun for the following.

1. (nosotros) Ella _____ quiere decir algo. / (Us) She _____ wants to say something.
2. (yo) _____ están ayudando. / (I) _____ are helping.
3. (él) _____ quiero dar el flan a Marcos. / (He) _____ want to give the flan to Marcos.
4. (tú) A ti _____ voy a llevar al parque. / (you) As for you _____ I will take you to the park.
5. (ellos) _____ voy a dar una manzana. / (they) _____ will give an apple.
6. (ella) Mis padres no _____ quieren comprar una torta a mi hermana. / (she) My parents don't _____ want to buy a torta to my sister.
7. (vosotros) _____ voy a traer unos bocadillos. / (you) _____ will bring some snacks.
8. (Uds.) _____ doy dinero. / (You) _____ give money.
9. (Miguel) _____ damos una cerveza a Miguel. / (Miguel) _____ give a beer to Miguel.
10. (yo) _____ traen un sándwich a mí. / (I) _____ bring a sándwich to me.

Dar and decir – Conjugate dar or decir to complete the following sentences.

1. (tú) ¿Me _____ dinero? / (you) Give _____ money?
2. (yo) Te _____ un regalo a ti. / (I) I give _____ a present to you.
3. (tú) ¿Qué vas a _____ a tu mamá? / (you) What will you _____ your mom?
4. (nosotros) Le _____ los platos a Jorge. / (we) _____ the plates to Jorge.
5. (ellos) Me _____ “Feliz cumpleaños”. / (they) _____ “Happy birthday”.
6. (él) El chef le _____ el vino tinto a la modelo. / (he) The chef _____ him red wine to the model.
7. (yo) Te _____ la verdad. / (I) _____ the truth.
8. ¿Qué vas a _____ me para mi cumpleaños? / What will you _____ me for my birthday?

Gustar and similar verbs – Translate the following into Spanish.

1. I like to eat shellfish. _____
2. It seems to him that cookies are good. _____
3. We love eggs. _____
4. They are remaining at the university. _____
5. Onions bother me. _____
6. His car interests her. _____
7. The waiter bores them. _____
8. I feel like eating chocolate. _____
9. Does the rice seem spicy to you? _____
10. The new restaurant fascinates us. _____

Preterit – Conjugate the following verbs into the preterit (past tense)

1. ella /creer (she/believes) _____
2. yo/jugar (I/play) _____
3. tú/llegar (you/arrive) _____
4. tú/vivir (you/live) _____
5. ellos/ sentir (they/feel) _____
6. nosotros/dormir (we/sleep) _____
7. yo/buscar (I/look) _____
8. ellos/sacar (they/take out) _____
9. él/almorzar (he/eat) _____
10. Ud./repetir (you/repeat) _____
11. tú/tomar (you/drink) _____
12. él/hablar (he/speak) _____
13. nosotros/pagar (we/pay) _____
14. vosotros/llegar (you/arrive) _____
15. yo/pedir (I/ask) _____
16. ella/tocar (she/touch) _____
17. ellos/ rezar (they/pray) _____
18. nosotros/ cocinar (we/cook) _____
19. vosotros/mirar (you/look) _____
20. yo/ empezar (I/start) _____

Unidad 4: Capítulos 7 & 8

Learning Objectives:

- Talking about activities you like to do in your free time
- Making plans to do something
- Talking about some activities in the past
- Talking about indefinite people and things, and people and things that do not exist
- Talking about different sports
- Reporting more past event and activities
- Taking shortcuts in conversation to avoid repetition
- Talking about clothes and shopping at a department store
- Talking about what used to happen and what you used to do in the past
- Describing a scene in the past
- Shopping for personal care products
- Contrasting what happened in the past with something else what was going on
- Talking about what people say and believe
- Talking about what is done

Grammar and vocabulary in these chapters:

- El tiempo libre : Free time
- Irregular verbs in the preterit (II)
- Indefinite and negative expressions
- Los deportes y las actividades deportivas
- Irregular verbs in the preterit (III)
- Double object pronouns
- Las compras y la ropa
- The imperfect of regular and irregular verbs
- Ordinal numbers
- Tiendas y productos personales
- Preterit versus imperfect
- Impersonal constructions with **se**

Unidad 4 vocabulario – Capítulo 7

En la playa – At the beach

la bolsa – bag

la heladera – cooler

el hielo – ice

los lentes de natación – swim goggles

los lentes de sol – sunglasses

la sombrilla – umbrella

la toalla – towel

el traje de baño – swimsuit

Los pasatiempos – Pastimes

dar un paseo – to go out, to take a walk

hacer un picnic – to have a picnic

ir a una discoteca – to go to a club

leer una novela – to read a novel

un periódico – a newspaper

una revista – a magazine

nadar en el mar – to swim in the ocean

una piscina – a pool

pasarlo bien – to have a good time

volar (ue) en papalote – to fly a kite

¿Qué tiempo hace? – What is the weather like?

está nublado – it's cloudy

hace... - it's ...

buen/mal tiempo – good/bad weather

(mucho) calor – (very) hot

(mucho) fresco – (very) cool

(mucho) frío – (very) cold

(mucho) humedad – (very) humid

(mucho) sol – (very) sunny

(mucho) viento – (very) windy

hay... – there's

(mucho) contaminación – (a lot of)
pollution/smog

(mucho) humedad – (a lot of) humidity

(muchos) chubascos – there are (many)
showers

llover (ue) – to rain

nevar (ie) – to snow

Opiniones y sugerencias – Opinions and suggestions

Es un día perfecto para... – It's a perfect day for...

¡Oye! – Listen!

¿Qué tal si...? – What if...?

Reacciones – Reactions

¡Estupendo! – Terrific!

¡Fabuloso! – Fabulous! Great!

¡Fantástico! – Fantastic!

¡Magnífico! – Great! Wonderful!

Me da igual. – It's all the same to me.

No te preocupes. – Don't worry.

¡Qué mala suerte! – What bad luck!

Los deportes – Sports

el alpinismo – mountain climbing, mountaineering
el atletismo – track and field
el básquetbol – basketball
el béisbol – baseball
el ciclismo – cycling
el esquí – skiing
el esquí acuático – water skiing
el fútbol (americano) – soccer (football)
la gimnasia deportiva – gymnastics
el golf – golf
el hockey – hockey
el jogging – jogging
la natación – swimming
el patinaje – skating
el surfing – surfing
el voleibol – volleyball

Actividades deportivas – Sporting Activities

montar en bicicleta – to go bike riding
correr – to run
empatar – to tie (the score)
esquiar (en el agua) – to ski, to water ski
ganar – to win
hacer alpinismo – to mountain climb, to go mountaineering
ejercicio – to exercise
jogging – to jog
gimnasia deportiva – to do gymnastics
jugar al básquetbol – to play basketball

béisbol – to play baseball
fútbol (americano) – to play soccer (football)
golf – to play golf
hockey – to play hockey
voleibol – to play volleyball
levantar pesas – to lift weights
nadar – to swim
patinar – to skate
surfear – to surf

El equipo – Team, equipment

el balón – (soccer, basket) ball
el bate – bat
el guante – glove
la pelota – baseball
la raqueta – racket

Términos deportivos – Sports terms

el/la aficionado/a – fan
el/la árbitro/a – referee
el/la campeón/campeona – champion, winner
el/la entrenador/a – coach, trainer
la temporada – season

Expresiones – Expressions

aunque – although, even though
entonces – then
por eso – that's why

Irregular verbs in the preterit (II)

- The verbs **ser**, **ir**, **estar**, **tener**, **dar**, and **ver** all have irregular forms in the preterit.

Irregular preterit forms					
	ser/ir	estar	tener	dar	ver
yo	fui	estuve	tuve	di	vi
tú	fuiste	estuviste	tuviste	diste	viste
Ud.	fue	estuvo	tuvo	dio	vio
él/ella	fue	estuvo	tuvo	dio	vio
nosotros	fuimos	estuvimos	tuvimos	dimos	vimos
vosotros	fuisteis	estuvisteis	tuvisteis	disteis	visteis
Uds.	fueron	estuvieron	tuvieron	dieron	vieron
ellos/ellas	fueron	estuvieron	tuvieron	dieron	vieron

- The verbs **ser** and **ir** have the same forms in the preterit. The context of the sentence or the situation will clarify the meaning.

¿Sabes?, nuestros abuelos también **fueron** jóvenes. You know, our grandparents were also young.
Fuimos a dar un paseo al centro. We went downtown for a walk.

- Note that **estar** and **tener** have the same irregularities in the preterit.

Gloria **estuvo** en la feria internacional. Gloria was at the international fair.
 Gloria **tuvo** que irse temprano. Gloria had to leave early.

- Dar and ver use the same endings as regular -er and -ir verbs. However, the first and third persons have only one syllable and do not require an accent mark.

Víctor me **dio** una película excelente. Víctor gave me an excellent movie.
 Los **vi** entrar al teatro. I saw them enter the theater.

- The preterit form of **hay** (from the verb **haber**) is **hubo** for both singular and plural.

Ayer **hubo** un partido de fútbol en el estadio. Yesterday there was a soccer game in the stadium.
Hubo más de 50.000 espectadores. There were more than 50,000 spectators.

Indefinite and negative expressions

- In Spanish, verbs are affirmative unless they are made negative through the use of **no** or a negative expression. Following is a list of common negative expressions and their affirmative equivalents.

Afirmativo		Negativo	
algo	something	nada	nothing, not anything
alguien	someone, anyone	nadie	nobody, no one
algún, alguno/a (s)	any, some	ningún, ninguno/a (s)	none, not any
alguna(s) vez (-ces)	sometime(s)	ninguna vez nunca, jamás	never
siempre	always		
también	also, too	tampoco	neither, no either
o...o	either...or	ni...ni	neither...nor

- There can be more than one negative expression (a double or triple negative) in a single sentence in Spanish. When **no** is used in a sentence, a second negative (**nada, nadie, ningún**) can either immediately follow the verb or be placed at the end of the sentence.

No fuimos **nunca** a la playa con Lourdes.

We never went to the beach with Lourdes.

No le dimos los sándwiches a **nadie**.

We did not give the sandwiches to anyone.

- When the negative expression precedes the verb, **no** is omitted.

Nunca fuimos a la playa con Lourdes.

We never went to the beach with Lourdes.

A nadie le dimos los sándwiches.

We did not give the sandwiches to anyone.

- The expressions **nadie** and **alguien** refer only to persons and require the personal **a** when they appear as direct objects of the verb.

No vi a nadie en el agua.

I didn't see anyone in the water.

¿Viste a alguien especial anoche en la discoteca?

Did you see anyone special last night at the club?

- The adjectives **alguno** and **ninguno** drop the **-o** before a masculine singular noun in the same way the number **uno** shortens to **un**. Note the use of a written accent when the **-o** is dropped.

Ningún amigo vino al partido. No friend came to the game.
 ¿Te gusta **algún** tipo de refresco? Do you like any type of refreshment?

- Ninguno/a is almost always used in the singular, not the plural form. The exception would be when used with inherent plural nouns such as things that come in pairs.

¿Quedan **algunas** entradas? Are there any tickets left?
 No, no me queda **ninguna** entrada. No, there aren't any tickets left.
 ¿Encontraste mis lentes? Did you find my glasses?
 No, no encontré **ningunos** lentes. No, I didn't find any glasses.

- Once a sentence is negative, all other indefinite words are also negative.

Lucía **no** conoce a **nadie** en la fiesta **tampoco**. Lucia doesn't know anyone at the party either.
No voy a traer **ni** refrescos **ni** sándwiches para **nadie**. I am bringing neither refreshments nor sandwiches for anyone.

Irregular verbs in the preterit (III)

	Irregular preterit forms							
	poder	poner	saber	venir	hacer	querer	decir	traer
yo	pude	puse	supe	vine	hice	quise	dije	traje
tú	pudiste	pusiste	supiste	viniste	hiciste	quisiste	dijiste	trajiste
Ud.	pudo	puso	supo	vino	hizo	quiso	dijo	trajo
él/ella	pudo	puso	supo	vino	hizo	quiso	dijo	trajo
nosotros	pudimos	pusimos	supimos	vinimos	hicimos	quisimos	dijimos	trajimos
vosotros	pudisteis	pusisteis	supisteis	vinisteis	hicisteis	quisisteis	dijisteis	trajisteis
Uds.	pudieron	pusieron	supieron	vinieron	hicieron	quisieron	dijeron	trajeron
ellos/ellas	pudieron	pusieron	supieron	vinieron	hicieron	quisieron	dijeron	trajeron

- The preterit forms of **poder**, **poner**, and **saber** have a **u** in the stem.

Pude ir a la piscina. I got to go to the pool.
 ¿Por qué **pusiste** la toalla allí? Why did you put the towel there?
Supimos quién ganó enseguida. We found out (learned about) who won right away.

- The preterit forms of **venir**, **hacer**, and **querer** have an **i** in the stem.
 ¿**Vino** Julio al partido ayer? Did Julio come to the game yesterday?
 ¿Dónde **hicieron** los uniformes? Where did they make the uniforms?
Quise patear el balón, pero no fue posible. I wanted to kick the soccer ball, but it wasn't possible.
- Whenever the stem of a verb in the preterit ends in **j** as in **decir** and **traer**, the third-person plural ends in **-eron**, not **-ieron**.
 Los beisbolistas **dijeron** cosas buenas del entrenador. The ballplayers said good things about the trainer.
Trajeron los esquís al comienzo de la temporada. They brought their skis at the beginning of the season.

Significados especiales en el pretérito

Certain Spanish verbs have different combinations when used in the preterit.

	Present	Preterit
conocer	to know	to meet someone (the beginning of knowing)
poder	to be able (have the ability)	to manage (to do something)
no poder	to not be able (without necessarily trying)	to fail (after trying) (to do something)
(no) querer	to (not) want	to try (to refuse)
saber	to know	to find out, to learn

Mario conoció a una tenista.
 Supo que su equipo perdió.
 No quisimos correr en la lluvia.

Mario met a tennis player.
 He found out that his team lost.
 We refused to run in the rain.

Double object pronouns

You can take shortcuts in conversation and avoid repetition by using two object pronouns.

Subject pronouns	Indirect object pronouns	Direct object pronouns
yo	me	me
tú	te	te
Ud.	le (changes to se)	lo/la
él/ella	le (changes to se)	lo/la
nosotros/as	nos	nos
vosotros/as	os	os
Uds.	les (changes to se)	los/las
ellos/ellas	les (changes to se)	los/las

- When both a direct and an indirect object pronoun are used together in a sentence, they are usually placed before the verb, and the indirect object pronoun precedes the direct object pronoun.

Julián, ¿**me** traes **la película**?

Julian, will you bring me the movie?

Te la traigo en un momento.

I'll bring it to you in a moment.

- The indirect object pronouns **le** (to you, to her, to him) and **les** (to you, to them) change to **se** when they appear with the direct object pronouns **lo, los, la, las**. Rely on the context of the previous statement to clarify the meaning of **se**.

¿Quién **les** trae **el balón** a los jugadores?

Who brings the ball to the players?

El entrenador se lo trae.

The coach is bringing it to them.

- As with single object pronouns, the double object pronouns may be attached to the infinitive or the present participle. In that case, the order of the pronouns is maintained, and an accent mark is added to the stressed vowel of the verb.

Carlos, ¿puedes traerme la bolsa?

Carlos, can you bring me the bag?

Voy a traé**rtela** enseguida.

I'll bring it to you right away.

Estoy buscándotela ahora mismo.

I am looking for it right now for you.

Remember to always combine double object pronouns in the right order: indirect before direct.

Repaso de capítulo 7

Conjugate the irregular verbs in the past tense.

1. yo/ser (I/am) _____
2. Uds./tener (you/have) _____
3. él/ traer (he/bring) _____
4. tú/ poder (you/can) _____
5. ella/dar (she /give) _____
6. nosotros/traer (we/bring) _____
7. él/ver (he/see) _____
8. yo/ir (I/go) _____
9. Ud./querer (you/want) _____
10. ellos/saber (they/know) _____
11. yo/hacer (I/do) _____
12. vosotros/querer (you/want) _____
13. nosotros/estar (we/be) _____
14. nosotros/decir (we/say) _____
15. tú/poner (you/put) _____
16. vosotros/venir (you/come) _____
17. tú/hacer (you/do) _____
18. vosotros/ir (you/go) _____
19. yo/ saber (I/know) _____
20. Juan/ poner (Juan/put) _____

Indefinite/ Negative expressions – Translate the following

1. Do you have any bags? _____
2. No one came to my party. _____
3. None of the students want the test. _____
4. Is there anyone that wants to go on a picnic? _____
5. We always eat apples. _____
6. I don't want anything. _____
7. She wants neither a towel nor an umbrella. _____
8. They never saw the glove. _____

Double object pronouns – Using the double object pronouns, rewrite the following sentences.

1. ¿Puedes dar a Lucía la toalla? / Can you give the towel to Lucia? _____
2. Me da la taza. / Could you give me the cup. _____
3. ¿Puedes traer la azúcar para mí? / Can you bring the sugar for me? _____
4. Te voy a traer el balón. / I will bring you the ball. _____

5. Él quiere dar a ella el libro. / He wants to give the book to her. _____
6. Damos a Carlos los plátanos. / We give Carlos the bananas. (lol) _____
7. Ella trae las galletas a los chicos. / She brings the cookies to the boys. _____
8. Queremos dar te un regalo. / We want to give you a gift. _____

Unidad 4 vocabulario – Capítulo 8

La ropa y los accesorios – Clothing and accessories

- el abrigo** – coat
la billetera – wallet
la blusa – blouse
el bolso – bag, purse
las botas – boots
los calcetines – socks
la camisa – shirt
la camiseta (sin mangas) – t-shirt (tank top)
las chanclas – flip-flops
la chaqueta – jacket
la corbata – tie
la (mini) falda – (mini-) skirt
la gorra – cap
el gorro – winter hat
los pantalones – pants (shorts)
las sandalias – sandals
la sudadera (con capucha) – (hooded) sweatshirt
el suéter – sweater
el traje – suit
los vaqueros – jeans
el vestido – dress
los zapatos (de tacón alto) – (high-heeled) shoes

Lugares donde vamos a comprar – Places where we shop

- el almacén** – department store
el centro comercial – shopping center, mall
el mercado (al aire libre) – (open-air) market
la tienda – store, shop

En una tienda – At a store

- la caja** – cash register
el/la dependiente/a – sales clerk
el descuento – discount
la ganga – bargain, good deal
el precio – price
el probador – fitting room
el recibo – receipt
la tarjeta de crédito/débito – credit/ debit card
el/la vendedor/a – vendor, seller
la liquidación – clearance sale

Las telas – Fabrics

- el algodón** – cotton
el cuero – leather

Verbos – Verbs

- estar en rebaja** – to be on sale
llevar – to wear
pagar (en efectivo) – to pay (cash)
probarse (ue) – to try on
regatear – to bargain, to haggle over

Descripciones – Descriptions

de cuadros – plaid

de manga corta/larga – short-/long
sleeved

de moda – in style

de rayas – striped

En la joyería – At the jewelry store

el anillo – ring

los aretes – earrings

la cadena – chain

el collar – necklace

la pulsera – bracelet

el reloj de pulsera – wristwatch

Descripciones – Descriptions

de diamantes – diamonds

de oro – gold

de perlas – pearls

de plata – silver

En la farmacia – At the pharmacy

el cepillo de dientes – toothbrush

la colonia – cologne

el desodorante – deodorant

la pasta de dientes – toothpaste

el perfume – perfume

el talco – talcum powder

Las tiendas – Shops

la farmacia – pharmacy

la florería – flower shop

la heladería – ice cream shop

la joyería – jewelry store

la papelería – stationery shop

la perfumería – beauty supply shop

la zapatería – shoe store

Verbos – Verbs

devolver (ue) – to return (something)

gastar – to spend

hacer juego (con) – to match, to go well
with

The imperfect of regular and irregular verbs

El imperfecto de verbos regulares

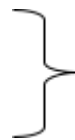
You have already studied the preterit in **Capítulos 6** and **7**. Here you see the imperfect, another form of the simple past tense in Spanish.

- The imperfect of regular verbs is formed as follows:

	hablar	comer	escribir
yo	hablaba	comía	escribía
tú	hablabas	comías	escribías
Ud.	hablaba	comía	escribía
él/ella	hablaba	comía	escribía
nosotros	hablábamos	comíamos	escribíamos
vosotros	hablabais	comíais	escribíais
Uds.	hablaban	comían	escribían
ellos/ellas	hablaban	comían	escribían

- With **-ar** verbs, only the first-person plural form has a written accent mark. The imperfect endings for **-er** and **-ir** verbs are identical, and all forms have a written accent mark.
- The Spanish imperfect has three common English equivalents: the simple past, the past progressive, and the used to + infinitive construction.

Rosario **trabajaba** en la tienda.



Rosario worked at the store.
 Rosario was working at the store.
 Rosario used to work at the store.

- Use the imperfect to describe repeated, habitual, or continuous actions in the past with no reference to the beginning or ending. Note that the imperfect of **hay** is **había**.
 Cuando yo **trabajaba** en el almacén,
 recibía un descuento en todo
 lo que **compraba**.
 No **había** nadie en el centro
 comercial ayer.

When I worked at the department store,
 I received a discount on everything
 I bought.
 There was no one in the mall yesterday.

- Use the imperfect to describe an event or action in progress when another event or action takes place (in the preterit) or is occurring (in the imperfect).
Estábamos en la tienda cuando **llegaron** nuestras amigas. We were in the store when our friends arrived.
Mientras Rosario **compraba** un bolso, Mauricio **miraba** los suéteres. While Rosario was buying a purse, Mauricio was looking at sweaters.
- Use the imperfect to describe characteristics or states of being (health, emotions, etc.) in the past when no particular beginning or ending is implied in the statement.
A mi abuela le gustaba pasear en bicicleta. Tenía mucha energía. My grandmother liked to go on bike rides. She had a lot of energy.
Ella estaba muy contenta en Quito. She was very happy in Quito.
- The imperfect generally is used with time and age in the past.
¿Qué hora era cuando llegaste? What time was it when you arrived?
Cuando tenía diecisiete años, visité Ecuador. When I was seventeen, I visited Ecuador.

Verbos irregulares en el imperfecto

There are only three verbs that are irregular in the imperfect.

	ir	ser	ver
yo	iba	era	veía
tú	ibas	eras	veías
Ud.	iba	era	veía
él/ella	iba	era	veía
nosotros	íbamos	éramos	veíamos
vosotros	ibais	erais	veíais
Uds.	iban	eran	veían
ellos/ellas	iban	eran	veían

- Only the first-person plural forms of **ir** and **ser** have a written accent marks; all forms of **ver** require a written accent.

Ordinal numbers

- Ordinal numbers give the order in which things appear or events occur

primero/a	first	sexto/a	sixth
segundo/a	second	séptimo/a	seventh
tercero/a	third	octavo/a	eighth
cuarto/a	fourth	noveno/a	ninth
quinto/a	fifth	décimo/a	tenth

- Ordinal numbers in Spanish agree in gender and number with the nouns they modify.

Clarita compró un **segundo** vestido.
Estas son las **primeras** rebajas del año.

Clarita bought a second dress.
These are the first sales of the year.

- **Primero** and **tercero** are shortened to **primer** and **tercer** before masculine singular nouns.

La tienda está en el **tercer** piso.
Juan es el **primer** dependiente en
vender un abrigo de piel.

The store is on the third floor.
Juan is the first sales clerk
to sell a fur coat.

- In Spanish, ordinal numbers are rarely used after **décimo**. The cardinal numbers are used instead and follow the noun.

La liquidación es en el piso doce.

The clearance sale is on the twelfth floor.

- The opposite of **primero** is **último**.

Olga fue la **primera** en llegar.
Antonia fue el **último**.

Olga was the first to arrive. Antonio
was the last.

Preterit versus imperfect

In Spanish, the use of preterit and the imperfect reflects the way the speaker views the action or event being expressed in the past. A comparison of their uses follows.

The preterit...

1. narrates actions or events in the past that the speaker views as completed or finished.

Victoria y Lucía **hablaron** por teléfono por dos horas.

Victoria and Lucía talked on the phone for two hours.

2. expresses the beginning or end of a past event or action.

El zapatero **llegó** a las cinco.
La película **terminó** a las ocho de la noche.

The shoemaker arrived at five.
The movie ended at eight at night.

3. narrates the completed events that occurred in a series.

Carlos **entró** en la farmacia, **vio** a su ex novia y **salió** inmediatamente.

Carlos entered the pharmacy, saw his ex-girlfriend, and left immediately.

4. expresses changes in mental, physical, and emotional conditions or states in the past.

Alejandra **se puso** furiosa cuando **vio** el cuarto en desorden.
Estuve nerviosa durante la entrevista.

Alejandra became furious when she saw the messy room.
I was nervous during the interview (but now I'm not).

5. describes weather and scenes as events or within specific time parameters.

Ayer **fue** un día horrible. **Llovió** e **hizo** mucho viento.

Yesterday was a horrible day. It rained and was very windy.

The imperfect...

1. describes what was happening in the past, usually in relation to another event or at a given time, with no reference to the beginning or end of an action.

Rosa **hablaba** mientras **miraba** las compras.

Rosa was talking while she was looking at her purchases.

2. expresses habitual actions or events in the past.

Pedro **comía** en ese restaurante todos los sábados.

Pedro used to eat at that restaurant every Saturday.

3. expresses time or age in the past.

Eran las once de la noche.

It was eleven in the evening.

Teníamos seis años en el 2000.

We were six years old in 2000.

4. expresses mental, physical, and emotional conditions or states in the past.

Alicia **estaba** contenta durante el concierto.

Alicia was happy during the concert.

Nos **sentíamos** mal después de comer allí.

We felt sick after eating there.

5. sets the scene (weather, activities in progress, etc.) for other actions and events that take place.

Hacía muy mal tiempo y **llovía**.

The weather was bad and it was raining.

Yo **leía** en mi cuarto y **esperaba** la llamada.

I was reading in my room and waiting for the call.

- The preterit and the imperfect are often used together. In the following examples, the imperfect describes what was happening or in progress when another action (in the preterit) interrupted and took place.

Conversábamos con el dependiente cuando Lourdes **entró** la joyería.

We were talking with the sales clerk when Lourdes entered the jewelry store.

Las chicas **salían** de la tienda cuando Jorge las **vio**.

The girls were leaving the store when Jorge saw them.

Study Tips – Distinguishing between the preterit and the imperfect

1. Analyze the context in which the verb will be used and decide whether the verb describes the way things were (imperfect) or it tells what happened (preterit).

Era de noche cuando **volvieron** a casa.

Era: describes → It was nighttime. (Imperfect)

volvieron: tells what happened → They returned (Preterit)

2. In many instances, both aspects produce a grammatical sentence. Your choice will depend on the message you are communicating.

Así **fue**.

That's how it happened.

Así **era**.

That's how it used to be.

Ayer **fue** un día horrible.

Yesterday was a horrible day.

(This is the point; it's not background information.)

Era un día horrible.

It was a horrible day. **(This is the background information for the actions that will be narrated.)**

3. Here are some temporal expressions that are frequently (but not always) associated with the imperfect and preterit.

Preterit

anoche
anteayer
ayer
de repente (suddenly)
esta mañana
el fin de semana pasado
el mes pasado
el lunes/ martes/...pasado
una vez
siempre (when an end point is obvious)

Imperfect

a menudo
con frecuencia
de vez en cuando
mientras
frecuentemente
todos los lunes/ martes/...
todas las semanas
todos los días/ meses
muchas veces
siempre (when an event is repeated with no particular end point)

Impersonal constructions with se

Impersonal constructions with **se** are commonly used on signs and in instructions and rules in order to attribute actions to no one in particular.

- Use **se** and the third-person singular of the verb in statements attributed to no one in particular. These are generally followed by an infinitive, a clause introduced by **que**, or an adverb.

Se prohíbe fumar en el almacén.

Smoking is prohibited in the department store.

Se dice que hay una liquidación hoy en la zapatería León.

They say there is a liquidation sale today in the Leon shoe store.

Se compra bien en Saga Falabella.

You (One, They) buy well in Saga Falabella.

- Use the pronoun **se** and the third-person singular or plural form of the verb as a substitute for the passive voice in Spanish to say what is done. Notice that the subject of the verb is the object/s that is/are offered, sold, seen, bought, and so-on.

Se ofrecen descuentos en la Internet.

Discounts are offered on the Internet.

Se encontró el anillo en el probador.

The ring was found in the dressing room.

Se vendían artículos de segunda mano en esta tienda.

Second-hand articles used to be sold in this store.

Repaso de capítulo 8

Conjugate the following verbs into the imperfect.

1. yo/mandar (I/order) _____
2. tú/creer (you/believe) _____
3. nosotros/ser (we/are) _____
4. Uds./acostarse (you/lay) _____
5. vosotros/hacer (you/do) _____
6. él/tener (he/have) _____
7. tú/ir (you/go) _____
8. nosotros/querer (we/want) _____
9. ellos/jugar (they/play) _____
10. yo/trabajar (I/work) _____
11. él/ dar (he/give) _____
12. vosotros/ver (you/see) _____
13. Juana/ decir (Juana/say) _____
14. Carlos/comer (Carlos/eat) _____
15. ellas/ ser (they/are) _____
16. tú y yo/ bailar (you and I/dance) _____
17. nosotros/beber (we/drink) _____
18. tú/ cantar (you/sing) _____
19. Uds./dormir (you/sleep) _____
20. yo/vestirme (I/dress) _____

Ordinal Numbers – Translate the following sentences

1. She lives on the third floor. _____
2. Who was the sixth president of Mexico? _____
3. The dog is the third animal that I have. _____
4. The office is on the fourth floor. _____
5. Her second child is named Luisa. _____

Preterit versus imperfect – Conjugate the verb using either the preterit or the imperfect

1. (hablar) Ayer Ana _____ conmigo. / (speak) Yesterday Ana ___ with me.
2. (trabajar) Mi madre _____ cuando era niña. / (work) My mother ___ when I was a girl.
3. (ser) _____ las cinco. / (be) _____ 5 o'clock.
4. (estar) Su camiseta _____ sucia. / (be) His shirt _____ dirty.
5. (llover) Era las doce cuando _____. / (rain) It was 12 o'clock when _____.
6. (ser/jugar) Cuando nosotros _____ niñas _____ con muñecas.
/ (be/play) When we _____ girls we _____ with dolls.
7. (querer) Ellas _____ usar una tarjeta de crédito. / (want) They ___ to use a credit card.
8. (comprar) Anoche tú _____ la billetera de cuero. / (buy) Last night you _____ the leather wallet.
9. (ir) Nosotros _____ de compras en la joyería la semana pasada.
/ (go) We _____ shopping in the jewelry shop last week.
10. (pagar) Yo _____ 60 dólares por el anillo hace dos años.
/ (pay) I _____ 60 dollars for the ring two years ago.

Unidad 5: Capítulos 9 & 10

Learning Objectives:

- Making travel arrangements
- Requesting travel-related information
- Talking about going to and through places
- Describing how and when actions take place
- Describing travel and vacation experiences
- Trying to influence another person
- Giving advice
- Talking about your health and explaining what part of your body hurts
- Requesting that others do something
- Expressing emotions
- Talking about how to stay fit
- Expressing your opinions and beliefs about something

Grammar and vocabulary in these chapters:

- En el aeropuerto : At the airport
- **Por** or **para**
- Adverbs ending in **-mente**
- Los viajes
- The Spanish subjunctive: An introduction
- The subjunctive to express influence
- Las partes del cuerpo humano
- Formal commands
- The subjunctive to express feelings and emotions
- Los alimentos
- The subjunctive to express doubt and denial

Unidad 5 vocabulario – Capítulo 9

En la agencia de viajes – At the travel agency

el/la agente de viajes – travel agent
el boleto (electrónico) – (e-) ticket
el folleto – brochure
el pasaje (de ida y vuelta) – (roundtrip) fare, ticket
la reservación/ reserva – reservation
el/la viajero/a – traveler

En el aeropuerto – At the airport

la aduana – customs
el avión – plane
el control de seguridad – security checkpoint
el/la inspector/a de aduanas – customs inspector
el pasaporte – passport
la puerta de embarque – boarding gate
la sala de espera – waiting room
el reclamo de equipaje – baggage claim
la tarjeta de embarque – boarding pass
el vuelo – flight

En el avión – On the plane

el asiento de pasillo/de ventanilla – aisle seat/ window seat
el/la asistente de vuelo – flight attendant
la clase turista – coach class
la demora – delay
la escala – stopover
la llegada – arrival
el/la pasajero/a – passenger
el/la piloto – pilot
la salida – departure

Verbos – Verbs

abordar – to board
aterrizar – to land
bajarse (de) – to get off (of), to get down (from)
despegar – to take off
esperar – to wait for
facturar el equipaje – to check luggage
hacer cola – to stand in line
hacer la(s) maleta(s) – to pack the suitcase(s)
hacer un crucero – to take a cruise
pasar por (...) – to pass through (...)
viajar por barco – to travel by ship
tren – train
carro/coche/auto – car
autobús – bus

En el viaje – On the trip

el adaptador eléctrico – electrical adapter
la cámara digital – digital camera
la cámara de video – video camera
el cargador – charger
la gira – tour
el/la guía – guide
la guía turística – guidebook
la pila – battery
el plano de la ciudad – city map
la tarjeta de memoria – memory card
la tarjeta postal – postcard

Atracciones turísticas – Tourist attractions

el bosque – forest
la catedral – cathedral
el centro histórico – historical center
la estatua – statue
las flores – flowers
la isla – island
el lago – lake
las montañas – mountains
el monumento – monument
el salto de agua/la catarata – waterfall
el volcán – volcano

En el hotel – At the hotel

el cuarto doble – double room
la estadía – stay
el/la gerente – manager

el hostel – inn/ youth hostel
el hotel (de lujo) – (luxury) hotel
la vista – view

Actividades típicas de los viajeros –

Typical activities for travelers
bucear – to scuba dive, to swim under water
comprar recuerdos – to buy souvenirs
ir de excursión – to go on an excursion
montar a caballo – to go horseback riding
en bicicleta – bicycle riding
pasarlo de maravilla – to have a wonderful time
pescar – to fish
quedarse – to stay (somewhere)
recorrer – to travel around, to tour
viajar al extranjero – to travel abroad

Por or para

Although the prepositions **por** and **para** may both be translated as for in English, they are not interchangeable. Each word has a distinct use in Spanish, as outlined below.

Por...

- expresses the time during which an action takes place or its duration (during, for).

Vamos al aeropuerto por la tarde.	We are going to the airport during the afternoon.
Pienso estudiar en Caracas por un semestre.	I am planning to study in Caracas for a semester.
- expresses because of, in exchange for, or on behalf of.

Tuve que cancelar el vuelo por una emergencia.	I had to cancel the flight because of an emergency.
Pagué \$250 por el boleto.	I paid \$250 for the ticket.
¿Lo hiciste por mí?	Did you do it for me?

- expresses the object/goal of an action or a person being sought after (for).

Venimos por usted a las dos.	We'll come by for you at two.
Los estudiantes fueron por el equipaje.	The students went for their luggage.

- expresses motion (through, by, along, around).

Pasé por la agencia ayer.	I went by the agency yesterday.
Las chicas salieron por la puerta número 12.	The girls left through gate number 12.

- expresses the means by or manner in which an action is accomplished (by, for).

¿Recibiste los pasajes por correo electrónico?	Did you receive the tickets by e-mail?
Hicimos las reservaciones por teléfono.	We made the reservations by telephone.

- is used in many common idiomatic expressions

por ahora	for now
por aquí	around here
por Dios	for heaven's (lit. God's) sake
por eso	that's why
por ejemplo	for example
por favor	please
por fin	finally, at last
por lo general	in general
por supuesto	of course
por ultimo	finally (last item in a statement)

Para...

- expresses the purpose of an action (in order to + infinitive) or of an object (for).

Vamos a Colombia para conocer el país.	We're going to Colombia in order to get to know the country.
La cámara es para sacar fotos.	The camera is for taking pictures.

- expresses destination (a place or a recipient).

Mañana salimos para Maracaibo.	Tomorrow we're leaving for Maracaibo.
Este pasaje es para ti.	This ticket is for you.

- expresses work objective.

Ana estudia para piloto.	Ana is studying to be a pilot.
---------------------------------	--------------------------------

- expresses time limits or specific deadlines (by, for).

Necesito el pasaporte **para** esta tarde.
 Pienso estar en Cartagena **para** las 3
 de la tarde.

I need the Passport for this afternoon.
 I plan to be in Cartagena by three in
 the afternoon.

- expresses in whose opinion.

Para mí siempre es divertido viajar.

For me, it's always fun to travel.

Study tips – Distinguishing between por and para

1. The uses of **por** and **para** have apparent similarities, which sometimes cause confusion. In some cases it may be helpful to link their uses to the questions **¿para qué?** (for what purpose?) and **¿por qué?** (for what reason?)

–¿ Por qué viniste?	Why (for what reason) did you come?
–Vine porque necesitaba los boletos.	I came because I needed the tickets.
–¿ Para qué viniste?	For what purpose did you come?
–Vine para pedirte un favor.	I came (in order) to ask a favor of you.

2. In many instances the use of either **por** or **para** will be grammatically correct, but the meanings will be different. Compare the following sentences.

Mario viaja para Cartagena.	Mario is traveling to (toward) Cartagena. (destination)
Mario viaja por Cartagena.	Mario is traveling through (in) (motion) Cartagena.

3. Remember that after a preposition you use **mí** and **ti** in place of **yo** and **tú**.

Para mí es importante viajar.	For me it's important to travel.
¿Y para ti ?	And for you?

Adverbs ending in **-mente**

An adverb modifies a verb, an adjective, or another adverb. In Spanish many adverbs are formed by adding **-mente** to the feminine singular form of adjectives that end in **-o** or **-a**. Adjectives that have only one form simply add **-mente**. Note that the ending **-mente** is equivalent to the English ending **-ly**. Also note that if the adjective requires an accent mark, the accent remains on the adverb.

lento → lentamente
alegre → alegremente

rápido → rápidamente
fácil → fácilmente

Teresa canceló el viaje inmediatamente.
Cartagena de Indias es particularmente bella.
El piloto habla especialmente bien en inglés.

Teresa cancelled the trip immediately.
Cartagena de Indias is particularly beautiful.
The pilot speaks especially well in English.

The Spanish Subjunctive: An introduction

Until now, you have been using verb forms (present, preterit, and imperfect) in the indicative mood. The indicative is used to express real, definite, or factual actions or states of being. In this chapter you will learn the subjunctive mood, which is used to express the hypothetical or subjective, such as a speaker's attitudes, wishes, feelings, emotions, or doubts. Unlike the indicative, which states facts, the subjunctive describes reality subjectively.

Es cierto que Luis va a Cartagena.

It's certain that Luis is going to Cartagena.
(Certainly: indicative)

No creo que Luis vaya a San Andrés.

I don't think that Luis is going to San Andrés.
(Uncertainty: subjunctive)

Los verbos regulares del presente del subjuntivo

- The following chart shows the present subjunctive forms of regular verbs. * Note that the endings for **-er** and **-ir** are identical.

	hablar	comer	vivir
yo	hable	coma	viva
tú	hables	comas	vivas
Ud.	hable	coma	viva
él/ella	hable	coma	viva
nosotros	hablemos	comamos	vivamos
vosotros	habléis	comáis	viváis
Uds.	hablen	coman	vivan
ellos/ellas	hablen	coman	vivan

- Verbs that are irregular in the **yo** form of the present indicative use the same spelling changes for all forms in the present subjunctive. These are not considered irregular in the subjunctive.

Infinitive	Present indicative first-person singular	Present subjunctive
decir	digø	diga, digas, diga, ...
hacer	hagø	haga, hagas, haga,...
oír	oigø	oiga, oigas, oiga,...
poner	pongø	ponga, pongas, ponga,...
tener	tengø	tenga, tengas, tenga,...
traer	traigø	traiga, traigas, traiga,...
venir	vengø	venga, vengas, venga,...
ver	veø	vea, veas, vea,...

- The following spelling changes occur in all forms of the present subjunctive with infinitives that end in **-car**, **-gar**, and **-zar**.

-car	c qu	buscar	busque, busques, busque,...
-gar	g gu	llegar	llegue, llegues, llegue, ...
-zar	z c	empezar	empiece, empieces, empiece, ...

- The subjunctive forms **-ar** and **-er** stem-changing verbs have the same pattern of the present indicative.

pensar (ie)				devolver (ue)			
yo	piense	nosotros/as	pensemos	yo	devuelva	nosotros/as	devolvamos
tú	pienses	vosotros/as	penseís	tú	devuelvas	vosotros/as	devolváis
él/ella/	piense	Uds.	piensen	él/ella/	devuelva	Uds.	devuelvan
Ud.	piense	ellos/ellas	piensen	Ud.	devuelva	ellos/ellas	devuelvan

- Ir** stem-changing verbs reflect the stem changes of both the present indicative and the preterit. The preterit stem changes occur in the **nosotros/as** and **vosotros/as** forms, where the unstressed **-e-** changes to **-i-**, and the unstressed **-o-** changes to **-u-**. The other persons follow the present-tense pattern.

sentir (ie, i)				pedir (i,i)			
yo	sienta	nosotros/as	sintamos	yo	pida	nosotros/as	pidamos
tú	sientas	vosotros/as	sintáis	tú	pidas	vosotros/as	pidáis
él/ella/	sienta	Uds.	sientan	él/ella/	pida	Uds.	pidan
Ud.	sienta	ellos/ellas	sientan	Ud.	pida	ellos/ellas	pidan

dormir (ue,u)			
yo	duerma	nosotros/as	durmamos
tú	duermas	vosotros/as	durmáis
él/ella/	duerma	Uds.	duerman
Ud.	duerma	ellos/ellas	duerman

Los verbos irregulares del presente del subjuntivo

- The following verbs are irregular in the present subjunctive. The subjunctive form for **hay** is **haya**.

dar	estar	ir	saber	ser
dé	esté	vaya	sepa	sea
des	estés	vayas	sepas	seas
dé	esté	vaya	sepa	sea
dé	esté	vaya	sepa	sea
demos	estemos	vayamos	sepamos	seamos
deis	estéis	vayáis	sepáis	seáis
den	estén	vayan	sepan	sean
den	estén	vayan	sepan	sean

Usos generales del subjuntivo

- The subjunctive occurs in the dependent clause in a compound sentence and is generally preceded by **que**.

Queremos **que** viajes al extranjero. We want you to travel abroad.
(lit. We want that you travel abroad.)
- The expression in the main clause determines whether to use the subjunctive or the indicative in the dependent clause. The three most common types of expressions that call for the subjunctive in Spanish are those that express influence, emotion, or doubt or denial. All of these imply uncertainty because the action has yet to occur or is outside of the speaker's experience.

Insisto en que mi novio visite Cartagena. I insist that my boyfriend visit Cartagena.
Sientes que nuestra madre no pueda ir. You're sorry that our mother can't go.
Es dudoso que el guía nos lleve a la catedral. It's doubtful our guide will take us to the cathedral.
- If there is no change of subject, the subjunctive is not needed; use the infinitive.

Queremos viajar al extranjero. We want to travel abroad.

The subjunctive to express influence

- Verbs of influence express the wishes, preferences, suggestions, requests, and implied commands of the speaker. When the verb in the main clause expresses influence, the verb in the dependent clause is expressed in the subjunctive mood. The following verbs of influence:

aconsejar	to advise	pedir (i,i)	to ask
decir	to tell	permitir	to permit
desear	to wish, to desire	prohibir	to prohibit
insistir (en)	to insist	querer (ue)	to want
mandar	to order	recomendar (ie)	to recommend
necesitar	to need	sugerir (ie,i)	to suggest

- The subject of the verb in the main clause tries to influence the subject of the dependent clause.

Carmen (querer) + yo (ir)

Carmen **quiere** que (yo) **vaya** con ella de vacaciones.

Carmen wants me to go with her on vacation.

ustedes (necesitar) + yo (llevar)

¿**Necesitan** que (yo) **lleve** al aeropuerto?

Do you need (for) me to take you to the airport?

mi novia (desear) + yo (recoger)

Mi novia **desea** que (yo) **recoja** las maletas.

My girlfriend wants me to pick up the luggage.

- Many impersonal expressions also show influence and call for the subjunctive when there is a change of subject.

Es bueno	It's good	Es mejor	It's better
Es importante	It's important	Es necesario	It's necessary
Es imposible	It's impossible	Es preciso	It's essential
Es indispensable	It's crucial	Es urgente	It's urgent

Es imposible que paseamos la frontera sin pasaporte.

It's impossible for us to cross the border without a passport.

Es indispensable que compres un plano de la ciudad.

It's crucial that you buy a city map.

- When there is no change of subject between the two verbs, use the infinitive.

Sofía (desear) + Sofía (ir)
Sofía **desea ir** a pescar. } Sofía wants to go fishing.

Es mejor + (conocer)
Es **mejor conocer** la ciudad a pie. } It's better to get to know the city on foot.

- Sentences using verbs such as **aconsejar**, **decir**, **pedir**, **recomendar**, and **sugerir** require an indirect object pronoun. This pronoun refers to the subject of the dependent clause.

Le aconsejo (a Ud.) que nade más. I advise you to swim more. (lit. I advise that you swim more.)

Nos piden que hagamos más ejercicio. They ask us to exercise more. (lit. They ask that we exercise more.)

- When verbs of communication such as **decir**, **informar**, and **escribir** are used in the main clause and the subject of the verb is simply reporting information (telling someone something), the indicative is used in the dependent clause. If the verb in the main clause is used in the sense of a command (telling someone to do something), the subjunctive is used.

Information

Julia le dice a Juan que llega mañana. Julia tells Juan that she is arriving tomorrow.

El agente nos informa que volvemos el sábado. The agent informs us that we're returning on Saturday.

Command

Julia le dice a Juan que llegue mañana. Julia tells Juan to arrive tomorrow.

El agente nos informa que volvamos el sábado. The agent informs us to return on Saturday.

Repaso de capítulo 9

Por and para – Use either por or para to complete the following sentences.

1. Tengo tres libros y un lápiz _____ mis amigos.

/ I have three books and a pencil _____ my friends.

2. Tengo mucho amor _____ mis amigos.

/ I have a lot of love _____ my friends.

3. Hay mucha tristeza _____ las guerras (wars) del mundo.

/ There is a lot of sadness _____ world wars.

4. Ella tiene mucho enojo _____ las personas que no trabajan bien.

/ She gets very angry _____ people that don't work well.

5. Estas hamburguesas son _____ los estudiantes.

/ These hamburgers are _____ the students.

6. Hay mucha desilusión _____ las condiciones malas en este país.

/ There is a lot of disappointment _____ the poor conditions in this country.

7. Duermo _____ ocho horas cada noche.

/ I sleep _____ eight hours every night. (ERROR)

8. Vamos a España _____ avión (airplane).

/ Let's go to Spain _____ plane.

9. _____ mí, es importante estudiar.

/ _____ me, it's important to study.

10. Quiero chocolate _____ favor.

/ I want chocolate _____ please.

-mente – Use -mente to translate the following sentences

1. Lola learned Spanish easily. _____

2. He runs quickly. _____

3. They talk slowly. _____

4. Unfortunately, it rained. _____

5. She is originally from Ecuador. _____

Subjunctive – Conjugate the following verbs into the subjunctive tense.

1. tú/hacer (you/do) _____
2. él/dormir (he/sleep) _____
3. yo/saber (I/know) _____
4. ellos/comer (they/eat) _____
5. nosotros/hablar (we/speak) _____
6. nosotros/ir (we/go) _____
7. yo/beber (I/drink) _____
8. ella/pagar (she/pay) _____
9. tú/venir (you/come) _____
10. vosotros/ser (you/be) _____
11. tú/estar (you/are) _____
12. Luisa/decir (Luisa/say) _____
13. ellos/ver (they/see) _____
14. vosotros/tener (you/have) _____
15. yo/preferir (I/prefer) _____
16. Uds./poder (you/can) _____
17. ella/enseñar (she/teach) _____
18. él/elegir (he/choose) _____
19. tú/trabajar (you/work) _____
20. yo/dar (I/give) _____

Subjunctive to express influence – Complete the following sentences by conjugating the verbs.

1. Mi madre desea que yo _____ (casarse) con mi novio.
/ My mother desires that I _____ (marry) my boyfriend.
2. Mi perro quiere que (yo) le _____ (dar) mi comida a él.
/ My dog wants (I) _____ (give) my food to him.
3. Es importante que (ellos) _____ (estudiar) por dos horas cada noche.
/ It's important that (they) _____ (study) two hours every night.
4. Me aconsejas que _____ (deber) traer mi asignación.
/ You advise me that _____ (should) bring my assignment.
5. Te recomienda que _____ (ir) a la escuela.
/ I recommend that _____ (go) to school.
6. Nosotros insistimos que (ellos) _____ (beber) agua todos los días.
/ We insist that (they) _____ (drink) water every day.
7. Recomiendo que (tú) _____ (hacer) la tarea.
/ I recommend that (you) _____ (do) the homework.
8. Te pido que _____ (limpiar) tu habitación.
/ I ask that you _____ (clean) your room.

Unidad 5 vocabulario – Capítulo 10

Las partes del cuerpo humano – Parts of the human body

la boca – mouth
el brazo – arm
la cabeza – head
el corazón – heart
el dedo (del pie) – finger (toe)
la espalda – back
el estómago – stomach
la garganta – throat
la lengua – tongue
la muela – molar
el oído – (inner) ear
la oreja – (outer) ear
el pecho – chest
el pie – foot
la pierna – leg
el pulmón – lung
la rodilla – knee

Problemas de salud – Health problems

doler (ue) – to hurt
lastimarse – to hurt oneself
romperse (un hueso) – to break (a bone)
ser alérgico/a a – to be allergic to
tener (ie) fiebre (f.) – to have a fever
 dolor de cabeza (m.) – a headache
 gripe (f.) – flu
 infección (f.) – an infection
 resfriado (m.) – a cold
 tos (f.) – a cough
 nauseas (f.) – (to feel) nauseated
torcerse (ue) – to twist
toser – to cough

Sugerencias y remedios médicos –

Medical advice and remedies

dejar de (fumar) – to quit (smoking)
guardar cama – to stay in bed
hacer una cita – to make an appointment
mejorarse – to get better, to get well
respirarse – to breathe
seguir (i,i) los consejos del médico – to follow the doctor's advice
tomar la presión – to take blood pressure
la temperatura – temperature

Medicinas comunes – Common medicines

el antiácido – antacid
el antibiótico – antibiotic
la aspirina – aspirin
el calmante – tranquilizer, painkiller
el jarabe – cough syrup
la pastilla – pill, lozenge

En el consultorio del médico – At the doctor's office

el diagnóstico – diagnosis
el dolor – pain, ache
la enfermedad – illness
el examen físico – checkup
la inyección – shot
el/la paciente – patient
la radiografía – X-ray
la receta – prescription
el síntoma – symptom
la sala de urgencias – emergency room

Sigan una dieta rica en... – Follow a diet rich in...

(los) antioxidantes – antioxidants
(el) calcio – calcium
(la) fibra – fiber
(las) proteínas – proteins
(los) carbohidratos complejos – complex carbohydrates

En moderación coman alimentos con... –

In moderation, eat foods with...

(los) carbohidratos sencillos – simple carbohydrates

(el) colesterol – cholesterol

(las) grasas monoinsaturadas

(poliinsaturadas) – monounsaturated (polyunsaturated) fats

Eviten... – Avoid...

las bebidas alcohólicas – alcoholic beverages

la comida chatarra – junk food

los dulces – sweets

las grasas saturadas (trans) – saturated (trans) fats

Las enfermedades y el bienestar –

Illnesses and well-being

la diabetes – diabetes

los ejercicios aeróbicos – aerobics

el estrés – stress

el (sobre) peso – (excess) weight

Tu línea y tu salud – Your weight and your health

adelgazar – to lose weight

bajar de peso – to lose weight

cuidar(se) – to take care (of oneself)

engordar – to gain weight

estar a dieta – to be on a diet

guardar la línea – to stay trim, to watch one’s figure

mantenerse (ie) en forma – to stay in shape

padecer (zc) (de) – to suffer (from)

ponerse en forma – to get in shape

subir de peso – to gain weight

Formal Commands

We use commands to give instructions or to ask people to do things. In Spanish, commands have different forms to distinguish between formal (**usted/ustedes**) and informal (**tú/vosotros**) address. Formal commands use subjunctive forms, with the implied meaning that the speaker is trying to influence the listener to do something.

Infinitive	Subjunctive	Formal commands	
		Ud.	Uds.
hablar	hable	hable	hablen
comer	come	come	comen
escribir	escriba	escriba	escriban
pensar	piense	piense	piensen
pedir	pida	pida	pidan
saber	sepa	sepa	sepan
ir	vaya	vaya	vayan

Cuide su salud. Coma comida sana.	Take care of your health. Eat healthy food.
Haga una cita con el médico.	Make an appointment with the doctor.
Pida una receta para antibióticos.	Ask for a prescription for antibiotics.

- Negative commands are formed by placing **no** in front of the command form.

No guarde cama más de dos días.	Don't stay in bed for more than two days.
No tosan durante un concierto.	Don't cough during the concert.
- Subject pronouns may be used with commands for emphasis or clarification. As a rule, they are placed after the verb.

Tenga usted cuidado.	You be careful.
No fumen ustedes en el trabajo.	Don't you smoke at work.
- Object pronouns (direct, indirect) and reflexive pronouns are attached to affirmative commands. With the added syllable, the command then requires a written accent.

¡ Váyase de aquí!	Leave here!
Tómele la presión, por favor.	Take her blood pressure, please.
- Object pronouns and reflexive pronouns precede negative commands.

No se tuerza la rodilla esquiando.	Don't twist your knee skiing.
No se lo den a la doctora.	Don't give it to the doctor.

The subjunctive to express feelings and emotions

- The subjunctive is used in dependent clauses after verbs and impersonal expressions that express emotions such as hope, fear, surprise, regret, pity, anger, joy, and sorrow.

Algunos verbos:

alegrarse (de)	to be glad
enojar	to anger
esperar	to hope
estar contento/a (de)	to be happy
lamentar	to regret
molestar	to bother
sentir (ie,i)	to regret
sorprender(se)	to surprise
temer	to fear
tener miedo (de)	to be afraid

Algunas expresiones impersonales:

es bueno/malo/mejor	it's good/bad/better
es extraño	it's strange
es fácil/difícil	it's easy/ difficult
es fantástico	it's fantastic
es lamentable	it's regrettable
es una lástima	it's a shame
es (i)lógico	it's (il)logical
es (im)posible	it's (im)possible
es ridículo	it's ridiculous
es sorprendente	it's surprising

Talisa lamenta que su amigo Carlos esté enfermo.
Espero que hagas más ejercicio esta semana.
Es fácil que el médico dé consejos sobre la salud.

Talisa regrets that her friend Carlos is sick.
I hope that you exercise more this week.
It's easy for the doctor to give health advice.

El subjuntivo con Ojalá

- The expression **Ojalá** entered the Spanish language during the Arab occupation of Spain. It comes from an Arabic expression meaning God (Allah) willing and is used in Spanish as the equivalent of I hope that. **Ojalá** may be used with or without **que** and is followed by the subjunctive.

¡**Ojalá (que) nos mantengamos** en forma!

I hope that we stay in shape!

¡**Ojalá (que) visites** el spa en Bolivia!

I hope you visit the spa in Bolivia!

The subjunctive to express doubt and denial

- The subjunctive is used in dependent clauses after expressions of doubt, uncertainty, or denial. As with other uses of the subjunctive, these expressions suggest that what is commented on is outside of the speaker's experience.

dudar	to doubt
negar (ie)	to deny
no pensar (ie)	to not think
no creer	to not believe
no estar seguro/a (de)	to not be sure (of)
es dudoso	it's doubtful
no es cierto	it's not certain
es increíble	it's incredible
no es verdad	it's not true

No es cierto que Camilo **padezca** de artritis.

It's not certain that Camilo suffers from arthritis.

No creo que el médico **sepa** el diagnóstico.

I don't believe that the doctor knows the diagnosis.

No estamos seguros de que el ejercicio **beneficie** la salud.

We're not sure that exercise is beneficial for health.

El médico **niega** que mi padre **tenga** un nivel alto de colesterol.

The doctor denies that my father has a high cholesterol level.

- Use the indicative in the dependent clause when there is no doubt, uncertainty, or disbelief about an action or event. For most expressions of doubt or uncertainty, the indicative will be used for the opposing expression (**dudar** versus **no dudar**; **no creer** versus **creer**; **no es cierto** versus **es cierto**).

Es cierto que Camilo **padece** de artritis.

It's certain that Camilo suffers from arthritis.

Creo que el médico **sabe** el diagnóstico.

I believe that the doctor knows the diagnosis.

Estamos seguros de que el ejercicio **beneficia** la salud.

We're sure that exercise is beneficial for health.

El médico **no niega** que mi padre **tiene** un nivel alto de colesterol.

The doctor does not deny that my father has a high cholesterol level.

- When the verb **creer** is used in a question, it can imply doubt in the mind of the speaker, thereby triggering the subjunctive in the dependent clause. If the speaker expresses no opinion or does not anticipate a negative response, the indicative is preferred.

¿Crees que el alcohol afecte el corazón?

Do you believe (think) that alcohol affects the heart? (Speaker implies doubt)

¿Crees que el alcohol afecta el corazón?

Do you believe (think) that alcohol affects the heart? (Speaker has no opinion)

- If there is no change of subject, you can use the infinitive.

Carlos niega tomar bebidas alcohólicas.

Carlos denies drinking alcoholic beverages.

Es increíble ver cuántas calorías tiene una hamburguesa.

It's unbelievable seeing how many calories a hamburger has.

El subjuntivo con **tal vez** y **quizá(s)**

- The expressions **tal vez** and **quizá(s)**, meaning perhaps or maybe, are followed by the subjunctive when the speaker wishes to convey uncertainty or doubt. Both expressions are used without **que**.

Tal vez funcione no comer tanta grasa.

Perhaps not eating so much fat will work.

Quizás el ejercicio me haga sentir mejor.

Maybe exercise will make me feel better.

Resumen de los usos del subjuntivo

You have now seen that the subjunctive is used in dependent clauses when the main clause expresses influence, emotion, doubt, or denial and (with the exception of **tal vez** and **quizás**) there is a change in subject between the two clauses. All of these uses suggest that the action in the dependent clause is outside of the speaker's experience.

Queremos que te cuides mejor.	We want you to take better care of yourself.
Dudas que haga ejercicio todos los días.	You doubt that I exercise every day.
Es una lástima que la madre de Jorge esté enferma.	It's a shame Jorge's mother is sick.
Ojalá (que) se mejore.	I hope that she gets better.
Tal vez el médico me dé antibióticos.	Perhaps the doctor will give me antibiotics.

Repaso de capítulo 10

Formal commands – Write the following commands in either the Ud. or Uds. command form.

Ud.	Uds.
1. comer / eat _____	2. beber / drink _____
3. hacer / do _____	4. ser / be _____
5. ir / go _____	6. saber / know _____
7. tomar / take _____	8. dormir / sleep _____
9. pedir / ask _____	10. venir / come _____

Subjunctive to express feelings and emotions – Conjugate the verbs into the subjunctive.

1. Espero que mi bebe _____(dormir) por la noche.
/ I hope that my baby (sleep) at night.
2. ¡Ojalá que tú _____(tener) una feliz navidad!
/ I hope that you (have) a happy christmas!
3. Se sorprende que los médicos _____(estudiar) por ocho años.
/ He is surprised that medical doctors (study) for eight years.
4. Tememos que la guerra _____(ir) a destruir el mundo.
/ We fear that war (go) destroy the world.
5. Es fantástico que ella _____(tener) un novio.
/ It's fantastic that she (have) a boyfriend.
6. Es una lástima que su abuela _____(estar) en el hospital.
/ It's a pity that her grandmother _____(is) in the hospital.
7. ¡Ojalá que yo _____(recibir) una buena nota!
/ I hope that I (recieve) a good grade!
8. Los padres lamentar que su hijo _____(comportarse) mal.
/ The parents regret that their son (behave) bad.
9. Es mejor que los estudiantes _____(estudiar) por dos horas.
/ It's best that the students (study) for two hours.
10. Es ridículo que el presidente no _____(querer) darles dinero a los pobres.
/ It's ridiculous that the president doesn't (want) to give money to the poor.

Subjunctive for doubt or denial – Conjugate the verbs into the subjunctive.

1. Ana no cree que los fantasmas _____(existir).
/ Ana doesnt believe that ghosts (exist).
2. No estoy seguro que mi primo _____(tener) el dinero.
/ I am not sure that my cousin (have) the money.
3. Dudamos que _____(ir) a Disneyland.
/ We doubt that (go) to Disneyland.
4. No es verdad que te _____(poner) en forma.
/ It isn't true that (put) in shape.
5. Niegan que _____(ser) buenos amigos.
/ They deny that they (are) good friends.
6. Es increíble que nosotros _____(adelgazar) 100 libras.
/ It is incredible that we (lose weight) 100 pounds.
7. No pienso que ellos _____(poder) pagar por su carro.
/ I don't think that they (can) pay for their car.
8. Es dudoso que ellos _____(ver) en extraterrestre (alien).
/ It's doubtful that they (see) an alien.
9. Su padre no cree que su hija _____(saber) conducir bien.
/ Her father doesnt believe that his daughter (know) drive well.
10. No es verdad que mis hijos _____(comer) las verduras.
/ It isnt true that my children (eat) vegetables.

Unidad 6: Capítulos 11 & 12

Learning Objectives:

- Describing professions and occupations using work-related terms
- Talking about the advantages of different professions
- Giving and following instructions from a friend
- Talking about future plans
- Reading and responding to want ads
- Writing a brief business letter
- Interviewing for a job
- Describing existing and nonexistent people and things
- Discussing technology
- Describing people and things
- Talking about what has happened
- Talking about the environment
- Talking about what will happen in the future
- Discussing what you and others would do
- Speculating about the present and the past

Grammar and vocabulary in these chapters:

- Los oficios y las profesiones : Trades and professions
- Tú commands
- The subjunctive and the indicative with adverbial conjunctions
- La búsqueda de empleo
- The subjunctive with indefinite people and things
- La computadora y otros aparatos electrónicos
- The past participle
- The present perfect indicative
- El medio ambiente
- The future tense
- The conditional tense

Unidad 6 vocabulario – Capítulo 11

Oficios y profesiones – Occupations and professions.

el/la analista de sistemas – systems analyst

el/la arquitecto/a – architect

el/la bombero/a – firefighter

el/la carpintero/a – carpenter

el/la cartero/a – mail carrier

el/la cocinero/a – cook, chef

el/la contador/a – accountant

el/la dentista – dentist

el/la enfermero/a – nurse

el hombre/ la mujer de negocios –
businessman/woman

el/la ingeniero/a – engineer

el/la intérprete – interpreter

el/la mecánico/a – mechanic

el/la obrero/a de construcción –
construction worker

el/la peluquero/a – hairdresser

el/la periodista – journalist

el/la plomero/a – plumber

el/la psicólogo/a – psychologist

el/la veterinario/a – veterinarian

el/la viajante – traveling salesperson

Términos y expresiones de trabajo –

Work-related terms and expressions.

los beneficios – benefits

las cualificaciones – qualifications

el currículum vitae – curriculum vitae
(vita)

el (des)empleo – (un)employment

la empresa – company, firm

el entrenamiento – training

la formación – education

la meta – goal

el puesto – position (job)

el sueldo (mínimo) – (minimum) wage

la (des)ventaja – (dis)advantage

Cargos – Positions

el/la director/a – director

el/la empleado/a – employee

el/la gerente – manager

el/la jefe/a – boss

el/la jefe/a ejecutivo/a – CEO

¡Manos a la obra! – Let's get to work!

apagar (gu) (fuegos/incendios) – to put
out, to extinguish (fires)

conseguir (i,i) – to get, to obtain

diseñar – to design

estar en paro/sin trabajo – to be out of
work

reparar – to repair

repartir – to deliver, to distribute

trabajar a tiempo completo/parcial – to
work full-time/part-time

La búsqueda de empleo – The job search

el/la aspirante – applicant

los avisos clasificados – classified ads

la carta de presentación/ recomendación
– letter of introduction/recommendation

el despacho – office

la entrevista – interview

el formulario – form

la solicitud de empleo – job application

la vacante – vacancy

Los beneficios – Benefits

- el aumento – raise
- la bonificación anual – yearly bonus
- la guardería – nursery, daycare center
- el plan de retiro – retirement plan
- la licencia por enfermedad/maternidad – sickness/ maternity leave
- el seguro médico – health insurance

Verbos – Verbs

- ascender (ie) – to promote, to move up
- contratar – to hire
- dejar de – to stop doing something
- despedir (i,i) – to fire
- retirarse – to retire
- rellenar – to fill completely, to fill out

Adjetivos – Adjectives

- capaz – capable
- entusiasta – enthusiastic
- honrado/a, honesto/a – honest
- justo/a – just

Una carta comercial – A business letter

- Saludos – Salutations, greetings
- Estimado/a señor/a: – Dear Sir/Madam:
- Despedidas – Closings
- Atentamente, – Sincerely yours,
- Cordialmente, – Cordially yours,
- Lo(s)/La(s) saluda atentamente, – Very truly yours,

Tú commands

In Capítulo 10 you learned that formal commands use the forms of the subjunctive. Here are the informal (tú) commands. Note how they compare with the subjunctive.

Infinitive	Affirmative	Negative	(Subjunctive)
comprar	compra	no compres	(compres)
comer	come	no comas	(comas)
escribir	escribe	no escribas	(escribas)
pensar	piensa	no pienses	(pienses)
dormir	duerme	no duermas	(duermas)
pedir	pide	no pidas	(pidas)
traer	trae	no traigas	(traigas)

- Regular affirmative **tú** commands have the same form as the third-person singular of the present indicative.

Estudia para ser abogada.

Study to be a lawyer.

Lee los avisos clasificados.

Read the classified ads.

- Negative **tú** commands use the subjunctive.
No trabajes a comisión. Don't work on commission.
No estés sin trabajo. Don't be out of work.
- Remember that irregularities in the subjunctive will also appear in the negative **tú**.
No apagues la computadora. Don't turn off the computer.
No te vayas. Don't leave.

Mandatos afirmativos irregulares de la forma tú

- The following verbs have irregular **affirmative** command forms.

decir	di	Di por qué.	Tell (say) why.
hacer	haz	Haz el informe.	Do the report.
ir	ve	Ve a la oficina de empleo.	Go to the employment office.
poner	pon	Pon tu solicitud aquí.	Put your application here.
salir	sal	Sal a tiempo.	Leave on time.
ser	sé	Sé amable con la jefa.	Be nice to the boss.
tener	ten	Ten paciencia.	Be patient.
venir	ven	Ven a mi oficina ahora.	Come to my office now.

- As with the formal commands, attach pronouns to the affirmative command and place them in front of the negative command. Remember to place an accent on the next-to-last syllable of the verb in the affirmative command form.
Tenlo para esta tarde. Have it by this afternoon.
Háblale mañana. Talk to her tomorrow.

The subjunctive and the indicative with adverbial conjunctions

Conjunciones que siempre requieren el subjuntivo

- Certain conjunctions are always followed by the subjunctive in the dependent clause because they express purpose, intent, condition, or anticipation. The use of these conjunctions presupposes that the action described in the dependent clause is uncertain or has not yet taken place. The following are some of these conjunctions.

a fin de que	in order that	en caso de que	in case
a menos (de) que	unless	para que	in order that, so that
antes (de) que	before	sin que	without
con tal (de) que	provided (that)		

Reparte los informes **para que** todos los **lean**.

Distribute the reports so that everyone reads them.

Carmen no va a aceptar el trabajo **a menos que** le **suban** el sueldo.

Carmen is not going to accept the job unless they raise the salary.

No me enojo **con tal que** el jefe me **dé** un buen horario.

I will not get angry provided that the boss gives me a good schedule.

Lleva la evaluación **en caso de que** la **necesitemos**.

Take the evaluation in case we need it.

Le recomiendo que visite la oficina de empleo **antes de que se cierre**.

I recommend that you visit the employment office before it closes.

Conjunciones que se usan con el subjuntivo y el indicativo

- The subjunctive is used after some conjunctions that introduce dependent clauses referring to an action that has not yet taken place. Because the action has yet to take place, we cannot speak with certainty about it. The verb in the main clause may be in the future tense, the present indicative (with future meaning), or the imperative (direct command).

cuando	when	hasta que	until
después (de) que	after	luego que	as soon as
donde	where	mientras que	as long as
en cuanto	as soon as	tan pronto como	as soon as

José, habla con el gerente **cuando** él **llegue** a la oficina.

José, talk to the manager when he arrives at the office.

Le voy a explicar las responsabilidades **en cuanto llene** la solicitud de empleo.

I'm going to explain the responsibilities to you as soon as you fill out the job application.

No puedo hacer nada **mientras que** no me **den** la respuesta.

No van a hablar con el empleado problemático **hasta que se vaya** su amigo.

Cuando la supervisora **cambie** de posición, me voy a sentir mejor.

I can't do anything as long as they don't give me the answer.

They won't talk to the problematic employee until his friend leaves.

When the supervisor gets a job change, I'm going to feel better.

- However, if the action referred to in the dependent clause is habitual or has already taken place, the present or past indicative is used after these conjunctions because we can speak with certainty about things that have already occurred or that occur regularly.

Ana pregunta por el sueldo **cuando tiene** una revista.

Isabel preguntó por el sueldo **cuando se reunió** con el supervisor.

El veterinario nunca sale de la clínica **mientras que hay** animales que atender.

Los Rosales salieron de la clínica **mientras que** el veterinario atendía a su mascota.

Ana asks about the salary whenever she has an interview.

Isabel asked about the salary when she met with the supervisor. (past)

The veterinarian never leaves the clinic as long as there are animal to attend to. (habit)

The Rosales left the clinic while the veterinarian attended to their pet. (past)

- When there is no change in subject, the following prepositions are used with the infinitive: **antes de**, **después de**, **para**, and **sin**.

Van a comprar un teléfono celular después de hablar con el dependiente.

No puedes preparar un contrato sin usar una computadora.

Trabajo mucho en la empresa para aprender sus normas.

They are going to buy a cellular phone after talking with the clerk.

You can't prepare a contract without using a computer.

I work a lot at the firm in order to learn the rules.

The subjunctive with indefinite people and things

An adjective describes, limits, or modifies a noun. A clause that modifies a noun is an adjective clause.

Adjective

Tenemos aspirantes **cualificados**.

We have qualified applicants.

Adjective Clauses

Gustavo Torres es un empleado **que tiene buenas cualificaciones.**

Gustavo Torres is an employee who has good qualifications.

Pero no hay ningún aspirante **que tenga experiencia en supervisión.**

But there is no applicant who has experience in supervision.

- The subjunctive is used in an adjective clause when it refers to a person, thing, or even that is indefinite or does not exist.

Buscamos una persona que **hable** español y portugués.

We are looking for a person who speaks Spanish and Portuguese.

Necesito un viajante que **trabaje** a comisión.

I need a traveling salesperson who works on commission.

No hay nadie que yo **conozca** en esta empresa.

There is no one that I know at this company.

No hay ninguna entrevista que **sea** fácil.

There is no interview that is easy.

- When the dependent clause refers to a person or thing that is certain or definite, the indicative is used; if it is indefinite or uncertain, the subjunctive is used.

Hay alguien aquí **que conozco.**

There is someone here that I know.

No hay nadie aquí **que conozca.**

There is no one here that I know.

Necesitamos a la recepcionista **que se expresa bien.**

We need the receptionist who expresses herself well.

Busco un secretario **que se exprese bien.**

I am looking for a secretary who expresses himself well. (I'm still looking.)

- The subjunctive is used when asking whether something or someone exists, or when saying that something or someone doesn't exist.

¿Conoce usted una empresa que **tenga** vacantes?

Do you know any company that has vacancies?

¿No hay ningún supervisor que **quiera** una oficina eficiente?

Is there any supervisor who doesn't want an efficient office?

Repaso de capítulo 11

Tú commands – Put the following verbs into the tú command.

1. ir (go) _____
2. pedir (ask) _____
3. salir (go out) _____
4. subir (climb) _____
5. preparar (prepare) _____
6. comer (eat) _____
7. hablar (speak) _____
8. poner (put) _____
9. decidir (decide) _____
10. pensar (think) _____

Negative commands – Put the same verbs into the negative tú command form.

1. ir (go) _____
2. pedir (ask) _____
3. salir (go out) _____
4. subir (climb) _____
5. preparar (prepare) _____
6. comer (eat) _____
7. hablar (speak) _____
8. poner (put) _____
9. decidir (decide) _____
10. pensar (think) _____

Subjunctive and the indicative with adverbial conjunctions – Conjugate the verbs into the subjunctive

1. No voy a beber hasta que _____ (tener) sed.
/ I won't drink until I get thirsty.
2. Te escribo una lista para que _____ (recordar) comprar té y leche.
/ I write you a list so that you remember to buy tea and milk.
3. Nos sentiremos mejor después de que _____ (dormir).
/ We will feel better after we sleep.
4. Él no va a casarse con una mujer a menos que _____ (ser) rica.
/ He won't marry a woman unless she is rich.
5. No pueden manejar a menos que _____ (tener) una licencia.
/ They can't drive unless they have a license.
6. Ella nunca está contenta hasta que _____ (saber) aprobar el examen.
/ She is never happy until she knows she passes the exam.

7. Ellos van a escribir otro libro para que _____ (poder) ganar dinero.
/ They will write another book so that they can earn money.
8. Vamos a ir a Inglaterra con tal que _____ (tener) bastante dinero.
/ We're going to England so that we can have a lot of money.
9. Elena tiene que ducharte antes de que _____ (salir).
/ Elena has to shower you before you go out.
10. Mi familia va a comer tan pronto como _____ (llegar) mi abuela.
/ My family will eat as soon as my grandmother arrives.

Subjunctive or indicative – Complete the following sentences with either the conjugated form of the indicative or the subjunctive.

1. El agente busca un actor que _____ (ser) fuerte.
/ The agent looks for an actor that (is) strong.
2. ¿Conoces un dentista que no _____ (usar) agujas (needles)?
/ Do you know a dentist that doesn't (use) needles?
3. Sabes que el entrenamiento _____ (durar) seis horas?
/ Do you know that training (lasts) six hours?
4. Conocemos al jefe que siempre _____ (estar) enojado.
/ We know the boss that (is) always angry.
5. ¿Hay una empresa que _____ (querer) un ingeniero?
/ Is there a company that (wants) an engineer?
6. Alejandro no tiene las cualificaciones que _____ (necesitar) para el trabajo.
/ Alejandro doesn't have the qualifications that he (needs) for the job.
7. ¿Hay un mecánico que _____ (saber) manejar un Ferrari?
/ Is there a mechanic that (knows) how to drive a Ferrari?
8. Los bomberos apagan los incendios que _____ (quemar) tres casas.
/ The firemen put out fires that (burn) three houses.
9. El aspirante nuevo _____ (querer) trabajar a tiempo completo.
/ The new candidate (wants) to work full time.
10. ¿Hay una guardería que _____ (contratar) enfermeras?
/ Is there a day care that (hires) nurses?

Unidad 6 vocabulario – Capítulo 12

La computadora y otros aparatos

electrónicos – The computer and other electronics

la antena parabólica – satellite dish
los auriculares – ear buds, headphones
el cajero automático – ATM
el disco duro (externo) – (external) hard drive
el DVD – DVD
el escáner – scanner
la fotocopidora – photocopier
la grabadora de DVD – DVD recorder
la impresora – printer
el lector de CD/DVD – CD/DVD player
la marca – brand
la memoria USB – memory stick
la pantalla – screen
el ratón (inalámbrico) – (wireless) mouse
el reproductor de mp3 – MP3 player
el teclado – keyboard

Recursos en la computadora – Resources on the computer

la hoja electrónica – spreadsheet
el hipervínculo – hyper link
el juego electrónico – computer (electronic) game
la página web – web page
el sitio web – web site

Adjetivos – Adjectives

digital – digital
electrónico/a – electronic
tecnológico/a – technological

Verbos – Verbs

apagar – to turn off
archivar – to file, to save
bajar – to download
borrar – to erase
encender (ie) – to turn on
enviar – to send, to post online
fallar – to fail (computer disk)
fotocopiar – to photocopy
funcionar – to function, to work
grabar – to record
imprimir – to print
instalar – to install
programar – to program
subir – to upload
tener éxito – to be successful

Nuestro mundo y el medio ambiente – Our world and the environment

el bosque pluvial – rain forest
el calentamiento global – global warming
la deforestación – deforestation
el desarrollo – development
los desechos – waste
la energía (alternativa/solar) – (alternative/solar energy)
el envase (de aluminio) – (aluminum) container
las especies en peligro de extinción – endangered species
la escasez – shortage
la fábrica – factory
el humo – smoke
el medio ambiente – environment
la naturaleza – nature
los pesticidas – pesticides
la planta nuclear – nuclear plant
el pozo de petróleo – oil well
la radioactividad – radioactivity
el recurso natural – natural resource
el reciclaje – recycling
la reforestación – reforestation
la selva – jungle

Verbos – Verbs

ahorrar – to save

conservar – to conserve, to preserve

consumir – to consume

contaminar – to contaminate, to pollute

multar – to fine

proteger (j) – to protect

reciclar – to recycle

tirar – to throw (away, out)

The past participle

The past participle can be used as an adjective both in Spanish and English.

Tenemos un programa antivirus

instalado en la computadora.

Los documentos están **archivados**

en la memoria USB.

We have an antivirus program

installed on the computer.

The documents are saved on the

memory stick.

- In English, the past participle is usually the –ed or –en form of the verb. In Spanish the regular participle is formed by adding –**ado** to the stems of –**ar** verbs and –**ido** to the stems of –**er** and –**ir** verbs.

grabar	grabado	recorded
encender	encendido	turned on
servir	servido	served

- An accent mark is used when a past participle has the combination of vowel **ai**, **ei**, or **oi**.

creer	creído	believed	oír	oído	heard
leer	leído	read	traer	traído	brought

- The following verbs have irregular past participles.

abrir	abierto	opened	ir	ido	gone
cubrir	cubierto	covered	morir	muerto	dead
decir	dicho	said	poner	puesto	put, placed
descubrir	descubierto	discovered	romper	roto	broken
escribir	escrito	written	ver	visto	seen
hacer	hecho	done, made	volver	vuelto	returned

El documento está **abierto**.

The document is open.

La pantalla de mi computadora está **rota**.

My computer monitor is broken.

- When the past participle is used as an adjective in Spanish, it agrees in gender and number with the noun it modifies.

Vimos las conferencias **grabadas** por nuestro supervisor.

We saw the lectures recorded by our supervisor.

¿Tienes programas **abiertos** en este momento?

Do you have programs open now?

- The verb **estar** may be used with the past participle to describe a state or condition that is result of a previous action. As with any adjective, the past participle used this way agrees in gender and number with the noun it modifies.

La fotocopiadora **está encendida**; la secretaria la encendió.

The photocopier is turned on; the secretary turned it on.

Los documentos confidenciales **están borrados**; los borraron mis ayudantes.

The confidential documents are erased; my assistants erased them.

The present perfect indicative

The present perfect in English and Spanish is a compound tense because it requires two verbs. English uses the present tense of the auxiliary verb to have + past participle. Spanish uses the present tense of the auxiliary verb **haber** + past participle.

haber		past participle	to have	past participle
yo	he	tomado comido vivido	I have	tomado comido vivido
tú	has		you have	
Ud.	ha		you (for.) have	
él/ella	ha		he/she has	
nosotros/as	hemos		we have	
vosotros/as	habéis	you (pl.) have		
Uds.	han	you (for. pl.) have		
ellos/ellas	han	they have		

perceived as having some bearing on the present.

¿Ya **has usado** la impresora?

Have you already used the printer?

No **he comprado** todavía un disco duro externo para archivar mis documentos importantes.

I haven't bought an external hard drive to save my important documents yet.

- As in English, the Spanish future tense expresses what will happen in the future. The English equivalent is will + verb.

¿Quién **protegerá** el medio ambiente?
 Creo que los pesticidas **contaminarán**
 el río.

Who will protect the environment?
 I think the pesticides will pollute the river.

- The irregular verbs in the future are formed by adding the future endings to an irregular stem. The irregular stems can be grouped into three categories.
 - Drop two letters to form the stem of the future.

decir	dir-	diré, dirás,...	hacer	har-	hare, harás,...
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- The **e** of the infinitive ending is dropped to form the stem of the future.

haber	habr-	habré, habrás,...	querer	querr-	querré, querrás,...
poder	podr-	podré, podrás,...	saber	sabr-	sabré, sabrás,...

- The **e** or the **i** of the infinitive endings is replaced by **d** to form the stem of the future.

poner	pondr-	pondré, pondrás,...	tener	tendr-	tendré, tendrás,...
salir	saldr-	saldré, saldrás,...	venir	vendr-	vendré, vendrás,...

Haremos todos los cálculos en la hoja electrónica.

We will do all the calculations on a spreadsheet.

Habrá menos humo con la nueva fábrica.

There will be less smoke with the new factory.

- Remember that the present tense is often used to express the immediate future in Spanish.

Mañana **reciclamos** los envases.

Tomorrow we will recycle (are recycling) the cans.

Termino mi trabajo esta tarde.

I will finish my paper/work this afternoon.

- The future may also be conveyed with the present tense of **ir a** + infinitive.

Voy a consumir menos energía.

I am going to consume less energy.

¿**Vas a traer** los envases en el basurero?

Are you going to throw the containers in the trash can?

- The idea of willingness, sometimes expressed with the English future, cannot be expressed with the Spanish future tense. Use verbs like querer or simple present tense to express willingness.

¿**Quieres** ayudarme con el reciclaje?

Will you help me with the recycling?

¿Me **traes** el informe sobre la planta nuclear?

Will you bring me the report on the nuclear plant?

- Probability or conjecture in the present may be expressed in Spanish with the future tense. This use of the future has many equivalents in English, for example, probably, can, may, must, I wonder, etc.

¿Dónde estará la memoria USB?

I wonder where the memory stick might be?

Estará en tu mochila.

It's probably in your backpack.

¿Qué hora será?

What time can it be?

Serán las seis.

It must be six o'clock.

The conditional tense

In Spanish, as in English, the conditional expresses an action that is conditional upon another action, or a future action in the past (would/could/should + action).

- In Spanish, the conditional is formed in a similar manner as the future; only the endings differ. Add the **-er/-ir** imperfect endings to the infinitive or regular verbs of the irregular stem.

	tomar	comer	vivir
yo	tomaría	comería	viviría
tú	tomarías	comerías	vivirías
Ud.	tomaría	comería	viviría
él/ella	tomaría	comería	viviría
nosotros/as	tomaríamos	comeríamos	viviríamos
vosotros/as	tomaríais	comeríais	viviríais
Uds.	tomarían	comerían	vivirían
ellos/ellas	tomarían	comerían	vivirían

- The conditional expresses what you would do under certain circumstances.

¿Qué **harías** para mejorar el medio ambiente?
Reciclaría envases de aluminio.

What would you do to improve the environment?
 I would recycle aluminum cans.
- The conditional is also used when the speaker is referring to an event that is future to another past event.

Creíamos que **habría** más gente protestando enfrente de la planta nuclear.
 Nos dijeron que no **contaminarían** el agua.

We thought (that) there would be more people protesting in front of the nuclear plant.
 They told us (that) they wouldn't pollute the water.

- The verb **deber**, when used in the conditional tense, is equivalent to the English should + infinitive.

Deberías conservar recursos.

We should conserve resources.

- The conditional has the same irregular stems as the future.

decir	dir-	diría, dirías,...	saber	sabr-	sabría, sabrías,...
hacer	har-	haría, harías,...	poner	pondr-	pondría, pondrías,...
haber	habr-	habría, habrías,...	salir	saldr-	saldría, saldrías,...
poder	podr-	podría, podrías,...	tener	tendr-	tendría, tendrías,...
querer	querr-	querría, querrías,...	venir	vendr-	vendría, vendrías,...

- Probability or conjecture in the past is often expressed in Spanish with the conditional.

—¿A qué hora **sería** la conferencia de prensa?

I wonder what time the press conference was?

—**Sería** a las cuatro.

It was probably at four.

Repaso de capítulo 12

Past Participle – Write the participles for the following verbs.

- hablar (speak) _____
- venir (come) _____
- dormir (sleep) _____
- perder (lose) _____
- poner (put) _____
- vivir (live) _____
- romper (break) _____
- borrar (erase) _____
- conducir (drive) _____
- tener (have) _____
- pagar (pay) _____
- ir (go) _____
- beber (drink) _____
- hacer (do) _____

Present perfect indicative – Haber + past participle

1. él/ ver (he has seen) _____
2. tú/escuchar (you have listened) _____
3. ellos/montar (they have ridden) _____
4. ella/ morir (she has died) _____
5. yo/tomar (I have drunk) _____
6. Uds./cerrar (you have closed) _____
7. vosotros/volver (you have returned) _____
8. nosotros/pedir (we have asked) _____
9. tú/abrir (you have opened) _____
10. yo/ser (I have been) _____

Future tense – Write the future tense for the following verbs

1. yo/ hablar (I will speak) _____
2. tú/ venir (you will come) _____
3. él/dormir (he will sleep) _____
4. ellos/perder (they will lose) _____
5. nosotros/ poner (we will put) _____
6. vosotros/vivir (you will live) _____
7. yo/romper (I will break) _____
8. ella/borrar (she will erase) _____
9. tú/ conducir (you will drive) _____
10. Uds./tener (you will have) _____
11. nosotros/ pagar (we will pay) _____
12. Ud./ ir (you will go) _____
13. ellas/beber (they will drink) _____
14. Juan/hacer (Juan will do) _____

Conditional tense – Write the conditional for the following verbs

1. yo/ hablar (I would speak) _____
2. tú/ venir (you would come) _____
3. él/dormir (he would sleep) _____
4. ellos/perder (they would lose) _____
5. nosotros/ poner (we would put) _____
6. vosotros/vivir (you would live) _____
7. yo/romper (I would break) _____
8. ella/borrar (she would erase) _____
9. tú/ conducir (you would drive) _____
10. Uds./tener (you would have) _____
11. nosotros/ pagar (we would pay) _____
12. Ud./ir (you would go) _____
13. ellas/beber (they would drink) _____
14. Juan/hacer (Juan would do) _____

Future or conditional – Translate the following sentences using the future or conditional

1. Next week, we will go to Mexico.

2. Tomorrow, Ivan is putting the car in the garage.

3. How should we go to the store?

4. I will finish the essay tomorrow.

5. They should live in the city.

6. You could tell the truth.

7. She shouldn't smoke.

8. Juan will tell his mom tomorrow.

Unidad 7: Capítulos 13 & 14

Learning Objectives:

- Talking about means of communication: newspaper, television, and radio
- Talking about requests or uncertainty in the past
- Emphasizing possession and avoiding repetition
- Discussing television shows, movies, and entertainment
- Talking about music, art, and dance
- Expressing how long something has been going on or how long ago it happened
- Inviting or convincing others to do something
- Talking about fashion
- Talking about what had happened before another action or event in the past

Grammar and vocabulary in these chapters:

- Los medios de comunicación : Mass Media
- The imperfect subjunctive
- Long-form possessive adjectives and pronouns
- El cine, el teatro y la televisión
- Si clauses
- La música y el baile
- Hacer in time expressions
- Nosotros commands
- La moda
- The pluperfect indicative

Unidad 7 vocabulario – Capítulo 13

La prensa – Press

el artículo – article

la caricatura política – political cartoon

la cartelera – entertainment section

el consultorio sentimental – advice column

el editorial – editorial section

el horóscopo – horoscope

las noticias – news

la primera plana – front page

la reseña – review (of books, movies, etc.)

la revista (del corazón) – (celebrity) magazine

la sección deportiva – sports section

la sección financiera – financial section

el titular – headline

Noticias en línea – News online

el buscador – search engine

el inicio – home

el periódico digital – online newspaper

Noticias en la televisión – News on television

el noticiero – newscast

el reportaje – feature

En la radio – On the radio

la estación de radio – radio station

la radio por satélite – satellite radio

Gente en los medios – People in the media

el/la comentarista – newscaster, commentator

el/la comentarista deportivo – sportscaster

el/la crítico/a – critic

el/la directora/a – editor-in-chief

el/la locutor/a – announcer

el/la meteorólogo – meteorologist

el/la presentadora – host (on television, radio)

el/la reportero – reporter

El público – The audience

el/la lector/a – reader

el/la radioyente – listener

el/la oyente de podcast – podcast listener

el/la televidente – television viewer

Verbos – Verbs

informar – to report

revisar – to check

transmitir – to transmit

El cine, el teatro y la televisión – Film, theater, and television

el canal – channel
la cinematografía – cinematography
la comedia – comedy
el concurso – game show, pageant
el documental – documentary
el drama – drama
el/la espectador/a – spectator
el ensayo – rehearsal
el estudio – studio
el galán – leading man
el guión – script
la obra – play (theater)
el papel – role (play, movie, or television)
el premio – prize
la primera actriz – leading lady
el/la productor/a – producer
el/la protagonista – protagonist, star
la telenovela – soap opera
la televisión por cable – cable television
por satélite – satellite television
en directo/ en vivo – live (on TV)
la tragedia – tragedy

Verbos – Verbs

actuar (actúo, actúas,...) – to act
filmar – to film
ensayar – to rehearse
representar – to perform

Otras palabras y expresiones – Other words and expressions

el final – end
el principio – beginning

The imperfect subjunctive

In Spanish, the subjunctive mood has both present and past tenses. You have already learned the forms and uses of the present subjunctive. Now you will learn how to form and use the imperfect or past subjunctive.

- The imperfect subjunctive of regular and irregular verbs is formed by dropping the –ron ending of the third-person plural of the preterit and adding –ra, as shown below⁶.

buscar →	buscar on	→	buscara...
comer →	comier on	→	comiera ...
vivir →	vivier on	→	viviera ...

⁶ A less commonly used imperfect subjunctive form is the –se form. It is equivalent to the –ra form, but it tends to be more literary and is used more often in Spain than elsewhere. The endings for this form are: -se, -ses, -se, -semos, -seis, -sen. The –se first person plural form also requires an accent: **arreglásemos, pusiésemos.**

salir			
yo	saliera	nosotros/as	saliéramos
tú	salieras	vosotros/as	salierais
Ud.	saliera	Uds.	salieran
él/ella	saliera	ellos/ellas	salieran

El profesor insistió en que **buscáramos** el periódico digital.

The professor insisted (that) we look for the on-line newspaper.

Esperaba que el meteorólogo **informara** sobre el estado del tiempo.

She hoped the meteorologist would report about the weather.

- Note that any verb irregular in the preterit will follow the same pattern in the imperfect subjunctive. For example:

Infinitive	Third-person plural Preterit	First-person singular Imperfect Subjunctive
creer	creyer on	creyera
decir	dijer on	dijera
estar	estuvier on	estuviera
ir	fuer on	fuera
leer	leyer on	leyera
poder	pudier on	pudiera
poner	pusier on	pusiera
querer	quisier on	quisiera
saber	supier on	supiera
ser	fuer on	fuera
tener	tuvier on	tuviera
traer	trajer on	trajera
venir	vinier on	viniera

Era importante que **leyera** mi horóscopo.

It was important for me to read my horoscope.

El reportero dudaba que el informante **dijera** la verdad.

The reporter doubted that the informant told the truth.

- The imperfect subjunctive of **hay** is **hubiera**.

El director insistió en que **hubiera** un editorial sobre el accidente nuclear.

The editor-in-chief insisted that there be an editorial about the nuclear accident.

- A written accent is required on the first-person plural of the imperfect subjunctive forms.

El periodista quería que **arregláramos** la sala para la entrevista.

The journalist wanted us to arrange the living room for the interview.

- Remember that we use the subjunctive to express hypothetical or subjunctive situations, such as the speaker's uncertainty, attitudes, emotions, or wishes. We use the present subjunctive when speaking about the past or hypothetical situations. The verb in the main clause may be in the past tense (preterit or imperfect), or in the conditional (would/could).

Presente

El reportero **se sorprende** que **publiquen** su artículo.
(The reporter is surprised that they publish his article.)

No **hay** nadie que **quiera** escuchar el noticiero.
(There is no one who wants to listen to the newscast.)

Leo los titulares en la Internet antes de que se **den** en la televisión.
(I read the headlines on the Internet before they are given on television.)

Quiero que los críticos **sean** más simpáticos.
(I want the critics to be nicer.)

Pasado

El reportero **se sorprendió** que **publicaran** su artículo.
(The reporter was surprised that they will published his article.)

No **había** nadie que **quisiera** escuchar el noticiero.
(There was no one who wanted to listen to the newscast.)

Leía los titulares en la Internet antes de que se **dieran** en la televisión.
(I used to read the headlines on the Internet before they were given on television.)

Quería que los críticos **fuieran** más simpáticos.
(I wanted the critics to be nicer.)

- We also use the imperfect subjunctive with **como si** (as if).
Felipe habla **como si** siempre **tuviera** razón. Felipe talks as if he always were right.
¡No me mires **como si fuera** idiota! Don't look at me as if you were an idiot.
- Use the imperfect subjunctive with **ojalá** when it means I wish.
¡**Ojalá** (que) el comentarista **explicara** mejor las noticias! I wished the commentator would explain the news better!
¡**Ojalá** (que) no **cancelaran** mi telenovela favorita! I wished they wouldn't cancel my favorite soap opera!
- You can also use the imperfect subjunctive to make polite requests or statements. In such cases the forms of the verbs **querer**, **poder**, and **deber** are used.
Quisiera leer la primera plana. I would like to read the front page.
¿**Pudieras** darme la sección deportiva? Could you give me the sports section?
Debiéramos escribir una carta al director. We should write a letter to the editor.

Long-form possessive adjectives and pronouns

In Capítulo 3, you learned the short (unstressed) forms of possessive adjectives (my, your, his/her, our, your, their). The long-form possessives are used for emphasis or contrast, or to replace a noun already mentioned.

Short form

Es **mi** amigo.
(He's my friend.)

Nuestros reporteros son mejores que **tus** reporteros.
(Our reporters are better than your reporters.)

Long form

Es un amigo **mío**.
(He's a friend of mine.)

Los reporteros **nuestros** son mejores que los reporteros **tuyos**.
(**Our** reporters are better than **your** reporters.)

The following chart presents the long (stressed) forms.

Subject pronoun	Possessive adjectives (long forms)		
	Singular	Plural	
yo	mío/a	míos/as	my, (of) mine
tú	tuyo/a	tuyos/as	your (fam.), (of) yours
Ud.	suyo/a	suyos/as	your (form.), (of) yours
él/ella	suyo/a	suyos/as	his/her, (of) his/hers, (of) its
nosotros/as	nuestro/a	nuestros/as	our, (of) ours
vosotros/as	vuestro/a	vuestros/as	your (fam.pl.), (of) yours
Uds.	suyo/a	suyos/as	your (form. pl.), (of) yours
ellos/ellas	suyo/a	suyos/as	their, (of) theirs

- In contrast to the short forms, which always precede nouns, the long forms of possessive adjectives follow nouns. They also agree with nouns in gender and number.

La revista **tuya** está en la mesa.

The magazine of yours is on the table.

Aquí tienes dos reseñas **mías**.

Here you have two reviews of mine.

El titular **nuestro** es grande.

Our headline is big.

- The long forms of possessive adjectives may be used as pronouns. In such instances, the definite article is used with the possessive adjective and the noun is omitted.

Los locutores **nuestros** son muy buenos.

Our announcers are very good.

Los **nuestros** son muy buenos.

Ours are very good.

Las noticias **tuyas** son horribles.

Your news is horrible.

Las **tuyas** son horribles.

Yours is horrible.

- As with the short forms of **su(s)**, possessive adjectives and pronouns may be clarified in the third-person forms. For adjectives, the long form **suyo/a(s)** can be replaced by the construction **de** + pronoun in order to clarify the identity of the possessor.

—La crítica **suya** es imposible.

—His criticism is impossible.

—¿La crítica de quién?

—Whose criticism?

—La crítica de Juan.

—Juan's criticism.

- For the pronouns **el suyo, la suya, los suyos, and las tuyas**, use definite article + **de** + pronoun: **el/la de usted, los/las de ellos**, etc. The definite article must agree in gender and number with the noun it replaces.

La suya (la cartera) es más completa que la nuestra.

Yours (the entertainment section) is more completed than ours.

La de usted es más completa que la nuestra.

Yours is more complete than ours.

Study tips – Possessive adjectives and pronouns

- In order to have the right form of a possessive adjective or pronoun, concentrate on the thing possessed. Is it singular or plural, masculine or feminine? What is important is not the possessor but the gender and number of the thing possessed.

Si clauses

Cláusulas con si en el indicativo

A **si** clause states a condition that must be met in order for something to occur. The verb in a simple **si** clause states a fact and is usually in the present indicative, while the verb in the resultant clause is in the present or future tense, or is a command.

Si vas al ensayo, te acompaño.	If you go to the rehearsal, I will go with you.
Si quieres , grabaremos el programa.	If you want, we will record the program.
Si deseas ver el concurso, dímelo.	If you want to see the game show, tell me.

Cláusulas con si para expresar hipótesis e información en contra de los hechos

- When a **si** clause contains implausible or contrary-to-fact information, the imperfect subjunctive is used in the **si** clause and the conditional tense is used in the resultant clause.

Si fuera un drama bueno, iría a verlo.	If it were a good drama, I would go see it.
El documental sobre China sería más interesante si entendieras mandarín.	The documentary about China would be more interesting if you understood Mandarin.

- Note that a conditional clause does not have a fixed position in the sentence; it may appear at the beginning or end of the sentence.

Si conociera a Jorge Ramos, lo invitaría a cenar.	If I knew Jorge Ramos, I'd invite him to dinner.
Invitaría a cenar a Jorge Ramos si lo conociera.	I'd invite Jorge Ramos to dinner if I knew him.

Repaso de capítulo 13

Imperfect subjunctive – Write the following verbs into the imperfect subjunctive

1. yo/ hablar (If I spoke) _____
2. tú/ venir (If you came) _____
3. él/dormir (If he slept) _____
4. ellos/perder (If they lost) _____
5. nosotros/poner (If we put) _____
6. vosotros/vivir (If you lived) _____
7. yo/romper (If I broke) _____
8. ella/borrar (If she erased) _____
9. tú/ conducir (If you drove) _____
10. Uds./tener (If you had) _____
11. nosotros/pagar (If we paid) _____
12. Ud./ir (If you went) _____
13. ellas/beber (If they drank) _____
14. Juan/hacer (If Juan did) _____

1. Esperaba que su novio le _____ (dar) un anillo.

/ She hoped her boyfriend gave her a ring.

2. Tú querías que tu mamá _____ (ir) a Francia.

/ You wished your mother went to France.

3. Me sorprendí que tú _____ (saber) francés.

/ I was surprised that you knew french.

4. Insistimos que ella _____ (salir) de la universidad.

/ We insisted that she got out of the university.

5. Se sorprendieron que les _____ (creer).

/ They were surprised that they believed them.

Translate the following sentences into Spanish using the imperfect subjunctive

1. I insisted that you wanted to go to the party.

2. My mother hoped that my brother would read the book.

3. We hoped that she would set the table.

Si clauses – Translate the following sentences using the si clauses.

1. If I wanted to go, I would go.

2. If I were a rich man.

3. If there was more food, the people would have come.

4. She would go to college if she had the money.

5. If we had our own house, we could have a dog.

Unidad 7 vocabulario – Capítulo 14

La ópera, la música clásica y el jazz –

Opera, classical music, and jazz

la audición – audition

el bailarín/ la bailarina – dancer

la comedia musical – musical comedy

el/la compositor/a – composer

el/la coreógrafo/a – choreography

el/la directora/a – conductor, director

la diva – diva

el escenario – stage

el/la músico/a – musician

la ópera – opera

la pieza (musical, de baile) – (musical, dance) piece

el repertorio – repertoire

la sinfonía – symphony

el/la solista – soloist

talentoso/a – talented

la voz – voice

Verbos – Verbs

aplaudir – to clap, to applaud

componer – to compose

improvisar – to improvise

representar – to perform

Los grupos musicales – Musical groups

la banda – band

el conjunto – musical group

el cuarteto – quartet

la orquesta sinfónica – symphony orchestra

Los instrumentos musicales – Musical instruments

el arpa – harp

la batería – drums

el chelo – cello

el clarinete – clarinet

el contrabajo – bass

la corneta – cornet, horn

la flauta – flute

la guitarra – guitar

las maracas – maracas

la marimba – marimba

el piano – piano

el saxofón – saxophone

el tambor – drum

el trombón – trombone

la trompeta – trumpet

el violín – violin

Algunos bailes – Some dances

el baile de salón – ballroom dancing

el ballet – ballet

la danza moderna – modern dance

el flamenco – flamenco

La moda – Style

la alta costura – high fashion

el conjunto – outfit

el desfile de moda – fashion show

el/la diseñador/a – designer

el disfraz – costume, disguise

el esmoquin – tuxedo

el estilo – style

el/la modelo – model

el modo (de vestir) – way, manner (of dressing)

la prenda – garment

la sencillez – simplicity

el traje de noche – evening gown

Telas y materiales – Fabrics and materials

el elástico – elastic

la gabardina – gabardine (lightweight wool)

las lentejuelas – sequins

el nilón – nylon

la paja – straw

la pana – corduroy

la piel – leather, fur

el poliéster – polyester

el rayón – rayon

el terciopelo – velvet

el tul – tulle (silk or nylon net)

Otra palabras y expresiones – Other words and expressions

bien hecho/a – well made

encantador/a – enchanting, delightful

estar dispuesto/a (a) – to be willing (to do something)

Hacer in time expressions

In Spanish, special constructions with the verb **hacer** are used to express the idea that an action began in the past and is still going on in the present.

- To ask how long a certain action has been continuing, use the following construction.

¿Cuánto (tiempo) hace que + a verb phrase in the present tense?

¿Cuánto tiempo hace que Gustavo Dudamel dirige la orquesta filarmónica?

How long has Gustavo Dudamel been conducting the philharmonic orchestra?

- To answer these questions, use these constructions with hacer.

hace + a time expression + que + a verb phrase in the present

Hace tres años que Gustavo Dudamel dirige la orquesta filarmónica.

Gustavo Dudamel has been conducting the philharmonic orchestra for three years.

- When the verb phrase is negative, it expresses how long it has been since something occurred.

¿Cuántos años hace que no tocas el violín?

How many years has it been since you played the violin?

Hace dos años que no enseña arte en esta escuela.

Art has not been taught in this school for two years.

- Note that in Spanish, the verb **hacer** and the main verb are in the present tense; the English equivalent, however, uses has or have been.

Hacer para referirse a eventos pasados

To tell how long ago an action or event occurred in Spanish, you will use a similar construction. **Hace** will be used in the present tense, but the verb phrase will be in the preterit. The order of the phrases is interchangeable; however, when the verb phrase introduces the sentence, omit **que**.

hace + time expression + **que** + verb phrase in the preterit tense
or
verb phrase in the preterit tense + **hace** + a time expression

¿Cuánto tiempo hace que salió
la violinista para el concierto?
Hace veinte minutos que salió.
Vi una función hace dos años.

How long ago did the violinist leave for the
concert?
She left twenty minutes ago.
I saw a performance two years ago.

Nosotros commands

There are two ways to give a direct command to a group of persons that includes yourself: **vamos a** +infinitive or the **nosotros/as** form of the present subjunctive.

- As you know, **vamos a** ... is also used to express a simple statement or to ask a question.

The interpretation Let's... results from intonation and context.

¿ Vamos a asistir al concierto de Miguel Zenón?	Shall we attend the Miguel Zenón concert?
Sí, ¡ vamos a asistir esta noche!	Yes, let's attend tonight!

- With the present subjunctive form of **nosotros/as**, the command is clearly stated.
- | | |
|--|---|
| ¿Asistimos al concierto de Miguel Zenón? | Shall we attend the Miguel Zenón concert? |
| Sí, ¡asistamos al concierto esta noche! | Yes, let's attend tonight! |

- As will all command forms, object pronouns are attached to the affirmative forms and precede the negative commands. In an affirmative command with an attached pronoun, an accent mark is added to maintain the original stress.

Busquemos a la solista.	Let's look for the soloist.
Busquémosla.	Let's look for her.
No molestemos al bailarín.	Let's not bother the dancer.
No lo molestemos.	Let's not bother him.

- To express Let's go, use the indicative **vamos**. For the negative Let's not go..., however, you must use the subjunctive form.

Vamos a la audición para la comedia musical.	Let's go to the audition for the musical comedy.
--	--

No, no vayamos a la audición ahora.

No, let's not go to the audition now?

- When the pronouns **nos** and **se** are attached to the **nosotros** affirmative command, the final **-s** is deleted from the verb ending.

¡Vámonos!

Let's leave!/ Let's get out of here!

Durmámonos.

Let's fall asleep.

Démoselo.

Let's give it (el libro) to him/her/you.

Busquémose las.

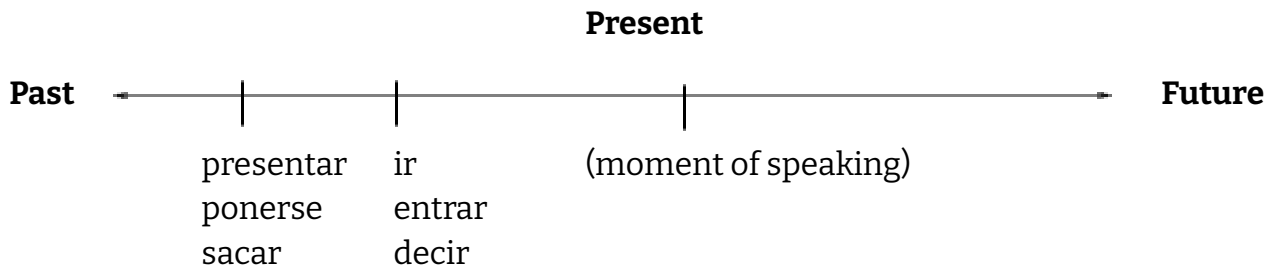
Let's look for them (las entradas) for him/her/you/them.

The pluperfect indicative

- Like the present perfect tense, the pluperfect (or past perfect) is a compound tense. It is formed with the imperfect tense of **haber** + past participle.

Imperfect tense of haber		past participle	past tense of to have	past participle
yo	había	} tomado comido vivido	I had	} tomado comido vivido
tú	habías		you had	
Ud.	había		you (for.) had	
él/ella	había		he/she had	
nosotros/as	habíamos	} tomado comido vivido	we had	} tomado comido vivido
vosotros/as	habíais		you (pl.) had	
Uds.	habían		you (for. pl.) had	
ellos/ellas	habían		they had	

- The pluperfect is used to refer to an action or event that had occurred before another past action or event. Compare the following sentences with the time line.



La diseñadora **había presentado** sus diseños en Madrid antes de ir a Barcelona.
 Cuando entramos, la modelo ya **se había puesto** el vestido.
 El fotógrafo nos dijo que **había sacado** mi fotos del desfile de moda.

The designer had presented her designs in Madrid before going to Barcelona.
 When we entered, the model had already put on her dress.
 The photographer told us he had taken a thousand pictures of the fashion show.

- Remember that some past participles have irregular forms, such as **abierto** (abrir), **escrito** (escribir), **hecho** (hacer), **puesto** (poner), and **visto** (ver).
- Finally nothing may be inserted between the auxiliary **haber** and the past participle; **haber** must agree in number with the subject, and the past participle has only one form.

El público lo **había visto** antes.
 Los modelos **habían llegado** tarde.

The public has seen him before.
 The models had arrived late.

Repaso de capítulo 14

Hacer + time expressions – Translate the following into Spanish

1. How many years have you been attending this college?

2. It has been four years that I have attended this college.

3. How long ago did she see that movie?

4. She saw it two years ago.

5. How long ago did her mother die?

6. She died a year ago.

7. How long has your mother worked with the doctor?

8. It has been ten years that my mother has worked with him.

Nosotros commands – Write the nosotros command for the following

1. Let's eat! _____

2. Let's leave! _____

3. Let's drink at midnight! _____

4. Let's make a cake! _____

5. Let's get dressed! _____

The pluperfect indicative – Translate the following using the pluperfect indicative

1. We had applauded the band.

2. I had paid 60 dollars for the flute.

3. The model had worn the leather outfit.

4. The kids had eaten all the cookies.

5. The man had played the piano well.

6. They had danced the flamenco in Spain.

7. He had opened the door for the beautiful woman.

8. I had put the money on the table.

9. She had broken the drum.

10. Our mother had made us these costumes.

Unidad 8: Capítulo 15

Learning Objectives:

- Talking about world problems and possible solutions
- Providing additional information to a discussion about ideas, events, and situations
- Expressing political points of view and identifying types of government
- Describing unplanned events; making excuses
- Contrasting ideas and descriptions

Grammar and vocabulary in these chapters:

- Las crisis políticas y económicas : The Political and Economic Crisis
- The relative pronouns **que**, **quien**, and **lo que**
- Cargos políticos y tipos de gobierno
- Se for unplanned occurrences
- **Pero** or **sino**

Unidad 8 vocabulario – Capítulo 15

Eventos y personajes – Events and people

el/la activista – activist
la bomba (nuclear) – (nuclear) bomb
el/la ciudadano/a – citizen
el conflicto (sangriento) – (bloody) conflict
los derechos humanos – human rights
el desarme – disarmament
el desastre natural – natural disaster
la deuda pública – public debt
el ejército – army
el esfuerzo – effort
el golpe de estado – coup d'état
la guerra – war
la huelga – strike
la inmigración – immigration
la (in)justicia – (in)justice
el mercado global – global markets
el/la pacifista – pacifist
el país en vías de desarrollo – developing countries
la paz (mundial, duradera) – (world, lasting) peace
la pobreza – poverty
el poder – power
el/la político/a – politician
el/la soldado – soldier
el terrorismo – terrorism

Verbos – Verbs

abolir – to abolish
firmar (el acuerdo, el tratado) – to sign (the accord, the treaty)
fortalecer (zc) – to strengthen, to fortify
lograr – to achieve
protestar – to protest
promover (ue) – to promote
unirse (a) – to join forces
violar – to violate

Cargos políticos – Political posts

el/la alcalde/alcaldesa – mayor
el/la dictador/a – dictator
el/la gobernador/a – governor
el/la juez/a – judge
el/la ministro/a – minister
el/la presidente/a – president
el/la representante – representative
el/la rey/reina – king/ queen
el/la senador/a – senator

Tipos de gobierno – Types of government

la democracia – democracy
la dictadura – dictatorship
la monarquía – monarchy
la república – republic

Verbos – Verbs

afrontar – to face
apoyar – to support
aumentar – to increase
caerse – to fall down
combatir – to fight, to combat
controlar – to control
cumplir (con) – to make good, to fulfill (a promise)
dañarse – to break down, to be damaged
debatir – to debate
elegir (i,i) – to elect
eliminar – to end
mantener (ie) – to support (a family, etc.)
mejorar – to improve
resolver (ue) – to solve
votar (por) – to vote (for)

La política y otros temas actuales –

Politics and other current topics

el/la asesor/a – consultant, advisor

la campaña (política) – (political) campaign

el/la candidato/a – candidate

el/la contrincante – opponent

la corrupción – corruption

el deber – duty

el derecho – right

el discurso – speech

la drogadicción – drug addiction

el fraude (electoral) – (electoral) fraud

la honradez, la honestidad – honesty

los impuestos – taxes

la inflación – inflation

el lema – motto

la ley – law

los programas sociales – social welfare programs

el pueblo – the people, the masses

la tasa (de desempleo) – rate (of unemployment)

el tribunal – court

The relative pronouns que, quien, and lo que

Relative pronouns are used to join two sentences that have a noun or a pronoun in common.

La Fundación escribió el código.

El código prohíbe la venta de armas a ciertos países.

La Fundación escribió el código

que prohíbe la venta de armas a ciertos países.

The Foundation wrote the code.

The code prohibits the sale of arms to certain countries.

The Foundation wrote the code that prohibits the sale of arms to certain countries.

- The relative pronoun **que**, meaning that, which, who, and whom, is used for both people and objects.

El folleto **que** te di está en la mesa.

The brochure (that) I gave you is on the table.

Esa chica **que** está con Jorge activista de los derechos humanos.

That girl (who) is with Jorge is a human rights activist.

- The relative pronoun **quien(es)**, meaning who and whom, refers only to a person(s) and is most commonly used as an indirect object or after a preposition. Use **que** to express who or whom, unless the phrase is set off by commas or introduced by a preposition. (Note that sentences in Spanish never end with prepositions.)

José Luis Rodríguez Zapatero, **quien** fue elegido presidente de España en 2004, es líder del Partido Socialista Obrero Español (PSOE).

José Luis Rodríguez Zapatero, who was elected president of Spain in 2004, is the leader of the Spanish Socialist Worker Party (PSOE).

Esa es la pacifista con **quien** te vi.

That's the pacifist with whom I saw you (whom I saw you with).

Ese es el candidato a **quien** buscabas.

That's the candidate for whom you were looking (whom you were looking for).

- The relative pronoun **lo que**, meaning what or that which, is a neuter form that refers to an idea, event, or situation.

Lo que quiero es la paz y la libertad en mi país.
 No me gustó **lo que** hiciste.
 ¿Entiendes **lo que** dices el presidente?

What I want is peace and liberty in my country.
 I didn't like what you did.
 Do you understand what the president is saying?

- In Spanish, the use of the relative pronoun **que** is never optional.

Busco el contrato **que** firmaste.

 La comisión **que** formó el presidente terminó el trabajo.

I'm looking for the contract (that) you signed.
 The commission (that) the president formed finished its work.

Se for unplanned occurrences

In order to describe an involuntary or unplanned event, Spanish frequently uses **se** with the third-person singular or plural form of the verb.

- The action is now viewed as being carried out by someone but rather as happening to someone. Hence, that someone is an indirect object, and an indirect object pronoun also is used.

Se me quedaron las estadísticas en casa.
 Al candidato **se le ha perdido** el discurso.

My statistics were left at home.
 The candidate's speech has been lost.

- The construction is similar to verbs like **gustar** where the subject follows the verb and affects someone (often a victim) indirectly:

se + (indirect object) + (third-person verb) + **subject**

Se nos olvidó **la dirección**.
 Siempre **se te** dañaba **la computadora**.

We forgot the address.
 Your computer always used to break down.

- As always, the indirect object can be explained or emphasized with a prepositional phrase a (mí, ti, usted, etc.):

El accidente, **a Ramón** **se le** rompieron los jeans; **a ti**, **se te** rompió la camiseta.

In the accident, Ramón's jeans were torn and your t-shirt was torn.

- Where English uses the possessive adjective, Spanish uses the definite article, since possession is indicated by the indirect object pronoun. The preposition a + noun or pronoun may be added for clarity or emphasis.

¿**A ustedes** se les olvidó la tarea otra vez?
Al senador se le perdieron los papeles.

You forgot your homework again?
 The senator lost his papers.

Pero or sino

- The conjunction but is usually expressed in Spanish by **pero**.

Quiero ser representante, **pero**
un buen representante.

I want to be a representative, but a good
representative.

Los impuestos son necesarios, **pero**
no me gustan.

Taxes are necessary, but I don't like them.

- When but mean son the contrary or but rather, use **sino**. **Sino** always follows a negative statement and introduces the correction (an affirmative statement) or contradiction. If the correction is a word or phrase, simply use **sino**. If the correction includes a verb phrase, use **sino que**.

No quiero hablar con el juez
sino con el senador.

I don't want to speak with the judge but
(rather) with the senator.

El candidato no va a dar un
discurso, **sino que** prefiere
tener una mesa redonda con
varios ciudadanos.

The candidate is not going to give a
speech, but rather he prefers to have a
round table with several citizens.

- The expression not only... but also is expressed by **no solo...sino (que) también...**:

El candidato no solo es arrogante,
sino también corrupto.

The candidate is not only arrogant, but
also corrupt.

La senadora no solo es capaz, sino que
también tiene mucha experiencia.

The senator is not only capable, but also
has a lot of experience.

Repaso de capítulo 15

Relative Pronouns – Using the relative pronouns, translate the following sentences.

1. Roberto is the man with whom she is talking with.

2. Do you know what she supports?

3. We are protesting that the soldiers have to go to war.

4. To whom is the president talking to?

5. Trujillo was the dictator that controlled the Dominican Republic for 30 years.

Se for unplanned occurrences – Translate the following sentences using se.

1. I lost my homework.

2. She forgot her keys.

3. You tore your jacket?

4. Our car broke down again.

5. Their house was damaged in the storm (tormenta).

Pero or sino – Translate the following sentences into Spanish.

1. That woman is not only beautiful, but she is also rich.

2. I didn't eat at the café, but rather the restaurant.

3. The King and Queen don't have the power, but rather the parliament.

4. The strike is necessary, but I don't support it.

5. The soldiers are not only brave (valiente), but also honest.

Answers (Respuestas)

Respuestas de Capítulo 1: (Chapter 1 Answers)

1. Put the following conversation in logical order.

- ___2___ Me llamo Rosa. ¿Y tú?
___5___ Muy bien, gracias. ¿Y tú?
___7___ ¡Nos vemos!
___4___ Encantada. ¿Cómo estás?
___3___ Me llamo Pedro. Mucho gusto.
___1___ Buenas tardes. ¿Cómo te llamas?
___6___ Bien. Hasta luego.

3. What are the numbers listed below?

- | | |
|--------|--------|
| 1. 94 | 2. 37 |
| 3. 46 | 4. 55 |
| 5. 102 | 6. 23 |
| 7. 88 | 8. 13 |
| 9. 100 | 10. 11 |

4. ¿ La fecha es el _#_ de _(mes)_____ .

5. Mi cumpleaños es el # de (mes).

6. El Año Nuevo es el primero de enero.

7. Mi número de teléfono es #####.

8. Mi mes favorito es _____.

9. Write the definite articles for the following nouns.

- | | |
|--------|------------|
| 1. los | 2. la |
| 3. la | 4. los/las |
| 5. las | 6. el/la |
| 7. la | 8. los |
| 9. las | 10. el |

10. Translate the following sentences.

1. The class is big.
2. It is a great book.
3. The boys are bad.
4. We are students.
5. There are some girls.

11. Write the following in Spanish.

1. el libro grande
2. un marcador verde
3. unos cuadernos azules
4. las mesas pequeñas
5. una mochila cara
6. unos lápices baratos

12. Write the verb ser for the following.

- | | |
|----------|--------|
| 1. es | 2. soy |
| 3. somos | 4. son |
| 5. eres | 6. son |

Respuestas de Capítulo 2:

1. **¿Qué hora es?** Write the following times in Spanish.

- 1:15 Es la una y quince / Es la una y cuarto
- 3:30 Son las tres y treinta / Son las tres y media
- 5:45 Son las cinco y cuarenta y cinco / Son las cinco menos cuarto (quince)
- 12:00 Son las doce (Mediodía o medianoche)
- 7:20 Son las siete y veinte
- 12:45 Son las doce y cuarenta y cinco / Es la una menos cuarto (quince)

2. Write the following declarative sentences in question form.

- 1. ¿Son malos los chicos? / Are the boys bad?
- 2. ¿Es la clase aburrida? / Is the class boring?
- 3. ¿Tiene el hombre tres hijas? / The man has three daughters?
- 4. ¿Es negro el carro? / Is the car black?
- 5. ¿Es difícil la clase de química? / Is the chemistry class difficult?
- 6. ¿Tienen que asistir a clase los estudiantes? / Do the students have to assist class?

3. Fill in the blank with the appropriate interrogative word.

- 1. Cuál / Which
- 2. De dónde / Where from
- 3. Por qué / Why
- 4. Cuándo / When
- 5. Qué / What
- 6. Cuántos / How many

4. Write the following sentences in Spanish. Be sure to conjugate the verbs.

- 1. Yo estudio química. / I study chemistry.
- 2. Tenemos que hablar. / We have to talk.
- 3. Ella abre el libro. / She opens the book.
- 4. Tú aprendes español. / You learn Spanish.
- 5. Ellos viajan a España. / They travel to Spain.
- 6. Nosotros llegamos a clase tarde. / We arrive late to class.
- 7. Juan enseña italiano. / Juan teaches Italian.
- 8. Tomás y yo bailamos. / Tomas and I dance.
- 9. Tú y Víctor son amigos. / You and Victor are friends.
- 10. Elena busca un bolígrafo. / Elena looks for a pen.

Repaso de Capítulo 3:

1. How do you write and say the following numbers in Spanish?

515 (quinientos quince) **132** (ciento treinta y dos)
498 (cuatrocientos noventa y ocho) **752** (setecientos cincuenta y dos)
1.284 (mil doscientos ochenta y cuatro) **5.976** (cinco mil novecientos setenta y seis)
41.747 (cuarenta y un mil setecientos cuarenta y siete)
168.479 (ciento sesenta y ocho mil cuatrocientos setenta y nueve)
624.673 (seiscientos veinticuatro mil seiscientos setenta y tres)
1.583.805 (un millón quinientos ochenta y tres mil ochocientos cinco)
4.064.640 (cuatro millones sesenta y cuatro mil seiscientos cuarenta)
548.000.004 (quinientos cuarenta y ocho millones cuatro)

2. Write the correct **possessive adjectives** for the following.

1. mi	2. nuestras	3. tu	4. sus
5. mis	6. su	7. su	8. nuestro
9. sus	10. tu		

3. Translate the following sentences using the **tener** expressions.

1. Tengo frío.
2. Él tiene seis años.
3. Tenemos miedo.
4. Tienen ganas de comer.
5. ¿Tienes sed?
6. Él no tiene razón.
7. I am tired (sleepy).
8. They are in a hurry.
9. You are not careful.
10. She/He is hot.

4. Conjugate the verbs **hacer** or **ir** to complete the following sentences.

1. hago
2. va
3. haces
4. hacemos vamos
5. hacen
6. van

5. Conjugate the verb **estar** to complete the following sentences.

1. estamos
2. están
3. estoy estoy
4. están
5. estás

6. Complete the following conversation with the appropriate conjugated form of **ser** or **estar**.

— Bienvenida, Chef Carla, ¿Como está Ud. hoy? / Welcome, Chef Carla, How are you today?

— Estoy muy bien gracias. / I'm fine thanks.

— Ud. trabaja aquí en Quito ahora pero, ¿de dónde es Ud. originalmente. / You work here in Quito now but, where are you from originally?

— Mi familia y yo somos de México. / My family and I are from Mexico.

— ¿Cuál es su trabajo aquí? / What is your job here?

— Yo soy la directora de los chefs en el famoso restaurante El Sol. / I am the director of the chefs in the famous restaurant El Sol.

— El Sol es un restaurante muy popular aquí. ¿Dónde está el restaurante? / El Sol is a very popular restaurant here. Where is the restaurant?

— Está al lado del museo. / It's next to the museum.

— Los platos en su restaurante son muy típicos de Ecuador, ¿no? / The plates in your restaurant are very typical of Ecuador, right?

— Sí, y según los clientes, la comida en nuestro restaurante es deliciosa. / Yes, and according to clients, the food in our restaurant is delicious.

Repaso de capítulo 4:

Conjugate the following stem-changing verbs.

- | | | | | |
|---------------|---------------|------------|--------------|------------|
| 1. preferimos | 2. viene | 3. tengo | 4. piensa | 5. quiere |
| 6. pide | 7. empiezan | 8. juega | 9. entiendes | 10. repito |
| 11. pierde | 12. recuerdas | 13. duerme | 14. podemos | 15. cuesta |
| 16. sirve | 17. volvemos | 18. sueñan | | |

Personal A

Fill in the blanks with **a** or leave it blank if no **a** is required.

1. a
2. Blank
3. a
4. a
5. a
6. Blank
7. Blank
8. a
9. Blank
10. Blank
11. a
12. a
13. al (a + el = al ¿Visitas al médico?)

Write the following sentences in Spanish, using the direct object pronouns.

1. Ellos no me conocen.
2. Ella la come.
3. Podemos verlos/ Los podemos ver.
4. ¿Puedo ayudarte? / ¿Te puedo ayudar?
5. Podemos verlo. / Lo podemos ver.
6. Pueden verla. / La pueden ver.
7. Pueden verlas. / Las pueden ver.
8. Ella los come.
9. Podemos verlo. / Lo podemos ver.
10. No nos conocen.

Demonstrative adjectives: Fill in the blanks with the appropriate demonstrative adjective.

1. este
2. estos
3. aquella
4. esas
5. estos
6. aquellas
7. esta
8. ese
9. aquellas
10. esos

Fill in the blanks with the appropriate verbs: salir, poner, and traer.

1. salir traer
2. pone
3. traigo salir

Fill in the blanks with the appropriate form of the verbs conocer and saber.

1. sabe
2. conozco
3. sabemos
4. conocen

Repaso de capítulo 5:

Reflexive constructions – Conjugate the following verbs

- | | | | |
|----------------|---------------|--------------|-----------------|
| 1. me pongo | 2. te bañas | 3. se afeita | 4. nos sentamos |
| 5. os maquilla | 6. me ducho | 7. se secan | 8. se siente |
| 9. te miras | 10. se peinan | | |

Comparisons – Translate the following sentences into Spanish.

1. Yo hablo tanto como mi hermano.
2. La Universidad es más grande que la escuela.
3. Su nariz es tan grande como la nariz de su mamá.
4. Español es más fácil que francés.
5. Mi dormitorio es más feo que tu dormitorio.
6. Él habla mejor que yo (hablo).
7. Limpiar/ordenar la casa es el peor quehacer
8. Ella tiene tantos libros que tú.
9. Tú eres tan antipático como tu padre.
10. Somos mayores que los chicos.

Superlative – Translate the following sentences into Spanish.

1. Lavar los platos es el peor quehacer
2. Bill Gates es el hombre más rico.
3. Salma Hayek es la actriz mexicana más popular.
4. Tú eres el mayor hermano en tu familia.
5. Tienen el carro más feo.

Present Progressive – Conjugate the following verbs using the present progressive

- | | | | |
|----------------------|---------------------|-------------------|-----------------------|
| 1. estoy andando | 2. está buscando | 3. están creyendo | 4. se están durmiendo |
| 5. te estás peinando | 6. estamos grabando | 7. está haciendo | 8. estáis yendo |

9. está jugando 10. estoy leyendo 11. estáis mintiendo 12. se está despertando
13. estamos prefiriendo 14. estás queriendo

Repaso de Capítulo 6:

Indirect object pronouns – Using the indirect object pronouns, write the correct pronoun for the following.

1. nos 2. Me 3. Le 4. te 5. Les 6. le
7. Os 8. Les 9. Le 10. Me

Dar and decir – Conjugate dar or decir to complete the following sentences.

1. das 2. doy 3. decirle/ darle 4. damos 5. dicen
6. da 7. digo 8. dar

Gustar and similar verbs – Translate the following into Spanish.

1. Me gusta comer los mariscos.
2. A él le parecen las galletas son buenas.
3. Nos encantan los huevos.
4. Les queda en la universidad.
5. Me molestan las cebollas.
6. Le interesa su carro.
7. Les aburre el mesero.
8. Me apetece comer chocolate.
9. ¿El arroz te parece picante?
10. Nos fascina el nuevo restaurante.

Preterit – Conjugate the following verbs into the preterit (past tense)

1. creyó 2. jugué 3. llegaste 4. viviste 5. sintieron 6. dormimos
7. busqué 8. sacaron 9. almorzó 10. repitió 11. tomaste 12. habló
13. pagamos 14. llegasteis 15. pedí 16. tocó 17. rezaron 18. cocinamos
19. mirasteis 20. empecé

Repaso de Capítulo 7:

Conjugate the irregular verbs in the past tense.

1. fui 2. tuvieron 3. traje 4. pudiste 5. dio 6. trajimos
7. vio 8. fui 9. quiso 10. supieron 11. hice 12. quisisteis
13. estuvimos 14. dijimos 15. pusiste 16. vinisteis 17. hiciste 18. fuisteis
19. supe 20. puso

Indefinite/ Negative expressions – Translate the following

1. ¿Tienes algunas bolsas? / Do you have some bags?
2. Nadie vino a mi fiesta. / Nobody came to my party.
3. Ningun estudiante quiere tomar el examen. / No student wants to take the exam.
4. ¿Hay alguien que quiera hacer un picnic? / Does anyone want to have a picnic?
5. Siempre comemos manzanas. / We always eat apples.
6. No quiero nada. / I don't want anything.
7. Ella no quiere ni una toalla ni una sombrilla. / She doesn't want neither a towel nor an umbrella.
8. Ellos nunca vieron el guante. / They never saw the glove.

Double object pronouns – Using the double object pronouns, rewrite the following sentences.

1. ¿Puedes dársela a Lucía? / ¿Se la puedes dar a Lucía?
2. Me la da. / Dámela.
3. ¿Puedes traérmela? / ¿Me la puedes traer?
4. Voy a traértelo. / Te lo voy a traer.
5. Quiere dárselo. / Se lo quiere dar.
6. Se los damos.
7. Se las trae.
8. Queremos dártelo. / Te lo queremos dar

Repaso de capítulo 8

Conjugate the following verbs into the imperfect.

- | | | | | |
|----------------|--------------|--------------|----------------|---------------|
| 1. mandaba | 2. creía | 3. éramos | 4. se acostaba | 5. hacíais |
| 6. tenía | 7. ibas | 8. queríamos | 9. jugaban | 10. trabajaba |
| 11. daba | 12. veíais | 13. decía | 14. comía | 15. eran |
| 16. bailábamos | 17. bebíamos | 18. cantabas | 19. dormían | 20. me vestía |

Ordinal Numbers – Translate the following sentences

1. Ella vive en el tercer piso. / She lives on the third floor.
2. ¿Quién fue el sexto presidente de México? / Who was the sixth president of Mexico?
3. El perro es el tercer animal que tengo. / The dog is the third animal that I have.
4. La oficina está en el cuarto piso. / The office is on the fourth floor.
5. Su segunda(o) hija se llama Luisa. / His second daughter is called Luisa.

Preterit versus imperfect – Conjugate the verb using either the preterit or the imperfect

1. habló
2. trabajaba
3. Eran
4. estaba
5. llovió
6. éramos jugábamos
7. querían
8. compraste
9. fuimos
10. pagué

Repaso de capítulo 9

Por and para – Use either por or para to complete the following sentences.

1. para
2. para
3. por
4. para
5. para
6. por
7. por
8. por
9. Para
10. por

-mente – Using –mente to translate the following sentences

1. Lola aprendió español fácilmente. /Lola learned Spanish easily.
2. Él corre rápidamente. /He runs quickly.
3. Ellos hablan lentamente. /They speak slowly.
4. Desafortunadamente, llovió. / Unfortunately, it rained.
5. Ella es de Ecuador originalmente. / She is from Ecuador originally.

Subjunctive – Conjugate the following verbs into the subjunctive tense.

1. hagas
2. duerma
3. sepa
4. coman
5. hablemos
6. vayamos
7. beba
8. pague
9. vengas
10. seáis
11. estés
12. diga
13. vean
14. tengáis
15. prefiera
16. puedan
17. enseñe
18. elija
19. trabajes
20. dé

Subjunctive to express influence – Complete the following sentences by conjugating the verbs.

1. me case
2. dé
3. estudien
4. deba
5. vayas
6. beban
7. hagas
8. limpies

Repaso de capítulo 10

Formal commands – Write the following commands in either the Ud. or Uds. command form.

1. coma
2. beban
3. haga
4. sean
5. vaya
6. sepan
7. tome
8. duerman
9. pida
10. vengan

Subjunctive to express feelings and emotions – Conjugate the verbs into the subjunctive.

1. duerma
2. tengas
3. estudien
4. vaya
5. tenga
6. esté
7. reciba
8. se comporte
9. estudien
10. quiera

Subjunctive for doubt or denial – Conjugate the verbs into the subjunctive.

1. existan
2. tenga
3. vayamos
4. pongas
5. sean
6. adelgacemos.
7. puedan
8. vean
9. sepa
10. coman

Repaso de capítulo 11

Tú commands – Put the following verbs into the tú command.

1. ve
2. pide
3. sal
4. sube
5. prepara
6. come
7. habla
8. pon
9. decide
10. piensa

Negative commands – Put the same verbs into the negative tú command form.

1. no vayas
2. no pidas
3. no salgas
4. no subas
5. no prepares
6. no comas
7. no hables
8. no pongas
9. no decidas
10. no pienses

Subjunctive and the indicative with adverbial conjunctions – Conjugate the verbs into the subjunctive

1. tenga
2. recuerdes
3. durmamos
4. sea
5. tengan
6. sepa
7. puedan
8. tengamos
9. salga
10. llegue

Subjunctive or indicative – Complete the following sentences with either the conjugated form of the indicative or the subjunctive.

1. sea 2. use 3. dura 4. está 5. quiera
6. necesita 7. sepa 8. queman 9. quiere 10. contrate

Repaso de capítulo 12

Past Participle – Write the participles for the following verbs.

1. hablado 2. venido 3. dormido 4. perdido 5. puesto 6. vivido
7. roto 8. borrado 9. conducido 10. tenido 11. pagado 12. ido
13. bebido 14. hecho

Present perfect indicative – Haber + past participle

1. ha visto 2. has escuchado 3. han montado 4. ha muerto
5. he tomado 6. han cerrado 7. habéis vuelto 8. hemos pedido
9. has abierto 10. he sido

Future tense – Write the future tense for the following verbs

1. hablaré 2. vendrás 3. dormiré 4. perderán 5. pondremos
6. viviréis 7. romperé 8. borrará 9. conducirás 10. tendrán
11. pagaremos 12. irá 13. beberán 14. hará

Conditional tense – Write the conditional for the following verbs

1. hablaría 2. vendrías 3. dormiría 4. perderían 5. pondríamos
6. viviríais 7. rompería 8. borraría 9. conducirías 10. tendrían
11. pagaríamos 12. iría 13. beberían 14. haría

Future or conditional – Translate the following sentences using the future or conditional

1. La próxima semana, iremos a México / Next week, we will go to Mexico
2. Mañana, Iván pondrá el carro en el garaje. / Tomorrow, Ivan will put his car in the garage.
3. ¿Cómo deberíamos ir a la tienda? / How should we go to the store?
4. Terminaré el ensayo mañana. / I will finish the essay tomorrow.

5. Ellos vivirían en la ciudad. / They would live in the city.
6. Podrías decir la verdad. / Could you tell the truth?
7. No debería fumar. / I shouldn't smoke.
8. Juan le dirá a su mamá mañana. / Juan will tell his mom tomorrow.

Repaso de capítulo 13

Imperfect subjunctive – Write the following verbs into the imperfect subjunctive

- | | | | |
|---------------|--------------|---------------|--------------|
| 1. hablara | 2. vinieras | 3. durmiera | 4. perdieran |
| 5. pusiéramos | 6. vivierais | 7. rompiera | 8. borrara |
| 9. condujeras | 10. tuvieran | 11. pagáramos | 12. fuera |
| 13. bebieran | 14. hiciera | | |

1. diera
2. fuera
3. supieras
4. saliera
5. creyeran

Translate the following sentences into Spanish using the imperfect subjunctive

1. Insistió que quisiera ir a la fiesta. / He insisted that he wanted to go to the party.
2. Mi madre esperaba que mi hermano leyera el libro. / My mother was hoping that my brother would read the book.
3. Esperábamos que ellos pusieran la mesa. / We hoped that they would set the table.

Si clauses – Translate the following sentences using the si clauses.

1. Si quisiera ir, yo iría. / If I wanted to go, I would go.
2. Si fuera un hombre rico. / If I were a rich man.
3. Si hubiera más comida, la gente habría venido. / If there were more food, people would have come.
4. Ella iría a la universidad si tuviera el dinero. / She would go to the university if she had money.
5. Si tuviéramos nuestra propia casa, podríamos tener un perro. / If we had our own house, we could have a dog.

Repaso de capítulo 14

Hacer + time expressions – Translate the following into Spanish

1. ¿Cuántos años hace que asistes esta universidad? //(How many years have you attended this university?)
2. Hace cuatro años que asisto esta universidad. //(It's been four years that I attended the university.)
3. ¿Cuánto tiempo hace que vio esta película? //(How much time has passed since you saw the movie)
4. Hace dos años que la vio. //(It's been two years since he saw it.)
5. ¿Cuánto tiempo hace que muere su madre? //(How long ago did his mother die)
6. Hace un año que muere. //(She died a year ago.)
7. ¿Cuánto tiempo hace que tu madre trabaja con el médico? //(How long has your mother worked with the doctor?)
8. Hace diez años que mi madre trabaja con él. / (My mother has been working for him for 10 years.)

Nosotros commands – Write the nosotros command for the following

1. ¡Comamos!
2. ¡Vámonos!
3. ¡Bebamos en la medianoche!
4. ¡Hagamos un postre!
5. ¡Nos vistamos!

The pluperfect indicative – Translate the following using the pluperfect indicative

1. Habíamos aplaudido la banda. / We had applauded the band.
2. Había pagado sesenta dólares por la flauta. / I had paid sixty dollars for the flute.
3. El modelo había llevado el conjunto de piel. / The model had put on the leather outfit.
4. Los niños habían comido todas las galletas. / The kids had eaten all the cookies.
5. El hombre había tocado bien el piano. / The man had played the piano well.
6. Ellos habían bailado el flamenco en España. / They had danced flamenco in Spain.
7. Había abierto la puerta para la mujer guapa. / I had opened the door for the pretty woman.
8. Había puesto el dinero en la mesa. / I had put the money on the table.
9. Había roto la batería. / I had broken the battery.
10. Nuestra madre nos había hecho estos disfraces. / Our mother had made us those costumes.

Repaso de capítulo 15

Relative Pronouns – Using the relative pronouns, translate the following sentences.

1. Roberto es el hombre con quien habla. / Roberto is the man with whom she speaks.
2. ¿Sabes tú lo que apoya? / Do you know what he supports?
3. Protestamos que los soldados tienen que ir a la guerra. / We protest that the soldiers have to go to war.
4. ¿Con quién habla el presidente? / Who does the president speak with?
5. Trujillo fue el dictador que controlaba la República Dominicana por 30 años. / Trujillo was the dictator that controlled the Dominican Republic for 30 years.

Se for unplanned occurrences – Translate the following sentences using se.

1. Se me perdió la tarea. / I lost the homework.
2. Se le olvidaron las llaves. / She forgot the keys.
3. Se te rompe la chaqueta. / Your jacket is breaking.
4. Se nos rompe el carro otra vez. / Our car is breaking again.
5. Se les dañó su casa en la tormenta. / Their house was damaged in the storm.

Pero or sino – Translate the following sentences into Spanish.

1. Esa mujer no solo es bonita, sino también rica. / That woman is not only pretty, but also rich.
2. No comí en el café, sino en (que) el restaurante. / I didn't eat in the café, but in the restaurant.
3. El rey y la reina no tienen el poder, sino que el parlamento. / The king and the queen don't have the power, except the parliament.
4. La huelga es necesario, pero no me gusta. / The strike is necessary, but I don't like it.
5. Los soldados no solo son valientes, sino también honestos. / The soldiers are not only brave, but also honest.

Works Cited

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Practice Exam

Unidad I: Capítulos 1 y 2:

- Choose the answer that illustrates the correct way to say “Good afternoon” in Spanish:
a. Buenas noches b. Buenos días. c. Buenos tardes d. Buenas tardes
- Fill in the blank for the following questions:
¿Cómo _____ Ud.? (formal)
¿Cómo _____? (informal)
- What are two ways of asking “What's up?” in Spanish?
- Fill in the blank. My name is Bradley.
_____ Bradley. (two words)
- The correct way to say “What's your name (formal)?” in Spanish is:
a. ¿Cómo te llamas? b. ¿Cómo se llama?
- True or False: The correct way to say “Nice to meet you” in Spanish is....Mucho gusto.
Circle True or False.
- Translate the names for the following colors from English to Spanish:
a. yellow b. blue c. green d. orange e. black f. red

a. b. c. d. e. f.
- Match the following words with their English equivalent:
a. barato/a _____ big
b. oscuro/a _____ small
c. caro/a _____ cheap
d. claro/a _____ dark
e. grande _____ light
f. pequeño/a _____ expensive
- “Aquí” in Spanish means “There”. Cierto o Falso? _____.
- Fill in the correct direct object pronoun (el,la,los, las) for each of the following words:
_____ reloj (clock) _____ mesa (table)

___ cuaderno (notebook) ___ bolígrafos (pen)
___ silla (chair) ___ libro (book)
___ mapa (map)* ___ computadoras (computer)

11. List the three missing days of the week in the following question:
lunes, _____, miércoles, _____, _____, sábado, domingo

12. Name the months in which the following holidays occur in Spanish.
a. Christmas b. Halloween c. St. Patrick's Day d. Valentine's Day

13. Match the following numbers to their Spanish equivalent.

- | | | | | | |
|-------|-----|-------------|-------|-----|------------------|
| a. 45 | ___ | vientinueve | d. 30 | ___ | catorce |
| b. 12 | ___ | once | e. 11 | ___ | treinta |
| c. 14 | ___ | doce | f. 29 | ___ | cuarenta y cinco |

14. The Spanish word for the Spring is “el verano”. True or False.

15. List the six object pronouns. (I, you, he/she/you formal, we, y'all, they/m/f and you all formal)

16. Conjugate the verb “ser” in the present tense for the six object pronouns in question #15.

17. True or False. Definite articles (el, la, etc...) refer to “the”/specific things.
Indefinite articles (un, una, etc...) refer to “some”/nonspecific things.

18. Depending on where an adjective falls in a sentence, the meaning of the noun it modifies changes.

Ex: Es una iglesia grande/ It's a large church. Es una gran iglesia./ It's a great church.

Based on this rule of grammar, translate the following sentence into English.

¡Es un gran sofá! _____.

19. Which indirect object (some) pronoun goes here?

¿Puedes darme (some) _____ reglas del español?/ Can you tell me some spanish rules?

20. Which direct object (the) pronoun goes here?

Explicame _____ reglas españolas, por favor./ Explain the rules of Spanish to me please.

21. ____ fresas (some strawberries) ____ fresa (the strawberry)
____ bolígrafo (a pen) ____ bolígrafos (the pens)
____ mapas (some maps) ____ map (the map)

22. Today is Wednesday, the 29 of January. Translate into Spanish.

_____.

23. Ana Maria es alta y delgada. Sylvia es gorda, morena y alta. Juan es corto y rubio. Diego es delgado, moreno y joven.

Who of these people is young? _____. Tall and fat? _____.
Who is slender? _____, _____. short and blond? _____.

24. Fill in the blank. Remember to include singularity or plurality and gender.

Marta es _____ (pretty), _____ (dark), _____ and _____ rich.

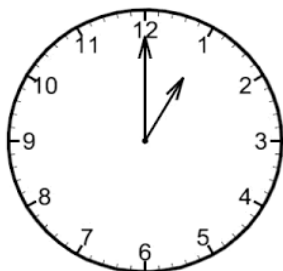
25. ¿Qué hora es? Look at the following clock illustrations and write the time below it.



_____.



_____.



_____.



_____.

26. Conjugate the following “ar” stem changing verbs for their pronoun.

- Marco _____ (hablar).
Tiffany _____ (estar lista).
Susan _____ (estudiar).
Nosotros _____ (hablamos).

27. Conjugate the following “er and ir” stem changing verbs for their pronouns.

- Tu _____ (vivir) en California.
Ellos _____ (comer) las frutas.
Yo _____ (ver) unas fotos.

28. Match the “tener” expressions with their english equivalent.

- | | | |
|---------------------------|-------|-------------------|
| a. ella tiene prisa | _____ | You're right. |
| b. yo tengo hambre | _____ | He's hot. |
| c. tu tienes que trabajar | _____ | She's in a hurry. |
| d. el tiene calor | _____ | You have to work. |
| e. tiene Ud. Razon | _____ | I'm hungry. |

29. Write the following number in digits next to their Spanish long forms.

- Quinientos quince. _____
Setecientos sesenta y cinco. _____
Cuatro miles, noventa y siete. _____
Tres millones, veinte y tres. _____

30. Ser/Estar: Fill in the blank.

How you feel and where you are, then you use the verb _____.

31. Sylvia (ser/estar) _____ enfermera.

32. Las mujeres (ser/estar) _____ muy content _____.

33. Yo (ser/estar) _____ los Estados Unidos.

34. Me gust _____ los zapatos. (The shoes are pleasing to me)

35. Insert the Demonstrative Adjectives and Pronouns (este/estos, esta/estas, ese/esa, aquel/aquellos, aquella/aquellas) for each of the following words:

- | | |
|-----------------------------------|---|
| _____ this reloj (in my hand) | _____ mesas (those near) |
| _____ that cuaderno (near to you) | _____ bolígrafos (these close to me) |
| _____ that silla (far) | _____ libro (this in my hand) |
| _____ mapas (those far)* | _____ computadoras (those close to you) |

36. Saber/Conocer: Select which word goes here.

Juanito _____ muy bien Miami. /Juanito is very familiar with Miami.

37. Saber/Conocer:

Lucia no _____ donde esta las maletas. / Lucia doesn't know where the suitcases are.

38. _____ a Julia?/ Do you know Julia?

39. Translate the following words from Spanish to English:

los dientes _____

la mano _____

el pelo _____

los ojos _____

los oidos _____

40. Cierto or Falso: "Me duelen las piernas," is the right way to say "My legs hurt".

41. Reflexive Verbs:

You brush your hair. _____ (cepillarse) cepill_____ el pelo.

I wake up. _____ (levantarse) levant_____.

He shaves. _____ (afietarse) afiet_____.

We sit down. _____ (sentarse) sent_____.

42. Match the vocabulary words to their meanings.

1. hacer la cama _____to vacuum

2. pasar la aspiradora _____to take out the trash

3. poner la mesa _____to set the table

4. sacar la basura _____to make the bed

43. The present progressive: Estar + ando or iendo

I am sleeping. Yo _____ durmi_____.

You are talking. Tu _____ habl _____.

44. Match the superlatives.

1. best _____mejor

2. worst _____bueno

3. el mas_____ de _____peor

4. el menos_____ de _____mas bueno

5. better _____the lest ___of

6. good _____the most ___of

45. The preterite or past tense. For the "yo" form of the past tense the stem will always have an accent mark in stem, and "ar" verbs use an "e" with an accent mark and "er/ir" verbs use an "i" with an accent mark over the top of it. (Cierto/ Falso).

46. Conjuate into the preterite form. You drank. Tu _____ (tomar).

47. Conjugate into the preterite form. She ate. Ella _____ (comer).

48. Conjugate into the preterite form. The lived. Ellos _____(vivir).

49. Fill in the blank. _____ (I like to) desayunar todos los dias. (to eat breakfast every day).

50. Circle the verbs that become irregular when they are conjugated.

Comer Saber Dormir Pedir Buscar Hablar

51. Conjugate “dormir” in the preterite for all 6 pronouns:

Yo _____ Tú _____

El _____ Nos _____

Vos _____ Ellos _____

52. Conjugate “pedir” in the preterite for all 6 pronouns:

Yo _____ Tú _____

Ud. _____ Nos _____

Vos _____ Uds. _____

53. Conjugate “explicar” in the preterite for all 6 pronouns:

Yo _____ Tú _____

Ella _____ Nos _____

Vos _____ Uds. _____

54. Conjugate for “pagar” in the preterite for all 6 pronouns:

Yo _____ Tú _____

El _____ Nos _____

Vos _____ Ellas _____

55. Conjugate for “creer” in the preterite for all 6 pronouns:

Yo _____ Tú _____

Ud. _____ Nos _____

Vos _____ Ellos _____

56. Fill in the blank in the preterite.

Tú me _____ (dar) el dinero.

57. Tú (vivir) _____.

58. Irregular verbs in the preterite. Translate the following phrase.
I went to the library. / _____ (ser/ir)

59. I was at the party last night. / _____ (ser/estar)

60. They gave us support. / Nos _____ el apoyo. (dar)

61. Match the word to its translation.

- | | |
|-----------------------|-------------|
| a. Something | ___ también |
| b. None | ___ ningun |
| c. Someone | ___ alguien |
| d. No one | ___ nadie |
| e. Any (singl./masc.) | ___ algo |
| f. Always | ___ algún |
| g. Also | ___ siempre |

62. Ordinal Numbers

¿Cuál es la pregunta _____? (primero, segunda, tercer, cuarto, tercera)

El libro (the ninth) _____. (séptimo, Segundo, noveno)

63. Circle which word fits best.

For what	por/para
For what reason	por/para

64. Por v. Para

Salieron _____ Brazil. (They left for Brazil).

Viajaron _____ la avenida quinta. (They traveled through or by 5th avenue.)

65. Es _____ tí. (It's for you).

66. Match the ordinal numbers to their translation.

- | | |
|--------------------|-------------|
| a. 6 th | ___ primero |
| b. 7 th | ___ quinto |
| c. 5 th | ___ tercero |
| d. 4 th | ___ segundo |
| e. 3 rd | ___ sexto |
| f. 2 nd | ___ septimo |
| g. 1 st | ___ cuarto |

67. Adverbs: "mente"

- a. Quickly _____dulcemente
- b. Slowly _____rápidamente
- c. Sweetly _____lentamente
- d. Unfortunately _____originalmente
- e. Originally _____desafortunadamente
- f. Easily _____fácilmente

68. Answer the following question in Spanish.

¿Cuántos años hace que eres enfermera?

_____ cinco años que _____ enfermera.

69. Haber + present/past participle

_____ escrito la carta. / I **have written** the letter.

_____ leído tres veces antes de mandarla. / I **had read** it three times before sending it.

70. The pluperfect Indicative: había + -ido, -ado verb

We **had eaten** grapes for breakfast. _____ uvas para el desayuno.

71. Filípe **had paid** the bill. Filípe _____ la cuenta.

72. The Conditional Tense:

Conjugate the following verbs in the conditional tense.

- a. Yo tomar _____ / I would drink.
- b. Tú escribir _____ / You would right.
- c. Nosotros vivir _____ / We would live.

73. The Future Tense:

Conjugate the following words in the future tense.

Ellas _____ (ir) de compras. / Those ladies will go shopping.

Nosotros _____ (decider) adónde vacacionar.

Sylvia piensa que su plan de destruir nuestra Amistad _____ (funcionar).

74. Tú commands: Remember to use the present tense of the 3rd person singular in the affirmative and the subjunctive in the negative commands.

Ex: Affirmative

Negative

Escribir = Escribe

Escribir = No Escribas

Trabajar _____

Trabajar _____

Leer _____

Leer _____

75. Irregular Tú commands:

Decir _____ Poner _____
Tener _____ Hacer _____

76. Circle which form of the subjunctive is used here and why.

Espero que alguien tenga la llave extra a la oficina. / (Present sub, Past Sub / Doubt, Hope)

No puedo hacer nada mientras que no me den la respuesta. / (Present Sub, Past Sub / Emoción, Conjunción)

77. Choose the correct form of the subjunctive for this sentence.

Hay tanta luz. _____ la luz para que ella pueda dormir.

- a. Apage
- b. Apague
- c. Apaga

78. No voy a beber hasta que _____ (tener) mucha sed. (fill in subjunctive)

79. Busco un hombre que _____ (ser) fuerte, inteligente y esté tierno conmigo.

80. Cuando era enfermera _____ (tener) que dar a los pacientes la medicina?

81. Reading Comprehension: Read the following paragraph and answer the questions.

Mi amigo César vive con su familia en una casa muy grande. La casa tiene una sala, una cocina muy grande, un comedor elegante, una sala de estar, un área para desayunarse, seis dormitorios, cuatro cuartos de baño, un lavadero y un cuarto donde miran las películas. También la casa tiene un patio muy grande y un jardín muy hermoso. En el garaje hay espacio para cinco carros.

What does this luxury house **NOT** have?

- A breakfast area
- A movie theater room
- An exercise room
- A dining room

How many bedrooms does this house have? _____

82. Don Quijote y Sancho Panza son personajes de una novela muy famosa de la literatura española. Don Quijote y Sancho son distintos. Don Quijote es alto y delgado, pero Sancho es bajito y gordo. También, Sancho es tonto mientras que Don Quijote es inteligente. Don Quijote es serio, generoso y loco. El otro es cómico, tacaño y sano.

What statement best summarizes how these two literary characters are described in this passage? Circle one.

- They are opposites
- They are brothers
- They are foolish
- They are famous

How does Don Quijote look? Alto, bajo, gordo. Circle one.

83. This weather report could be found in any paper.

Pronóstico para hoy y mañana

Esta noche. Fresco con posibilidades de lluvia.

Mañana por la mañana. Fresco. Períodos de viento.

Mañana por la tarde. Buen tiempo con sol.

Mañana por la noche. Frío con períodos de viento.

What is the forecast for tomorrow evening?

- Nice and sunny
- Cool and windy
- Cool and rainy
- Cold and windy

84. Which phrase means.."to just finish...doing something"

- a. ya estar de + verb
- b. acabar + de + verb
- c. terminar de + verb

85. Fill in the blank with the correct form of the subjunctive. P. 142

Esperaba que alguien _____ (comprar) los billetes al partido de baloncésto.

86. ¡No me hables como si _____ (ser) niña!

87. No había nadie que _____ (querer) comprar el vestido por tanto dinero.

88. Ojalá que Maria no _____ (olvidar) a cocinar los mariscos.

89. La Señora quería que los niños se _____ (acostarse) más temprano.

90. Xavier nos trató como si _____ (ser) amigos viejos.

91. Es importante que _____ (decir) la verdad.
92. Si tuviera que escuchar a las mentiras de Luis otra vez, yo _____ (gritar).
93. En la cena ayer, Diego le pidió a su hermana Sonya, "¿ _____ (poder) pasarme la sal? ¡Ay que chico bien educado!
94. Possessive Adjectives: Fill in the blanks.
¡La receta _____ (ours) es mejor que la _____ (yours/familiar)!
95. True or False:
We use the subjunctive to express hypothetical or subjunctive situations, such as the speaker's uncertainty, attitudes, emotions or wishes. When the verb in the main clause is in the present tense, use the present subjunctive. When it is in the past tense, use the preterite or imperfect subjunctive or the conditional form (would/could).
96. The imperfect subjunctive of regular and irregular verbs is formed by dropping the -ron ending of the third-person plural of the preterite and adding -ra.
Ex: buscarbuscaron.....buscara (cut of the -ron and add a -ra)
97. You can use "acabar de +infinitive" to describe an event that has happened.
Ex: Juanita acaba de pagar los gastos eléctricos. / Juanita just paid her utility bills. (T / F)
98. Fill in the blank with the correct form of the subjunctive.
Elena busca una persona que _____ (poder) diseñar una cocina moderna.
99. Rafaél _____ (limpiar) los platos mientras que Sandra _____ (poner) la mesa.
100. Negative "Tu" commands use the subjunctive. Ex: La mujer exclamó a su hija, "¡No comestantas dulces!" (T / F)

Practice Exam Answer Key

1. d
2. está, estas
3. ¿Qué tal?, ¿Cómo te va?
4. Me llamo
5. b
6. True
7. Amarillo, azul, verde, aranjado, negro, rojo
8. e, f, a, b, d, c
9. Falso, Here
10. el, el, la, el, la, los, el, las
11. martes, jueves, viernes
12. el diciembre, el octubre, el marzo, el febrero
13. f, e, b, c, d, a
14. Falso. La primavera
15. yo, tú, él-ella-Ud., nosotros, vosotros, ellos-ellas-Uds.
16. soy, eres, es, somos, soís. Son
17. True
18. It's a great couch!
19. unas
20. las
21. unas, un, unos, la, los, el
22. Hoy es miércoles, el veintinueve de enero.
23. Diego, Sylvia, Ana Maria y Diego, Juan
24. bonita morena rica
25. Son las nueve (y dos minutos), Son las tres., Es la una., Son las seis y media.
26. habla, esta lista, estudia, hablamos
27. vives, comen, veo
28. e, d, a, c, b
29. 515, 775, 4,097, 3,000,023
30. estar
31. esta
32. estan, contentas
33. soy
34. me gustan
35. este, eso, aquella, aquellos, esas, esos, este, esas
36. conoce
37. sabe
38. conoces
39. teeth, hand, hair, eyes, ears
40. Cierto
41. te cepillas, me levanto, se afieta, nos sentamos
42. 2, 4, 3, 1
43. estoy durmiendo, estas hablando
44. 1, 6 2. 5, 4, 3
45. Cierto
46. tomaste
47. comió
48. vivieron
49. me gusta
50. saber, dormir, pedir, buscar
51. durmí, durmiste, durmió, dormimos, dormieis, durmieron
52. pedí, pediste, pidió, pedimos, pedieis, pidieron
53. expliqué, explicaste, explicó, explicamos, explicais, explicaron
54. pagué, pagó, pagaste, pagamos, pagais, pagaron
55. creí, creíste, creyó, creímos, creísteis, creyeron
56. diste
57. viviste
58. fuí
59. estaba
60. dieron
61. g, b, c, d, a, e, f
62. tercera, novena
63. para, por
64. para, por
65. para
66. g, c, e, f, a, b, d
67. c, a, b, e, d, f
68. Hace cinco años que soy enfermera.
69. he escrito, había leído
70. habíamos comido
71. había pagado
72. a. tomaría, b. escribirías, viviríamos
73. irán, deciderámos, funcionará
74. trabajas, lees / No trabajes, no leas

75. dí, pon, ten, haz
76. Present Sub./Hope : Present
Sub./Conjunción
77. C
78. tenga
79. sea
80. tenía
81. An exercise room
82. They are opposites.
83. Nice and Sunny
84. b
85. compraría
86. fuera

87. quisiera
88. olvide
89. acostaran
90. fueran
91. diga
92. gritaría
93. pudiera
94. nuestra, tuya
95. True
96. True
97. True
98. pueda
99. limpiaba, ponía
100. True