Spanish I
Spanish I

HALLEY REICHEL, BAY COLLEGE
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PART I

FACULTY RESOURCES
1. Request Access

To preserve academic integrity and prevent students from gaining unauthorized access to faculty resources, we verify each request manually.

Contact oer@achievingthedream.org, and we'll get you on your way.

Overview of Faculty Resources

This is a community course developed by an Achieving the Dream grantee. They have either curated or created a collection of faculty resources for this course. Since the resources are openly licensed, you may use them as is or adapt them to your needs.

Now Available

- Assessments (Assignments and Quizzes)
Share Your Favorite Resources

If you have sample resources you would like to share with other faculty teaching this course, please send them with an explanatory message and learning outcome alignment to oer@achievingthedream.org.
2. I Need Help

Need more information about this course? Have questions about faculty resources? Can't find what you're looking for? Experiencing technical difficulties?

We're here to help! Contact oer@achievingthedream.org for support.
PART II

WEEK 1
3. Why Study Spanish?

First of all, Spanish is:

- the world's third most spoken language, after Mandarin Chinese and English, and ranks second in terms of native speakers
- spoken on all continents, most extensively in North and South America, Europe, and certain parts of Africa, Asia and Oceania
- the second most used language in international communication, and an official language of the UN and its organizations
- is the mother tongue of approximately 350 million people in 21 countries, and is widely spoken in another 21 countries where it is not an official language
- one of the most popular languages to study.

More and more people study Spanish everyday all over the world, because they want:

1. to communicate with native speakers of Spanish
2. travel with ease to Spanish-speaking countries
3. understand Spanish culture better: read Spanish books in the original, listen to Spanish songs and watch movies in Spanish
4. get education in Spanish-speaking countries
5. develop their business/ be promoted/get a job.

As for me, I want to learn Spanish, because I consider it one of the most beautiful languages in the world. I really like Spanish culture – Art (architecture and artists), Dance (not only flamenco but latin american as well), actors (Penelope Cruz), singers (Ricky Martin, Natalia Oreiro, Shakira, Jennifer Lopez, Mark Antony). I do want to understand Spanish songs in the original and watch films. I’m dreaming about travelling to Spain, but I want to learn some basic phrases first.

What about you? Why do you study Spanish?
4. Spanish Speaking Countries
<table>
<thead>
<tr>
<th>el gentilicio</th>
<th>la región</th>
<th>el país</th>
<th>la nacionalidad</th>
<th>la capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>europeos</td>
<td>Europa</td>
<td>España</td>
<td>español</td>
<td>Madrid</td>
</tr>
<tr>
<td>norteamericanos</td>
<td>América del Norte</td>
<td>México</td>
<td>mexicano</td>
<td>México</td>
</tr>
<tr>
<td>suramericanos</td>
<td>Sudamérica</td>
<td>Argentina</td>
<td>argentino</td>
<td>Buenos Aires</td>
</tr>
<tr>
<td>sudamericanos</td>
<td>América del Sur</td>
<td>Bolivia</td>
<td>boliviano</td>
<td>La Paz / Sucre</td>
</tr>
<tr>
<td>centroamericanos</td>
<td>Centroamérica</td>
<td>Chile</td>
<td>chileno</td>
<td>Santiago</td>
</tr>
<tr>
<td></td>
<td>América Central</td>
<td>Colombia</td>
<td>colombiano</td>
<td>Bogotá</td>
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<tr>
<td></td>
<td></td>
<td>Ecuador</td>
<td>ecuatoriano</td>
<td>Quito</td>
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<td></td>
<td></td>
<td>Paraguay</td>
<td>paraguayo</td>
<td>Asunción</td>
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<td></td>
<td></td>
<td>Perú</td>
<td>peruano</td>
<td>Lima</td>
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<td></td>
<td>Uruguay</td>
<td>uruguayo</td>
<td>Montevideo</td>
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<td></td>
<td></td>
<td>Venezuela</td>
<td>venezolano</td>
<td>Caracas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Costa Rica</td>
<td>costarricense</td>
<td>San José</td>
</tr>
<tr>
<td>caribeños</td>
<td>El Caribe</td>
<td>El Salvador</td>
<td>salvadoreño</td>
<td>San Salvador</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guatemala</td>
<td>guatemalteco</td>
<td>Guatemala</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honduras</td>
<td>hondureño</td>
<td>Tegucigalpa</td>
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<tr>
<td></td>
<td></td>
<td>Nicaragua</td>
<td>nicaragüense</td>
<td>Managua</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Panamá</td>
<td>panameño</td>
<td>Panamá</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cuba</td>
<td>cubano</td>
<td>La Habana</td>
</tr>
<tr>
<td>africanos</td>
<td>África Occidental</td>
<td>Puerto Rico</td>
<td>puertorriqueño</td>
<td>San Juan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>República</td>
<td>dominico</td>
<td>Sto. Domingo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dominicana</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Países hispanohablantes
5. El Alfabeto Español

Spanish Alphabet
<table>
<thead>
<tr>
<th>letter</th>
<th>pronunciation</th>
<th>example</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A a</td>
<td>a</td>
<td>arriba</td>
<td>up</td>
</tr>
<tr>
<td>B b</td>
<td>be</td>
<td>barca</td>
<td>boat</td>
</tr>
<tr>
<td>C c</td>
<td>ce</td>
<td>carretera</td>
<td>road/highway</td>
</tr>
<tr>
<td>D d</td>
<td>de</td>
<td>ducha</td>
<td>shower/bath</td>
</tr>
<tr>
<td>E e</td>
<td>e</td>
<td>empanada</td>
<td>a savory filled pastry</td>
</tr>
<tr>
<td>F f</td>
<td>efe</td>
<td>falda</td>
<td>skirt</td>
</tr>
<tr>
<td>G g</td>
<td>ge</td>
<td>gata</td>
<td>cat</td>
</tr>
<tr>
<td>H h</td>
<td>hache</td>
<td>hermana</td>
<td>sister</td>
</tr>
<tr>
<td>I i</td>
<td>i</td>
<td>isla</td>
<td>island</td>
</tr>
<tr>
<td>J j</td>
<td>jota</td>
<td>jamón</td>
<td>ham</td>
</tr>
<tr>
<td>K k*</td>
<td>ka</td>
<td>kilómetro</td>
<td>kilometer</td>
</tr>
<tr>
<td>L l</td>
<td>ele</td>
<td>lejos</td>
<td>far</td>
</tr>
<tr>
<td>M m</td>
<td>eme</td>
<td>mano</td>
<td>hand</td>
</tr>
<tr>
<td>N n</td>
<td>ene</td>
<td>nariz</td>
<td>nose</td>
</tr>
<tr>
<td>Ñ ñ</td>
<td>eñe</td>
<td>niña</td>
<td>girl</td>
</tr>
<tr>
<td>O o</td>
<td>o</td>
<td>ojo</td>
<td>eye</td>
</tr>
<tr>
<td>P p</td>
<td>pe</td>
<td>pan</td>
<td>bread</td>
</tr>
<tr>
<td>Q q</td>
<td>cu</td>
<td>qué</td>
<td>who</td>
</tr>
<tr>
<td>R r</td>
<td>ere</td>
<td>rey</td>
<td>king</td>
</tr>
<tr>
<td>S s</td>
<td>ese</td>
<td>sobre</td>
<td>over</td>
</tr>
<tr>
<td>T t</td>
<td>te</td>
<td>tienda</td>
<td>store</td>
</tr>
<tr>
<td>U u</td>
<td>u</td>
<td>unidad</td>
<td>unity</td>
</tr>
<tr>
<td>V v</td>
<td>ve</td>
<td>vaca</td>
<td>cow</td>
</tr>
<tr>
<td>W w*</td>
<td>uve doble</td>
<td>(only foreign words, pronunciation varies)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>watt</td>
<td>(pronounced like bat)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kiwi</td>
<td>(pronounced like quihui)</td>
</tr>
<tr>
<td>X x</td>
<td>equis</td>
<td>xilófono</td>
<td>xylophone</td>
</tr>
<tr>
<td>Y y</td>
<td>i griega</td>
<td>ya</td>
<td>already</td>
</tr>
<tr>
<td>Z z</td>
<td>zeta</td>
<td>zapata</td>
<td>shoe</td>
</tr>
</tbody>
</table>

14 | El Alfabeto Español
Spanish has three digraphs. At one point they were considered separate letters, but no longer are, and are now alphabetized normally.

<table>
<thead>
<tr>
<th>Digraph</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch</td>
<td>chicle</td>
<td>chewing gum</td>
</tr>
<tr>
<td>Ll</td>
<td>llave</td>
<td>key</td>
</tr>
<tr>
<td>Rr</td>
<td>perro</td>
<td>dog</td>
</tr>
</tbody>
</table>

*Although K and W are officially in the Spanish alphabet, there are few words that use the letters, and they are primarily of foreign origin.*
6. Reglas del Alfabeto

El alfabeto español y las reglas de acentuación:

La falta de diferenciación entre las vocales en español y en inglés es una de las razones por las cuales el acento puede ser difícil. Las reglas de acentuación pueden ayudar a entender mejor cómo se pronuncia el español. Aquí están algunas de las reglas más importantes:

A: Sí, en español.
B: Sí, en español.
C: Tiene dos sonidos: suave = s (cereal), duro (cat) = k
CH: No tiene reglas especiales.
D: No tiene reglas especiales.
E: Sí, en español.
F: No tiene reglas especiales.
G: Tiene dos sonidos: suave = h (hot), duro (gate) = g
H: Es una consonante africana, no tiene reglas especiales.
I: Tiene una regla: a veces es i (see), a veces es e (bee)
J: Tiene una regla: a veces es j (jeep), a veces es i (see)
K: No tiene reglas especiales.
L: No tiene reglas especiales.
LL: Sí, en español.
M: No tiene reglas especiales.
N: No tiene reglas especiales.
Ñ: Sí, en español.
O: Sí, en español.
P: Sí, en español.
Q sounds like a k (kick) *note this is different from the kw sound we use in English (quick)
and the vowel u does follow the q in Spanish but is not spoken
U sounds like oo (room)
V sounds like b
W is not a letter used in standard Spanish words, but sounds the same
X *sometimes has a h sound (Mexico)
Y has the same consonant sound (yellow), and the vowel sound ee (beet)
Z sounds like s
We can predict that the letters c and g will use their soft sound when followed by the vowels e or i.

hard soft hard soft

ga ca
(gue) ge (que) ce
(gui) gi (qui) ci
go co
gu cu
Whenever you hear the hard sound of g or c in front of e or i, the spelling will have to change.
gue que
gui qui
When you the gu spelling with a dieresis (ü) in front of e or i, the u will speak. When c is followed by u and another vowel, you will hear the sound that q makes in English (kw as in quick).
güe (gway) cua (kwa)
güi (gwee) cue (kway)
cui (kwee)
cuo (kwoh)
Knowing the sounds of the letters is only half the battle when pronouncing Spanish words.
We need to know the stress rules also. Then we can say the right sounds and emphasize the right syllable in the word. There are three simple rules for stress in the Spanish language:

1. If a word ends in a vowel, n or s it will be stressed on the next to the last syllable.
   - manzana trabajan alumnos

2. If a word ends in a consonant other than n or s it will be stressed on the last syllable.
   - escribir libertad tropical

3. If the pronunciation of the word does not follow normal stress rules 1 and 2 there will be a written accent in the word to show how to pronounce it correctly. The examples below are highlighted where the stress should be, but the accent shows where the stress actually is.
   - ejército águila crepúsculo

Armed with the sounds of the letters and your stress rules, you can hear how to spell a word in Spanish and you can automatically tell if an accent is on the word. When the word is not stressed as it is supposed to be, it has an accent.
PART III

WEEK 2
7. Introductory Phrases

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https://library.achievingthedream.org/baycollegespanish1/?p=25
8. Numbers 0-30

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9. Count to 100

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baycollegespanish1/?p=27
https://library.achievingthedream.org/
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baycollegespanish1/?p=27

A video element has been excluded from this version of the text. You can watch it online here:
https://library.achievingthedream.org/
baycollegespanish1/?p=27

26 | Count to 100
10. Introductory Phrases Assignment

1. Hola.
   Answer:

2. ¿Cómo estás?
   Answer:

3. ¿Cómo te llamas?
   Answer:

4. ¿De dónde eres?
   Answer:

5. ¿Cuántos años tienes?
   Answer:

6. Which of the following is NOT a way to say goodbye in
Spanish?

1. Hasta luego.
2. Adiós.
3. Chao.
4. Hola.

Answer: ____

7. How do you say “nice to meet you” in Spanish?

1. Me llamo Chuy.
2. Mucho gusto.
4. Estoy bien.

Answer: _____
PART IV

WEEK 3
II. Greetings & Personal Space

A video element has been excluded from this version of the text. You can watch it online here:
https://library.achievingthedream.org/
baycollegespanish1/?p=30
12. Colors

A video element has been excluded from this version of the text. You can watch it online here:
https://library.achievingthedream.org/baycollegespanish1/?p=31
13. Color Quiz

1. ¿Cómo se dice pink en español?
   - amarillo
   - rosado
   - rojo
   - verde

   Answer: ______

2. ¿Cómo se dice green en español?
   - verde
   - negro
   - blanco
   - anaranjado

   Answer: ______

3. ¿Cómo se dice black en español?
1. blanco
2. violeta
3. gris
4. negro

Answer: ______

4. ¿Cómo se dice blue en español?

1. café
2. amarillo
3. azul
4. rojo

Answer: ______

5. ¿Cómo se dice yellow en español?

1. amarillo
2. anaranjado
3. azul
4. verde

Answer: ______
6. ¿Cómo se dice white en español?

1. rosa
2. negro
3. morado
4. blanco

Answer: ______

7. ¿Cómo se dice red en español?

1. morado
2. gris
3. azul
4. rojo

Answer: ______

8. ¿Cómo se dice orange en español?

1. amarillo
2. verde
3. anaranjado
4. azul

Answer: _____

9. ¿Cómo se dice purple en español?

1. rosado
2. rojo
3. morado
4. negro

Answer: _____

10. ¿Cómo se dice gray en español?

1. gris
2. negro
3. blanco
4. rojo

Answer: _____
14. Gender of Nouns

A **noun** is essentially a label for places, things, events, ideas, concepts and so on. Like English, nouns in Spanish may be categorized as **common** or **proper**, **count** or **mass**, **singular** or **plural**. Unlike English, Spanish nouns are also categorized as either **masculine** or **feminine**.

**Common vs. Proper**

Common nouns are the generic term for something. Common nouns in Spanish are never spelled with a capital letter unless they begin a sentence. Proper nouns are specific names (for example people, cities, or states) and begin with capital letters. As seen in the examples below, the proper nouns **Diosito**, **Ceci**, **Sandy**, and **Lupita** are capitalized, while the common nouns **bendiciones** and **diva** are not.
Diosito me ha regalado muchas bendiciones. God has given me many blessings. Ceci, la más grande, es bien tranquila. Sandy es una diva. Lupita es muy inteligente. Ceci, the oldest, is very calm. Sandy is a diva. Lupita is very intelligent.

Count vs. Mass

Another way of classifying nouns is according to whether or not they can be counted. Count nouns identify individual entities that can be counted, like siblings.

Nada más tengo un hermano y tengo cinco hermanas. I only have one brother and I have five sisters. In contrast, a mass noun refers to an entity as an uncountable unit. Mass nouns can be modified with adjectives that refer to quantity, such as mucho or poco since they can not be modified with numbers. In the following example, dinero is conceived of as a mass, an undefined quantity and is modified by an adjective of quantity, poco.

La gente trabaja mucho por muy poco dinero. People work for very little money.

Singular vs. Plural

All nouns in Spanish and English are marked for number: singular (one) or plural (more than one). Spanish, like English, usually indicates plurality by adding an -s to the end of the singular noun. Count nouns have both singular and plural forms.

En la familia hay una variedad genética bastante interesante porque hay, por ejemplo, Alicia, mi hermana mayor, y dos otros hermanos que son rubios de ojos azules. Tengo una hermanay un hermano que son bastante morenos. In the family there is a pretty interesting genetic variety because there is, for example,
Alicia, my older sister and two other brothers that are blond with blue eyes. I have a sister and brother that are quite dark. Mass nouns typically have only a singular form. Try saying the plural forms of the following English mass nouns: **water, furniture, money, makeup.** It sounds strange, doesn't it? That's because they are mass nouns.

**Masculine vs. Feminine**

In English, grammatical gender is based on biology and is only relevant for **pronouns** *(he, she, it)* and **possessive determiners** *(his, her, its)*. Gender in Spanish, on the other hand, affects all nouns, pronouns, **adjectives** and **determiners**. All nouns have a gender, which determines the gender of any adjectives or determiners that modify it. Notice in the example below how the gender of the noun matches the gender of the determiner preceding it.

Y ______ ella _______ me _______ dice _______ si los hombres _______ lavan _______ trastes, los hombres _______ planchan, los hombres _______ les _______ ayudan _______ a las esposas _______ a limpiar _______ la casa. And she told me that yes men wash the dishes, men iron, men help their wives clean the house. Unlike English, the grammatical concept of gender in Spanish has little to do with biological sex. Therefore, inanimate objects such as **cars, school, guns** and **mountains** are categorized as either masculine or feminine (there is no neuter gender for Spanish nouns).

Un carro _______ se pasó _______ frente _______ de la escuela _______ con _______ pistolas. A car passed in front of the **school** with **guns**.

El sol _______ se _______ esconde _______ detrás _______ de las montañas _______ pero todavía _______ el cielo _______ está _______ iluminado. The sun hides behind the **mountains** but the sky is still lit up.

Remember that gender in Spanish, for the most part, is not about sex, but is simply an arbitrary category. The terms **masculine** and **feminine** really mean nothing more than **noun class A** and **noun class B**. Because grammatical gender
is fairly arbitrary, it is essential to memorize a noun's gender along with its spelling and pronunciation.
15. Grammar Explanations

1. Nouns referring to males and/or ending in -o are **masculine**: *el hombre, el amante, el teléfono*.

2. Referring to females and/or ending in -a -ción -sión -tad -dad -tud are **feminine**: *la mujer, la amante, la risa, la nación, la tensión, la libertad, la ciudad, la actitud*.

3. Different endings can be of either gender: *la clase, la parte, la paz, el lápiz, el reloj, el golpe, el café, el cristal, el avión*.

4. To refer to females, many nouns change the last vowel or add -a to the last consonant: *el compañero, la compañera, un profesor, la profesora*.

5. Many nouns, particularly those ending in -ista, have the same form and differ only by the article: *el / la estudiante, el / la indígena, el / la artista, deportista, turista, etc.*

6. *Mano, foto* (grafia), and *moto* (cicleta) are **feminine**: *la mano, la foto, la moto*.

7. *Día, mapa, sofá and planeta* are **masculine**: *el día, el mapa, el sofá, el planeta*.

8. Many nouns ending in -ma (most of Greek origin) are **masculine**: *el programa, el problema, el sistema, el idioma, el clima, el poema, el tema, el dilema* (BUT: *la cama, la llama*, and other non-Greek words ending in -ma are feminine).

9. The names of days, colors, languages and cardinal points are **masculine**: *el lunes, el azul, el francés, el norte*.

10. Compound nouns, formed by combining a verb and a noun, are also **masculine**: *el salvavidas (life saver), un paracaídas (parachute), los limpiaparabrisas (windshield wiper), el abrelatas (can opener), etc.*
B. CERTAIN GENDER PECULIARITIES / CIERTOS ASPECTOS PECULIARES DEL GÉNERO

1. Feminine nouns that begin with stressed a or ha use a masculine article in the singular only, such as: el hambre, el agua, el águila, el arma, el área, el alma, el hacha, etc.

But they remain feminine in every respect: el agua but el agua limpia – el águila but las águilas

2. The meaning of some nouns changes according to their gender:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>el capital (money)</td>
<td>la capital (city)</td>
</tr>
<tr>
<td>el cuento (short story)</td>
<td>la cuenta (check, bill)</td>
</tr>
<tr>
<td>el mañana (future)</td>
<td>la mañana (morning)</td>
</tr>
<tr>
<td>el orden (order, organization)</td>
<td>vs. la orden (command)</td>
</tr>
<tr>
<td>el policía (policeman)</td>
<td>la policía (police force or policewoman)</td>
</tr>
<tr>
<td>el Papa (the Pope)</td>
<td>la papa (potato)</td>
</tr>
</tbody>
</table>

Ejemplo: Debemos saber cuál es _el_ área del país.

7. Plural Forms / Formación del plural

1. Ending in vowel, add -s: la mano, el problema → las manos, los problemas

2. Ending in a consonant or an accented vowel, add -es: el papel, la red → los papeles, las redes el rubí, la imagen → los rubíes, las imágenes

3. Ending in an unstressed vowel +s, no change: el lunes, la crisis → los lunes, las crisis

but stressed vowel +s, add -es: el interés → los intereses

4. Ending in -z → -ces: el lápiz, la vez → los lápices, las veces

Following the written accent rules (§3), some words will lose or gain an accent in the plural:

<table>
<thead>
<tr>
<th>Losing Accent</th>
<th>Gaining Accent</th>
</tr>
</thead>
<tbody>
<tr>
<td>reacción → reacciones</td>
<td>examen → exámenes</td>
</tr>
<tr>
<td>alemán → alemanes</td>
<td>imagen → imágenes</td>
</tr>
</tbody>
</table>

44 | Grammar Explanations
16. Introduction to Determiners

A **determiner** qualifies or **determines** the meaning of a **noun** by expressing such concepts as quantity or definiteness. Determiners are usually placed before the noun. Determiners always agree in gender and number with the nouns they modify.

**Types of Determiners**

**Articles** are the main group of determiners in Spanish. There are two categories of articles: **definite** and **indefinite**.
Definite Articles

el, la, los, las

They introduce nouns that are specific. They are translated as the in English.

Mi mamá tenía la tradición de que el hombre no hace nada, en cuanto a la casa no hace nada, no cocina, no lava, no limpia. My mom had the tradition that the man does not do anything, he does not do anything around the house, he does not cook, wash, clean.

Indefinite Articles

un, una, unos, unas

They introduce nouns that are not specific. They are translated as a or an in English.

Y una vez escribí un ensayo, una historia y se quedó apantallada de que tan fluente fue mi ensayo. And one time I wrote an essay, a story and she was shocked by how fluent my essay was.

Possessive Determiners

mi, mis, tu, tus, su, sus, nuestro, nuestra, nuestros, nuestras

They indicate ownership or possession like my, your, his, her, our, their.

Son mis raíces por eso que le inculqué eso también a mis hijos de hablar el español. They are my roots which is why I instilled this in my children, to speak Spanish.
Demonstrative Determiners

*este, esta, ese, esa, aquel, aquella*, etc.

They point out something. They may be translated in English as *this, that, these, those* depending on the number (singular or plural) and proximity (near or far).

*Bueno, primeramente ya tenía yo impresiones de este país porque lo visitaba, visitábamos El Paso mucho.* Well, primarily I had impressions about this country because I used to visit it, we used to visit El Paso a lot.
17. Making Nouns Plural

In Spanish, a noun is always either singular or plural. It is usually introduced by a determiner, which reflects the number of the noun.

Regular Plural Formation

In Spanish the plural is formed by adding an -s to the singular form of the noun for words ending in a vowel: a, e, i, o, and u,

- un pájaro, dos pájaros one bird, two birds
- una ballena, dos ballenas one whale, two whales

or by adding -es to the singular form of the noun for words ending in a consonant or a stressed vowel.

- un animal, dos animales one animal, two animals
- un delfín, dos delfines one dolphin, two dolphins

Hay más oportunidades y hay otras áreas que explorar. There are more opportunities and other areas to explore.

Pude trabajar con niños y con animales al mismo tiempo pero no animales que... que encuentras en cualquier lado. O sea con ballenas, con delfines, con pájaros exóticos. I could work with kids and animals at the same time but not animales that you find anywhere but with whales, dolphins, exotic birds.

Nouns Ending in -s in the Singular

Nouns ending in -s do not change in the plural.
la dosis, las dosis the dosage, the dosages
el lunes, los lunes Monday, Mondays

Y al fin los viernes nos pagaba según las horas que uno trabajaba. And at the end on Fridays he paid us according to the number of hours one worked.

Nouns Ending in -z in the Singular

For nouns ending in -z plural is formed by adding -es as for other words ending in a consonant, but additionally the -z changes to -c resulting in a -ces ending.

la luz, las luces the light, the lights
el juez, los jueces the judge, the judges

Ya que me junté con mi novia no más voy como unas veces, una vez al mes. Since I’ve gotten together with my girlfriend, I only go a few times, one time a month.
Siempre sentí que tenía raíces, que viví en una comunidad grande. Nunca tuve mucha privacidad obviamente. I always felt that I had roots, that I lived in a big community. I never had much privacy obviously.
Introduction to Adjectives

An adjective is a word that describes a noun or pronoun. The major differences between adjectives in Spanish and English concern agreement and placement. In Spanish, an adjective is usually placed after the noun it modifies, though there are exceptions such as numbers, and must agree in gender and number with the noun. In English, an adjective usually comes before the noun it modifies and is invariable, that is, it does not agree. In the example below, note how the adjective limpio follows the noun persona, but the adjective ocho precedes the noun años.

Teníamos que rotar para lavar la cocina, dejar la cocina **impecable** porque mi mamá era una persona muy **limpia**, y a los **ocho** años me dijo: mi hijita, feliz cumpleaños, tienes **ocho** años y hoy ya puedes participar en la rotación. We had to rotate to clean the kitchen, to leave the kitchen **impeccable** because my mom was a very **clean** person and at **age** **eight** she told me: my little girl, happy birthday, you are **eight** years old and today you can now participate in the rotation.
Adjectives vs. Adverbs

Remember that adjectives modify nouns and adverbs modify verbs, adjectives, and other adverbs. In the following sentence, there are two adjectives, mexicanas and bonitas, both of which modify the noun tradiciones and one adverb muy which modifies the adjective bonitas.

Y las tradiciones mexicanas son muy bonitas. And Mexican traditions are very nice. It is common in spoken and informal English for speakers to use adjectives, such as good, in place of adverbs, such as well to modify verbs.

<table>
<thead>
<tr>
<th>With an Adjective</th>
<th>With an Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan writes good</td>
<td>Juan writes well</td>
</tr>
<tr>
<td>You need to drive slow in a school zone</td>
<td>You need to drive slowly in a school zone</td>
</tr>
</tbody>
</table>

In Spanish, adjectives are rarely used to modify verbs; using the adverb is normally favored.

<table>
<thead>
<tr>
<th>With an Adjective</th>
<th>With an Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan escribe bueno.</td>
<td>Juan escribe bien.</td>
</tr>
<tr>
<td>Necesitas manejar lento en una zona escolar</td>
<td>Necesitas manejar lentamente en una zona escolar</td>
</tr>
</tbody>
</table>
19. Adjective Agreement Quiz

1. Hay una pluma _____ encima de la mesa.

   1. rojo
   2. roja
   3. rojas
   4. rojos

   Answer: _____

2. La chica _____ está en la casa.

   1. alto
   2. alta
   3. altos
   4. altas

   Answer: _____

3. Hay tres libros _____ en la bolsa.

   1. pequeño
   2. pequeña
3. pequeños
4. pequeñas

Answer: ______

4. Hay ______ chicos en la clase.

1. poco
2. poca
3. pocos
4. pocas

Answer: ______

5. Hay ______ chicas en la clase.

1. mucho
2. mucha
3. muchos
4. muchas

Answer: ______

6. Hoy es un día ______.
1. bonito
2. bonita
3. bonitos
4. bonitas

Answer: ______

7. La chica tiene pelo ______.

1. rubio
2. rubia
3. rubios
4. rubias

Answer: ______

8. Ella es una mujer ______.

1. trabajador
2. trabajadora
3. trabajadores
4. trabajadoras

Answer: ______

9. Choose the correct translation.
The dark haired girl

1. La chica morena
2. La morena chica

Answer: ______

10. Choose the correct translation

The many chairs

1. Muchas sillas
2. sillas muchas

Answer: ______

11. Choose the correct translation

The white snow

1. la blanca nieve
2. la nieve blanca

Answer: ______

12. Adjectives usually come after the noun it describes in Spanish. List at least two reasons the adjective will come before the
noun it describes.

Answer:

13. The adjectives for “good” (bueno/a) or “bad” (malo/a) can be placed before or after the noun its describing and does not change the meaning.

1. True
2. False

Answer: _____

14. What is the correct translation of the following sentence:

“La mujer grande es guapa.”

1. The great woman is good looking.
2. The big woman is good looking.

Answer: _____

15. What is the correct translation of the following sentence?

“La pobre chica no tiene una familia.”
1. The poor girl (pity) doesn't have a family.
2. The poor girl (with no money) doesn't have a family.

Answer: _____
20. Describe the physical characteristics of different people

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https://library.achievingthedream.org/baycollegespanish1/?p=41

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Describe the physical characteristics of different people
21. Describe yourself to others

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PART VI
WEEK 5
22. How to Tell Time

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68 | How to Tell Time
23. School, Classes, Objects

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baycollegespanish1/?p=46
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https://library.achievingthedream.org/baycollegespanish1/?p=46
PART VII
WEEK 6
24. Likes & Dislikes

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A video element has been excluded from this version of the text. You can watch it online here:
https://library.achievingthedream.org/baycollegespanish1/?p=48
## 25. Indirect Object Pronouns

| 1st person | singular | me | me |
| 2nd person | te | you |
| 3rd person | le | him/her/you formal | les | them/you plural |

### Description

An indirect object is a person who receives the action of a verb indirectly; it says *to whom* or *for whom* something is done. In Spanish the indirect object is usually preceded by the preposition *a* and in English by the preposition *to*. If there is an indirect object in a sentence, it will usually be accompanied by the **indirect object pronoun**. The indirect object pronoun must match the person and number of the indirect object. In the sentence below, *los hijos* is the indirect object, accompanied by the pronoun *les*; both of which are third person plural.

> Es más difícil aquí porque aquí **les** dan más privilegios a los hijos. *It’s harder here because here they give children more privileges.*

Also, the indirect object pronoun may used by itself to replace an indirect object. For example, *a los hijos* can be removed from the previous sentence to resulting in:

> Es más difícil aquí porque aquí **les** dan más privilegios. *It’s harder here because here they give them more privileges.*

### Placement

There are two places where indirect object pronouns can be placed.
1. Before a conjugated verb
2. Attached to the end of the verb, **ONLY IF** the verb is not *conjugated*, such as infinitives or gerunds or if the verb is an affirmative informal *command*.

In first example, the indirect object pronoun *me* is found before the conjugated verb *daba*. In the second example, the indirect object pronoun *le* is found before the conjugated verb *da*. In the third example, the indirect object pronoun *le* is attached to the infinitive *decir*.

When I was in elementary school, I remember that they gave me lunch and they gave me my money for me to spend in school. It's something that the American government gives to people who come here with a foreign visa. Later I regretted saying mean things to him.

**Cuando estaba en la primaria recuerdo que me daban mi lonche y me daban mi dinero para que yo gastara en la escuela.**

**Es algo que el gobierno americano le da a la gente que viene aquí con una visa extranjera.**

**Después me arrepentía de decirle tantas cosas feas.**
26. Spanish Grammar Exercises: Gustar

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Drills are organized by set and sub-divided by exercise. To begin, please select an exercise from the index below.

In each exercise, you will answer fill-in-the-blank questions. When you have answered all the questions on a page, click the Submit button. For answers submitted, you will be presented with feedback indicating suggested answers. You may print results, if you wish.

EXERCISE 8
EXERCISE 9
27. Subject Pronouns

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>yo</td>
<td>nosotros/nosotras</td>
</tr>
<tr>
<td>2nd</td>
<td>tú</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>él/ella/usted</td>
<td>ellos/ellas/ustedes</td>
</tr>
</tbody>
</table>

A pronoun replaces a noun in order to avoid repetition. Subject pronouns function as the subject of a verb. Unlike English, the use of subject pronouns is optional in Spanish. Many dialects of Spanish only use subject pronouns for emphasis or in cases where it is not clear who the subject is. Notice in the example below how the English translation makes use of 5 subject pronouns, while Spanish only uses 1.

Entonces se bajó, y agarró su hacha o su pico que traía, creo que era un pico, y tumbó la puerta como pudo y allí estaba yo tirado en el suelo muy, muy mal, morado desde el cuello hasta los pies.

So he bent down and grabbed his hatchet or his pickaxe that he brought, I think it was a pickaxe, and he broke down the door the best he could and I was there sprawled on the floor very very sick, purple from my neck down to my feet.

Subject pronouns are labelled by the term person, referring to the subject’s role in the conversation. 1st person refers to the person(s) speaking (I, we); 2nd person to the person(s) spoken to (you); and 3rd person to the person(s) or thing(s) spoken about (he, she, it, they).

There are two other subject pronouns that aren’t often mentioned in introductory Spanish courses: vos and vosotros. Vos is used in Argentina for the informal second person singular (you) instead of tú. In several other countries, vos is also used along with tú: in Central America (El Salvador, Guatemala, Honduras, Nicaragua, Costa Rica) and the Southern Cone (Paraguay, Bolivia, Chile and Uruguay) So rather than replacing tú these countries often make...
use of **vos**, **tú** and **Usted** to mark different degrees of formality when talking to someone.

_Cuando va mi papá allá, lo primero que le dice – mi hijo está interesado en vos – sin ningún cuidado._

_When my dad goes over there, the first thing he says to her is “my son is interested in you”, without a care._

**Chart**: Countries that Use “Vos”

**Vostros** is used only in Spain and Equatorial Guinea. In these countries, **vosotros** is used for informal second person plural (like you guys in English) and **Ustedes** is used for the formal plural
you. In the rest of the Spanish-speaking world **Ustedes** is used for both formal and informal.

**Chart:** Countries that Use “Vosotros”
Yo

Unlike the English pronoun I, yo is not capitalized unless it begins a sentence.

Tú

The pronoun tú is singular and, importantly, informal. Use tú to address people your own age and those you know well.

Usted

The pronoun usted is singular and formal. Despite of its meaning (you), grammatically it is a third person pronoun, meaning that it will always be used with third person verbs: Usted es

Ellos/ellas

Ellos and ellas agree with the gender of the noun they replace. Ellas is used to mean they if it replaces people who are all women. On the other hand, ellos is used for a group of all men or any group where there is at least one male person in the group.

Ustedes

The pronoun ustedes is always plural. Despite of its meaning (you/
y'all), grammatically it is a third person pronoun, meaning that it will always be used with third person verbs: **Ustedes son.**
28. Formal vs Informal "You"

What is a Subject?

Generally speaking, a subject is who or what a sentence is about. Nearly anything can be a subject. In the sentences below the subjects are underlined:

Nicholas Cage is an actor.
Greece is a beautiful country.
Julio, Rafael, and I went to the store.
Your health is very important.
Swimming and bicycling are fun activities.

Subjects usually come at the beginning of a sentence but they don’t have to.

What is a Subject Pronoun?

A pronoun is a shorter word that takes the place of a longer noun. We use pronouns once we’ve introduced a noun so that we don’t have to keep repeating the same thing over and over again. Here are some sentences where the subjects have been replaced with subject pronouns.

He is an actor.
It is a beautiful country.
We went to the store.
It is very important.
They are fun activities.

The subject pronouns in English are “I,” “you,” “he,” she,” “it,” “we,”
and “they.” It can be beneficial to organize them into a chart based on number (how many people or things there are) and person (whether you’re talking about yourself, to someone else, or about someone else).

<table>
<thead>
<tr>
<th>singular:</th>
<th>plural:</th>
</tr>
</thead>
<tbody>
<tr>
<td>first person:</td>
<td>I</td>
</tr>
<tr>
<td>second person:</td>
<td>you</td>
</tr>
<tr>
<td>third person:</td>
<td>he, she, it</td>
</tr>
</tbody>
</table>

Notice that there is no distinction in English between the singular “you” and the plural “you.” While it’s not considered proper grammar, many people will use “y’all” or “you guys” to indicate that they’re speaking to more than one person.

It’s also worth noting that “he” and “she” are the only pronouns that take gender into account.

Spanish Subject Pronouns

The subject pronoun chart in Spanish looks like this:

<table>
<thead>
<tr>
<th>singular:</th>
<th>plural:</th>
</tr>
</thead>
<tbody>
<tr>
<td>first person:</td>
<td>yo</td>
</tr>
<tr>
<td>second person:</td>
<td>tú</td>
</tr>
<tr>
<td>third person:</td>
<td>él, ella</td>
</tr>
</tbody>
</table>

Note there is no subject pronoun for “it” in Spanish. How do you say “it”? See below.
Yo

To say “I” in Spanish, say yo. Yo is not capitalized unless it starts a sentence:
   Yo hablo español.
I speak Spanish.
   Afortunadamente yo hablo español.
Fortunately I speak Spanish.
   In many regions the y in yo is pronounced very strongly and sounds more like “jo.”

Tú

To say “you” in Spanish, say tú. Tú can only be singular; you cannot use tú to address a group of people. Also, the accent on the “u” is not optional; tu (without the accent) means “your” not “you.” (The words tú and tu are pronounced the same way.)
   Tú hablas español.
You speak Spanish.

Él, Ella

To say “he” in Spanish, say él. Like tú, the accent on the “e” is not optional; el (without the accent) means “the” not “he.” (The words él and el are pronounced the same way.)
   Él habla español.
He speaks Spanish.
Ella habla español.
She speaks Spanish.

Nosotros, Nosotras

**Note:** If you are male, it’s very unlikely you would ever have reason to say or write *nosotras*.

Usually when you need to say “we” in Spanish, you say *nosotros*. The exception is when a female is referring to herself and other females. She will say *nosotras*. What about a mixed group? It’s not very nice or politically correct but only groups consisting entirely of females are considered feminine (*nosotras*). Add one male to the group and whole group is considered masculine (*nosotros*).

Nosotros hablamos español.
*We (group with one or more males) speak Spanish.*

Nosotras hablamos español.
*We (all female group) speak Spanish.*

Vosotros, Vosotras

Unlike English, Spanish does have a way to distinguish between a singular “you” and a plural “you.” To address a group of people as “you” use *vosotros*.

Vosotros habláis español.
*You / Y’all / You guys speak Spanish.*

If the entire group you’re addressing is female, say *vosotras* instead.

Vosotras habláis español.
*You (all female group) speak Spanish.*
Regardless of the size of the group, if it includes just one male, use vosotros. If you're ever in doubt, use the masculine form.

Here's the catch, and it's a big one: Vosotros is used almost exclusively in Spain. So how do you address a group of people if you're not in Spain? See Vosotros and Ustedes below.

**Ellos, Ellas**

To say “they” in Spanish, you say either ellos or ellas. Which is which? The same gender rules you learned in nosotros apply. A group consisting entirely of females should be referred to as ellas. Any group with at least one male in it should be referred to as ellos. If you're ever in doubt, it's best to use the masculine form.

Ellos hablan español.

They (group with one or more males) speak Spanish.

Ellas hablan español.

They (all female group) speak Spanish.

**Formal vs. Informal “You”**

The chart above showing tú and vosotros as the second-person pronouns is a bit of an oversimplification. The truth is that there are two sets of second-person pronouns in Spanish. One set is used for informal, friendly situations and the other is used to show a greater amount of respect in formal situations. The chart should really look like this:
So which do you use when?

_Tú vs. Usted_

Generally speaking you should use _tú_ when you are addressing someone with whom you have an informal relationship like a friend, a colleague, or a close family member. Use _usted_ when addressing someone with whom you have a more respectful relationship like an elder, a boss, or a dignitary. For example:

<table>
<thead>
<tr>
<th>speaking to a child:</th>
<th>speaking to a professor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tú escribes bien.</td>
<td>Usted escribe bien.</td>
</tr>
<tr>
<td>You write well.</td>
<td>You write well.</td>
</tr>
</tbody>
</table>

A good rule of thumb to use is the first name test. If you're on a first name basis with someone, you may address them as _tú_. If you wouldn't address that person by their first name, you should probably use _usted_.

_Note:_ There's even a verb for addressing someone as _tú_: _tutear_.

Different countries have different rules for using _tú_ vs. _usted_. While some people might consider your use of _tú_ endearing, others may consider it offensive. When in doubt, use _usted_. You're better off
addressing someone as usted when they're expecting tú than the other way around.

The word usted is commonly abbreviated Ud. (note the capital letter).

**Vosotros and Ustedes**

When addressing a group of people, vosotros is used for informal situations and ustedes is used in situations where more respect is necessary. For example:

<table>
<thead>
<tr>
<th>speaking to a group of children:</th>
<th>speaking to several professors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vosotros escribís bien.</td>
<td>Ustedes escriben bien.</td>
</tr>
<tr>
<td>You write well.</td>
<td>You write well.</td>
</tr>
</tbody>
</table>

Remember, however, that vosotros is primarily used in Spain. How do you address groups of people in the rest of Latin America? Use ustedes regardless of the level of formality.

<table>
<thead>
<tr>
<th>Spain:</th>
<th>Latin America:</th>
</tr>
</thead>
<tbody>
<tr>
<td>second person, plural, informal:</td>
<td>vosotros ustedes</td>
</tr>
<tr>
<td>second person, plural, formal:</td>
<td>ustedes ustedes</td>
</tr>
</tbody>
</table>

The word ustedes is commonly abbreviated Uds. (note the capital letter).

**Thou and Thee**

*If all this formal / informal stuff*
seems needlessly complicated, it wasn’t that long ago that English did the same thing:

<table>
<thead>
<tr>
<th>informal English</th>
<th>formal English</th>
</tr>
</thead>
<tbody>
<tr>
<td>thou</td>
<td>you</td>
</tr>
<tr>
<td>to thee</td>
<td>to you</td>
</tr>
<tr>
<td>thy</td>
<td>your</td>
</tr>
</tbody>
</table>

“Thou” may sound stuffy and formal now, but it used to be the informal version of “you.” Saying “you” was actually a sign of respect. Older translations of the Bible are full of “thou,” “thee,” and “thy” not because of formality, but in order to stress that God was familiar and approachable. Nowadays Spanish versions of the Bible use tú when translating references to God for the same reason.

More About Spanish Subject Pronouns

What About “It”? 

“It” is a subject pronoun in English used to refer to something that doesn’t have a gender or whose gender isn’t known. There is no equivalent subject pronoun in Spanish. So how do you say “it” in Spanish? You don’t. You simply omit the subject pronoun altogether:

- Es bonita.
- It is beautiful.
- Funciona bien.
- It works well.
Omitting Subject Pronouns

Speaking of omitting pronouns...

Due to the fact that many verb conjugations make it clear who the subject is anyway, subject pronouns are often unnecessary and frequently omitted in Spanish. For example:

Hablas español.
You speak Spanish.

Hablamos español.
We speak Spanish.

Vos

If tú vs. usted wasn’t complicated enough, some regions of the Spanish-speaking world have a third category, vos. Generally speaking vos indicates an even closer relationship than tú.

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>second person, informal</td>
<td>vos</td>
</tr>
<tr>
<td>second person, semi-formal</td>
<td>tú</td>
</tr>
<tr>
<td>second person, formal</td>
<td>usted</td>
</tr>
</tbody>
</table>
29. Conjugation of Regular Present Tense Verbs

The present tense indicates an action that is either recurring, habitual, or a general truth, a so-called eternal verity.

Siempre tenemos un Mexican Thanksgiving, que tiene que haber nachos, y tiene que haber frijoles, eso es muy tradicional para nosotros. We always have a Mexican Thanksgiving, where you must have nachos, you must have beans, this is very traditional for us.

The present tense endings differ according to the verb category. In Spanish regular verbs can be classified into 3 main groups: -ar, -er, and -ir.

Irregulars

There are 4 main types of irregular verbs in the present tense: stem changers, irregulars in the yo form, irregular in all forms, spelling changers.
Stem Changers

There are three types of stem changers: e-> ie, e-> i, o-> ue

Irregular in the yo form

c-> zc

cconocer

-g

decir, venir, hacer, tener

others

dar, saber, caber

Irregular in all forms

ser, ir, estar, oler
Spelling changers

g > j: Verbs whose infinitive form ends in -gir change the g to j before an a or an o.

   gu > g: Verbs whose infinitive form ends in -guir drop the u before an a or an o.
30. Ser vs Estar Verbs Part 1

http://www.laits.utexas.edu/spex/siteindex.php
31. Ser vs Estar Verbs Part 2

A. SER, from the Latin essere associated with the word essence, is used:

A1. to identify or define a subject (to say what something is):
El hermano es ingeniero. Es a ella a quien busco. Esto es un problema. 
Este poema es para mi abuelo. El programa es sobre arte. 

A2. with de to denote origin, material, or ownership:
Es de madera. Es de Panamá. Es de Juan. Son de la clase alta.

A3. only with adjectives that denote essential or defining qualities (including pobre, rico, joven, viejo.):

A4. in expressions of time, dates, and for quantities:
Son las tres y media. Hoy es jueves dos de marzo. Son treinta dólares.

A5. in impersonal expressions:
Es posible saber eso. Es importante cuidar la salud.

For the use of ser with past participle (passive voice), see §41.

B. ESTAR, from the Latin stare associated with the words state and station, is used:

B1. to express location [ubicación] (to say where something is):

BUT: Use ser to describe where an event is taking place: El concierto es aquí.

B2. with some adjectives and all adverbs, to describe states and conditions or a change in a characteristic:
Está bien. Están tristes porque el perro está muerto.
Estamos interesados en el tema. El país está en una situación difícil.
El rojo está de moda (in fashion). Las ventanas están cerradas.

B3. with a present participle* to express a continuing action:
Estamos viajando. Van a estar durmiendo.

*the present participle in English (-ing form of a verb) is the equivalent of the -ndo form, called gerundio in Spanish.
For the use of *estar* with past participle (states), see §26.

Some adjectives have different meanings when used with the two verbs:

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Meaning (state)</th>
<th>Meaning (quality)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>estar</em> listo/a</td>
<td>to be ready</td>
<td>¿Estás lista, María?</td>
</tr>
<tr>
<td><em>ser</em> lista/o</td>
<td>to be bright</td>
<td>María es muy lista.</td>
</tr>
<tr>
<td><em>estar</em> aburrido</td>
<td>to be bored</td>
<td>Estoy aburrido con esta</td>
</tr>
<tr>
<td><em>ser</em> aburrido</td>
<td>to be boring</td>
<td>novela.</td>
</tr>
<tr>
<td></td>
<td>(quality)</td>
<td>Esta novela es muy aburrida.</td>
</tr>
</tbody>
</table>
PART X
WEEK 9
32. Verbs "Hay" and "Ir"

The verb **haber** can be used in two separate ways:

1. **Auxiliary**: It is used as an auxiliary in compound tenses (present perfect, pluperfect, etc.), meaning **to have done something**. With this use, it is always followed by a past participle. Note, even though **haber** here translates as **to have**, it does not express ownership, that use of **to have** is translated as verb **tener**.

2. **Existential**: It is used in its existential form to mean **there is/are**.

Most grammar books will tell you that the existential **haber** has only one form in each tense: **hay, había, hubo, habría, habrá**; unlike English where the existential **there + to be** agrees with the noun that follows: **there is a dog on the porch** versus **there are two dogs on the porch**. However in many dialects of Spanish and especially in spoken Spanish the forms of **haber** also agrees with the noun. So sometimes you will see the forms **habían, hubieron, habrían, habrán** used as the existential form when the noun that follows is plural. Compare the two variations of the same sentence below.

Prescriptive grammar

**Había** muchos pájaros allá miles de pájaros y de todas clases. **There were** many birds there, thousands of birds and of all kinds.
Irregular forms of *haber*

*Haber* in both its regular and existential forms is an irregular in the following tenses: present tense, preterit, and present subjunctive.

Present

---

**haber to have**

yo **he**  
nosotros/as **hemos**

**tú has**

**él/ella/usted ha**  
ellos/as/ustedes **han**

existential form: **hay**

Auxiliary *haber* to form the present perfect:

*Siempre he tratado de oír música en otros idiomas.* I have always tried to listen to music in different languages.

Existential *haber*:

*En Texas hay muchos mexicanos, pero también hay muchos centroamericanos como por ejemplo de Costa Rica, El Salvador, Honduras, Nicaragua.* In Texas, there are a lot of Mexicans but there are a lot of Central Americans as well like for example Costa Rica, El Salvador, Honduras, Nicaragua.

---
Preterit

The preterit of haber can be used along with the past participle to form a tense called **preterit perfect** or **past anterior**, which is extremely rare; it appears almost exclusively in literature but not spoken Spanish. However, the existential form **hubo** does exist in both spoken and written Spanish.

---

**haber to have**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>hube</td>
</tr>
<tr>
<td>tú</td>
<td>hubiste</td>
</tr>
<tr>
<td>él/ella/usted</td>
<td>hubo</td>
</tr>
</tbody>
</table>

**existential form:** hubo

---

Auxiliary **haber** to form the preterit perfect:

Cuando **hubo agotado** todos los argumentos, él me miró, irónicamente... When I had exhausted all my arguments, he looked at me ironically...

Existential **haber**:

**Hubo una tormenta bien fuerte.** There was a very big storm.

---

Present Subjunctive

---

**haber to have**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>haya</td>
</tr>
<tr>
<td>tú</td>
<td>hayas</td>
</tr>
<tr>
<td>él/ella/usted</td>
<td>haya</td>
</tr>
</tbody>
</table>

**existential form:** haya

---

Auxiliary **haber** to form the present perfect subjunctive:

¿Y alguna vez has escuchado una palabra o frase en español que
te haya sorprendido, que hayas dicho—nunca he escuchado esto en mi vida? At some point have you heard a word or phrase in Spanish that has surprised you or that you've said “I've never heard this before in my life”?

Existential haber:

No me parecería raro que más adelante, en algún momento, haya un diccionario de inglés a espanglish o al revés. It wouldn't seem weird to me if at some point in the future there is an English to Spanglish dictionary or vice versa.

In some communities, the present subjunctive of the verb haber is conjugated differently, as seen in the table below. This conjugation is considered an archaic form that has been preserved in some communities, often rural ones across South, Central and North America.

<table>
<thead>
<tr>
<th>haber to have</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo <em>haiga</em></td>
</tr>
<tr>
<td>nosotros/as <em>haigamos</em></td>
</tr>
<tr>
<td>tú <em>haigas</em></td>
</tr>
<tr>
<td>él/ella/usted <em>haiga</em></td>
</tr>
<tr>
<td>ellos/as/ustedes <em>haigan</em></td>
</tr>
</tbody>
</table>

existential form: *haiga*

Auxiliary haber:

El hecho que yo *haiga* asistido a la universidad y tenga los diplomas que tengo ahora es una barrera muy grande que se ha roto. The fact that I have attended university and that I have the diplomas that I have now is a very big barrier that has been broken.

Existential haber:

A la gente se le hace raro pensar vivir en algún lugar que no *haiga* calles; todo es tierra, todo es rocas. It seems weird to people to think of living in a place where there are no streets; everything is dirt and rocks.
33. Question Formation

• Just like English says, “I am going to...”, Spanish uses the verb *ir* and the preposition *a* followed by the *infinitive*:

<table>
<thead>
<tr>
<th>Voy a cantar mañana.</th>
<th>Vamos a decidir la semana que viene.</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cuándo vas a entenderme?</td>
<td>No vais a ver nada.</td>
</tr>
<tr>
<td>¿Qué va a ocurrir?</td>
<td>No van a ir.</td>
</tr>
</tbody>
</table>

• Some useful terms to indicate future occurrences:

<table>
<thead>
<tr>
<th>después</th>
<th>mañana</th>
<th>pasado mañana</th>
</tr>
</thead>
<tbody>
<tr>
<td>later</td>
<td>tomorrow</td>
<td>the day after tomorrow</td>
</tr>
<tr>
<td>más tarde</td>
<td>esta tarde</td>
<td>esta noche</td>
</tr>
<tr>
<td>later</td>
<td>this afternoon</td>
<td>tonight</td>
</tr>
<tr>
<td>esta semana</td>
<td>la próxima semana</td>
<td>el mes, el año próximo</td>
</tr>
<tr>
<td>this week</td>
<td>next week</td>
<td>next month, year</td>
</tr>
<tr>
<td>este mes</td>
<td>la próxima vez</td>
<td>el año, el mes que viene</td>
</tr>
<tr>
<td>this month</td>
<td>next time</td>
<td>next year, month</td>
</tr>
</tbody>
</table>

PRÁCTICA

http://www.bowdoin.edu/hispanic-studies/tools/newgr/ats/20.htm
34. Mod 12 Interrogatives

1. What is the interrogative for “what” in Spanish?

   1. ¿Qué?
   2. ¿Dónde?
   3. ¿Cuándo?
   4. ¿Cuántos?

   Answer: _____

2. What is the interrogative for “who” in Spanish?

   1. ¿Cuál?
   2. ¿Cuáles?
   3. ¿Quién?
   4. ¿Cómo?

   Answer: _____

3. What is the correct interrogative for “where” in Spanish?

   1. ¿Cómo?
   2. ¿Cuándo?

112 | Mod 12 Interrogatives
3. ¿Qué?
4. ¿Dónde?

Answer: ______

4. What is the correct interrogative for “when” in Spanish?

1. ¿Cuánto?
2. ¿Cuándo?
3. ¿Cuáles?
4. ¿Quiénes?

Answer: ______

5. What is the correct interrogative for “why” in Spanish?

1. ¿Dónde?
2. ¿Quién?
3. ¿Cuál?
4. ¿Por qué?

Answer: ______

6. What is the correct interrogative for “how much or how many” in Spanish?
1. ¿Cuántos/as?
2. ¿Cuándo?
3. ¿Cómo?
4. ¿Por qué?

Answer: ______

7. Explain the difference between the following three question words:

¿Cómo?
¿Qué?
¿Cuál?

Give example questions that you would ask for each one (in English is fine), so I know you understand the differences in meaning between them.

Answer:
PART XI

WEEK 10
### Days of the week, months, seasons, dates, and weather

<table>
<thead>
<tr>
<th><strong>LOS DÍAS</strong></th>
<th><strong>LOS MESES</strong></th>
<th><strong>LAS ESTACIONES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>el lunes</td>
<td>enero</td>
<td>la primavera</td>
</tr>
<tr>
<td>el martes</td>
<td>febrero</td>
<td>el verano</td>
</tr>
<tr>
<td>el miércoles</td>
<td>marzo</td>
<td>el otoño</td>
</tr>
<tr>
<td>el jueves</td>
<td>abril</td>
<td>el invierno</td>
</tr>
<tr>
<td>el viernes</td>
<td>mayo</td>
<td></td>
</tr>
<tr>
<td>el sábado</td>
<td>junio</td>
<td></td>
</tr>
<tr>
<td>el domingo</td>
<td>departamento de marzo</td>
<td></td>
</tr>
</tbody>
</table>

- Remember that Spanish does not use capitals for days of the week, months or seasons.
- Referring to days, note the use of the definite article in the singular to express “on”:
  
  Nos vemos el martes (See you on Tuesday)

  But: Hoy es domingo, mañana es lunes.

  ~ Spanish never uses en with days of the week.

  - The definite article is not needed when referring to seasons in a generic way:

  El invierno es frío en Maine. No trabajo en (el) verano.

  En Chile es verano cuando en Canadá es invierno.

  Es un bello día de otoño. Aquí no hay primavera.

### Dates / LAS FECHAS:

- el primero de octubre de 1894 : 1/10/94
- Nací el seis de enero de 1986.
- Mi cumpleaños es el veintinueve de mayo.
¿Cuál es la fecha? Hoy es (el) quince de agosto.
La Habana, 15 de abril de 1898.

After the first of the month, Spanish uses cardinal (regular) numbers for dates. The definite article is needed except to state the current date, or when the date alone is given, such as in a letter or in a school exercise.

CLIMATE AND WEATHER / EL CLIMA Y EL TIEMPO:
• Some weather conditions are expressed with hace:

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Qué tiempo hace hoy?</td>
<td>What's the weather like today?</td>
</tr>
<tr>
<td>Hoy hace sol.</td>
<td>It's sunny today.</td>
</tr>
<tr>
<td>Ayer hizo viento.</td>
<td>It was windy yesterday.</td>
</tr>
<tr>
<td>Hace buen tiempo.</td>
<td>The weather is good.</td>
</tr>
<tr>
<td>La semana pasada hizo mal tiempo.</td>
<td>The weather was bad last week.</td>
</tr>
<tr>
<td>Hace mucho calor en verano.</td>
<td>It's very hot.</td>
</tr>
<tr>
<td>Está haciendo demasiado frío.</td>
<td>It's too cold.</td>
</tr>
<tr>
<td>Hizo fresco el miércoles.</td>
<td>It was cool on Wednesday.</td>
</tr>
</tbody>
</table>

Note that frío, calor, viento, etc. are nouns. “Very” will have to be expressed with the adjective mucho / mucha: Hizo mucho calor. Fue un día muy caliente (caluroso).

• Other weather expressions:

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>llueve, está lloviendo</td>
<td>it rains, is raining</td>
</tr>
<tr>
<td>nieva, está nevando</td>
<td>it snows, is snowing</td>
</tr>
<tr>
<td>Está nublado.</td>
<td>it’s cloudy.</td>
</tr>
<tr>
<td>Se espera lluvia</td>
<td>Rain is expected.</td>
</tr>
<tr>
<td>un día soleado</td>
<td>a sunny day</td>
</tr>
<tr>
<td>Tenemos nieve mañana</td>
<td>We're having snow tomorrow</td>
</tr>
<tr>
<td>¿Cuál es el pronóstico del tiempo?</td>
<td>What’s the weather forecast?</td>
</tr>
</tbody>
</table>

PRÁCTICA 30. Responda detalladamente las siguientes preguntas.
1. ¿Qué días y a qué horas tienes clases de español este semestre?
2. ¿En qué fecha es tu cumpleaños? ¿Y el de tu mejor amigo/a?
3. ¿En qué fecha llegó Cristóbal Colón a América?
4. ¿Cuál es una fecha memorable para ti? ¿Qué pasó ese día?
5. ¿Hay estaciones en el lugar donde vive tu familia? ¿Qué tiempo hace?
6. ¿Qué tiempo hizo este fin de semana: el sábado y el domingo?
7. Invente el pronóstico del tiempo para los dos días del fin de
semana que viene.
8. ¿Qué haces normalmente los viernes por la noche? ¿Qué hiciste el viernes pasado?

Video: [http://www.laits.utexas.edu/spe/vid/int03b.html](http://www.laits.utexas.edu/spe/vid/int03b.html)
36. Ask and Tell Date

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https://library.achievingthedream.org/baycollegespanish1/?p=70
https://library.achievingthecreed.org/baycollegespanish1/?p=70

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https://library.achievingthecreed.org/baycollegespanish1/?p=70

A video element has been excluded from this version of the text. You can watch it online here:
https://library.achievingthecreed.org/baycollegespanish1/?p=70
37. Describe the Weather

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https://library.achievingthedream.org/baycollegespanish1/?p=71
38. Ask and Tell Months

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https://library.achievingthedream.org/baycollegespanish1/?p=72

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https://library.achievingthedream.org/baycollegespanish1/?p=72

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https://library.achievingthedream.org/baycollegespanish1/?p=72

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Ask and Tell Months
39. Identify Days of the Week

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https://library.achievingthedream.org/baycollegespanish1/?p=73

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https://library.achievingthedream.org/baycollegespanish1/?p=73

A video element has been excluded from this version of the text. You can watch it online here:
40. Special Skills and Hobbies

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https://library.achievingthedream.org/
baycollegespanish1/?p=75
https://library.achievingthedream.org/baycollegespanish1/?p=75
Mi Diario (My Journal)

Module 11

Big Picture: In this journal entry, I want you to write about what you do on different days of the week, different months, and different seasons and how often you do it. I also want you to state where you are on certain days to practice using the verb estar with location. You also must tell me what you like to do in your time. Finally, I want you to write your birthday to verify that you know how to say dates using the correct format.

Specifics:

1. Write 5 sentences saying what you do on different days on how often (5 pts)
2. Write 5 sentences saying what you do during different months and how often (5 pts)
3. Write 4 sentences saying what you do during the 4 different seasons and how often (4 pts)
4. Write 5 sentences using the verb estar to describe your location on different days of the weeks, months, or seasons (5 pts)
5. State what you like to do in your free time. (1 pt)
6. State your birthday (1 pt)

Total points = 21 pts (21 sentences total)

Examples:

1. Los lunes, siempre voy a la escuela. (On Mondays, I always go to school.)
2. Durante febrero, miro la tele a veces. (During February, I watch TV sometimes.)
3. Trabajo con frecuencia en mi jardín durante el verano. (I work frequently in my garden during the summer.)
4. Estoy en la iglesia los domingos. (I'm in church on Sundays.)
5. En mi tiempo libre, me gusta leer. (In my free time, I like to read.)
6. Mis cumpleaños es el 24 de noviembre. (My birthday is the 24 of November.)
42. Gerund and Infinitive

To form the **gerundio** (-ing form in English), change the **infinitive** ending:

<table>
<thead>
<tr>
<th>-ar to -ando</th>
<th>-er, -ir to -iendo</th>
</tr>
</thead>
<tbody>
<tr>
<td>hablar → hablando</td>
<td>comer → comiendo; vivir → viviendo</td>
</tr>
</tbody>
</table>

-ir stem-changing verbs are affected (see **Appendix A**): pedir : **pidiendo** • dormir : **durmiento**

-ir and -er verbs with stems ending in a vowel add -yendo:
traer : **trayendo** • oir : **oyendo** • creer : **creyendo** • ir : **yendo** • destruir : **destruyendo**

The gerund does **not** change to agree (in gender, number, etc.) with any other word in a sentence.

A. THE **GERUNDIO** is used for actions in progress (present participle in English):

**A1.** with the appropriate form of *estar* (or *hay*) to form the progressive tenses:

<table>
<thead>
<tr>
<th>Lisa está estudiando.</th>
<th>Lisa is studying.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estamos aprendiendo.</td>
<td>We are learning.</td>
</tr>
<tr>
<td>No hay nadie hablando.</td>
<td>There's no one talking.</td>
</tr>
</tbody>
</table>

~ Note that in Spanish this construction cannot be used to express the future, as it frequently is in English (I am leaving next week). The simple present can be used in this sense: “Salgo la próxima semana”.

**A2.** with the verbs *seguir* and *continuar* to mean “go on doing something”:

<table>
<thead>
<tr>
<th>Continuó diciendo.</th>
<th>He went on saying.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siguíó cantando.</td>
<td>She continued to sing.</td>
</tr>
</tbody>
</table>

~ Note that, unlike English, Spanish does not offer the option of using an infinitive after *seguir* or *continuar*:
He went on to say → **Siguíó diciendo**.
A3. to express “by doing” or “while doing” something (no preposition in Spanish):

<table>
<thead>
<tr>
<th>Spanish Expression</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vas a mejorar estudiando mucho.</td>
<td>You are going to improve by studying a lot.</td>
</tr>
<tr>
<td>Me duermo leyendo esto.</td>
<td>I fall asleep (while) reading this.</td>
</tr>
</tbody>
</table>

Spanish does not use the *gerundio* as an adjective. Clauses or different expressions have to be used:

<table>
<thead>
<tr>
<th>English Expression</th>
<th>Spanish Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>the answering machine</td>
<td>la máquina contestadora (el contestador)</td>
</tr>
<tr>
<td>a never-ending process</td>
<td>un proceso que nunca termina</td>
</tr>
<tr>
<td>passengers carrying a big case</td>
<td>los pasajeros que llevan una maleta</td>
</tr>
<tr>
<td>an intriguing beginning</td>
<td>un comienzo intrigante</td>
</tr>
<tr>
<td>a disappointing ending</td>
<td>un final decepcionante</td>
</tr>
</tbody>
</table>

PRÁCTICA 27A.

1. Expresen en buen español:

1. We are considering that option. We are having a meeting next week.
2. There is no one solving that problem.
3. Indigenous people continue to defend their rights [derechos].
4. They want to do this by participating in politics.
5. They go on to protest with some disappointing results.
6. We are going to solve this problem (by) using our imagination.
7. By solving this, we are going to close a never-ending cycle.
8. This a time-consuming activity for pet-loving people.

B. THE INFINITIVE is the verb form that Spanish uses as a noun:

B1. as the subject of a sentence or the object of a verb*:

<table>
<thead>
<tr>
<th>English Expression</th>
<th>Spanish Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ver es creer.</td>
<td>Ver es creer.</td>
</tr>
<tr>
<td>No me gusta estudiar.</td>
<td>No me gusta estudiar.</td>
</tr>
</tbody>
</table>

B2. immediately after any preposition:

138 | Gerund and Infinitive
Voy a salir después de comer. I am going to leave after eating.
Es su manera de hablar. It's his/her way of speaking.
Habla sin usar las manos. He speaks without using his hands.

~ Note that, unlike English, Spanish does not use the gerundio after prepositions or as the subject of a sentence. The infinitive must be used in such cases:
the problem of leaving → el problema de salir
living is good → vivir es bueno

* Many verbs require no preposition before the infinitive: Quiero dormir.
Some, however, require different prepositions: Sueño con viajar.
Ayudan a mejorar. Tratamos de entender. (See Appendix D).

Two useful idiomatic constructions involving the infinitive:
• Al + infinitive indicates two actions occurring at the same time, as English at, on, in, upon doing:

<table>
<thead>
<tr>
<th>Al + infinitive</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuidado al cruzar.</td>
<td>Be careful in crossing.</td>
</tr>
<tr>
<td>Al entrar, cierra la puerta.</td>
<td>Close the door upon entering.</td>
</tr>
<tr>
<td>Tuvo suerte al encontrar al policia.</td>
<td>He was lucky in finding the policeman.</td>
</tr>
</tbody>
</table>

• Acabar de + infinitive is used to express having just done something:

<table>
<thead>
<tr>
<th>Acabar de + infinitive</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acabo de resolver el problema.</td>
<td>I have just solved the problem.</td>
</tr>
<tr>
<td>Acaban de salir.</td>
<td>They have just left.</td>
</tr>
<tr>
<td>Esta cuenta acaba de llegar.</td>
<td>This bill has just arrived.</td>
</tr>
</tbody>
</table>

PRÁCTICAS:
http://www.bowdoin.edu/hispanic-studies/tools/newgr/ats/27.htm
43. Present Progressive

1. Select the correct form of estar.
   1. John is speaking Spanish.
      Juan hablando español.
   1. I am writing a letter.
      Yo escribiendo una carta.
   1. The children are playing.
      Los niños jugando.
   1. John and I are coming.
      Juan y yo viniendo.

1. Write the present participle for each regular -ar, -er and -ir verb.
   1. hablar
   2. comer
   3. vivir

2. Write the present participle for the following -ir stem-changing verbs.
   1. conseguir
   2. pedir
   3. repetir
   4. seguir
   5. sentir
   6. servir
   7. venir
3. Write the present participle for the following orthographic changing verbs.
   1. caer
   2. creer
   3. leer
   4. oír
   5. construir
   6. huir

4. Writing exercise: Write ten sentences using the present progressive.
PART XIV

WEEK 13
All Spanish verbs have a stem (la raíz) and an ending (-ar, -er, -ir): pensar, volver, pedir. There is a large group of verbs that change their stem in the present tense when the stem vowel is stressed. There are three types: those that change -e to -ie-, those that change -o- to -ue- and those that change -e- to -i-:

<table>
<thead>
<tr>
<th>to think:</th>
<th>to come back:</th>
<th>to ask (for):</th>
</tr>
</thead>
<tbody>
<tr>
<td>pensar (ie)</td>
<td>volver (ue)</td>
<td>pedir (i)</td>
</tr>
<tr>
<td>pienso</td>
<td>vuelvo</td>
<td>pido</td>
</tr>
<tr>
<td>piensas</td>
<td>vuelve</td>
<td>pides</td>
</tr>
<tr>
<td>piensa</td>
<td>vuelve</td>
<td>pide</td>
</tr>
<tr>
<td>pensamos</td>
<td>volvemos</td>
<td>pedimos</td>
</tr>
<tr>
<td>pensais</td>
<td>volvéis</td>
<td>pedís</td>
</tr>
<tr>
<td>piensan</td>
<td>vuelven</td>
<td>piden</td>
</tr>
</tbody>
</table>

Common verbs following these patterns in the present tense:
- e > ie: cerrar, comenzar, empezar, entender, pensar, perder, preferir, querer, sentir
- e > i: elegir, (im)pedir, seguir, servir, (son)reír
- o > ue: contar, dormir, encontrar, morir, mostrar, poder, resolver, volar, volver

Jugar has a different stem change, from u to ue in the same places:
- juego, jugas, jugea, jugamos, jugáis, juegan.

Note: All -ir stem-changing verbs change their stems in other tenses (see appendix A).

PRÁCTICA
- http://www.bowdoin.edu/hispanic-studies/tools/newgr/ats/18.htm
45. Stem Changers Chart

<table>
<thead>
<tr>
<th></th>
<th>Tener (e-ie)</th>
<th>Dormir (o-ue)</th>
<th>Competir (e-i)</th>
<th>Querer (e-ie)</th>
<th>Preferir (e-ie)</th>
<th>Jugar (u-ue)</th>
<th>Comenzar (e-ie)</th>
<th>Pedir (e-i)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yo</td>
<td>Tengo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(irregular)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tú</td>
<td>tienes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>él</td>
<td>tiene</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>María</td>
<td>tiene</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tú y yo</td>
<td>tenemos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carlos y Juan</td>
<td>tienen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Ti y tus</td>
<td>tienen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>amigos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paco</td>
<td>tiene</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nosotras</td>
<td>tenemos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uds.</td>
<td>tienen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosa y yo</td>
<td>tenemos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fill in the chart above. They are all stem changers!

Be careful of the nosotros/as version—The stem doesn’t change

Uds. = abbreviation for ustedes

The 1st verb is done for you as an example
PART XV
WEEK 14
46. Irregular Verbs

http://www.laits.utexas.edu/spex/index.php?ch=10&ex=5&mode=q
47. Mod 14 Irregulars

1. Ellos _______ (ir) al cine.

1. voy
2. vas
3. van
4. vamos

Answer: ______

2. Él _________ (ir) a la escuela.

1. voy
2. vas
3. va
4. vamos

Answer: ______

3. Yo _________ (ir) al gimnasio los lunes.

1. voy
2. va
3. van
4. vas

Answer: ______

4. Yo __________________ (tener) tarea.

1. tiene
2. tienes
3. tenemos
4. tengo

Answer: ______

5. Yo ___________ (poner) el libro en mi mochila.

1. pones
2. pongo
3. pone
4. ponen

Answer: ______

6. Yo ________________ (conocer) la area.
1. conoco
2. conozco
3. conocen
4. conoce

Answer: _____

7. Nosotros ___________ (ver) la tele.

1. vemos
2. ven
3. veo
4. ve

Answer: _____

8. Yo ___________ (caer) mucho.

1. cao
2. caes
3. caen
4. caigo

Answer: _____
48. SPANISH 1 ONLINE - EXAM REVIEW

THE FOLLOWING CONCEPTS WILL BE FORMATTED AS MULTIPLE CHOICE QUESTIONS:

GRAMMAR:

1. Gender of nouns
2. Definite articles
3. Indefinite articles
4. Making nouns plural
5. Adjectives
   1. placement
   2. agreement
6. Gustar
   1. with nouns
   2. with verbs
   3. indirect Object pronouns
7. Subject pronouns
   1. Tú vs. usted
8. Present tense verb conjugation
   1. regular verbs
   2. stem changing verbs
   3. irregular verbs (esp. “ir”)
9. Ser vs. estar
   1. all conjugations
   2. which one? PLACE vs DOCTOR
10. Question formation (sentence structure of questions)
11. Present progressive (gerunds – “ing” words)
VOCABULARY:

1. Numbers 0-30
2. Colors (basic ones)
3. Useful time phrases
4. Class subjects
5. Direction words (debajo de, encima de, etc.)
6. Days of the week
7. Months
8. Seasons
9. Adverbs to express frequency (siempre, nunca, a veces, etc.)
10. Interrogatives (question words)
   1. difference between qué, cuál, comó
11. Places (el correo, la biblioteca, etc.)

CULTURE:

1. Geography of 21 Spanish speaking countries
2. Apellidos (2 last names)
3. La hora Latina
4. Día de los Muertos
5. El Lago Titicaca
6. Antoni Gaudí
7. The Incas and Machu Picchu
8. Salvador Dalí

THE FOLLOWING CONCEPTS WILL BE FORMATED IN SHORT ANSWER FORMAT
(You have to type Spanish sentences)

1. Introductory questions/ answers
   1. name
   2. mood
   3. origin
4. age
5. hellos & goodbyes

2. Telling time
   1. how to say the current time
   2. how to say what time something is at (difference between “a las” and “son las”)

3. Gustar
   1. nouns (singular vs. plural)
   2. verbs
   3. ¿Qué te gusta hacer?

4. Date format
   1. sentence structure
   2. el primero – not “1”
   3. ¿Cuándo es tu cumpleaños?

5. Free time activities
   1. ¿Qué te gusta hacer en tu tiempo libre?
   2. ¿Qué te gusta hacer los ________? (different days of the week, seasons, months)
   3. ¿Cuáles son tus pasatiempos favoritos? (hobbies)

6. Question formation

7. Where do you go on certain days of the week (irregular verb ir)