

# Spanish I



# Spanish I

*HALLEY REICHEL, BAY COLLEGE*



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PART I  
FACULTY RESOURCES



# I. Request Access



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

Contact [oyer@achievingthedream.org](mailto:oyer@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 [oeer@achievingthedream.org](mailto:oeer@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](mailto:oer@achievingthedream.org) for support.



PART II  
WEEK I





### 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

---

EL ESPAÑOL ES LA LENGUA OFICIAL EN ESTOS VEINTIÚN PAÍSES

el gentilicio	la región	el país	la nacionalidad	la capital
europeos	Europa	España	español	Madrid
norteamericanos	América del Norte Norteamérica	México	mexicano	México
		Argentina	argentino	Buenos Aires
		Bolivia	boliviano	La Paz / Sucre
suramericanos	Suramérica	Chile	chileno	Santiago
		Colombia	colombiano	Bogotá
sudamericanos	Sudamérica América del Sur	Ecuador	ecuatoriano	Quito
		Paraguay	paraguayo	Asunción
		Perú	peruano	Lima
		Uruguay	uruguayo	Montevideo
		Venezuela	venezolano	Caracas
		Costa Rica	costarricense	San José
		El Salvador	salvadoreño	San Salvador
centro americanos	Centroamérica	Guatemala	guatemalteco	Guatemala
	América Central	Honduras	hondureño	Tegucigalpa
		Nicaragua	nicaragüense	Managua
		Panamá	panameño	Panamá
		Cuba	cubano	La Habana
caribeños	El Caribe	Puerto Rico	puertorriqueño	San Juan
		República Dominicana	dominicano	Sto. Domingo
africanos	África Occidental	<a href="#">Guinea Ecuatorial</a>	ecuatoguineano	Malabo

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Países hispanohablantes

# 5. El Alfabeto Español

Spanish Alphabet

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

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

Ch ch	chicle	chewing gum
Ll ll	llave	key
Rr rr	perro	dog

\*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

The Spanish Alphabet and Stress Rules:

Fortunately the sounds of Spanish letters are very similar to sounds of English letters. It is important to study and memorize the differences between what sound you would expect to hear and say in English and what sound you need to say and hear in Spanish.

Below are noted the differences we find in the Spanish alphabet, if there is nothing noted, then the sound is the same in our language and Spanish.

A sounds like ah

B

C has two sounds: soft = s (cereal), hard (cat) = k

CH

D

E sounds like ay or eh

F

G has two sounds: soft = h (hot), hard (gate) = g \*note that the soft sound is different

from the English j sound (Georgia)

we use for soft g

H is silent. Just skip over it in a word.

I sounds like ee (bee)

J sounds like an h all the time (hot)

K is not a letter used in standard Spanish words, but sounds the same

L

LL sounds like a consonant y (yellow)

M

N

Ñ sounds like the combination ny (California)

O

P



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 see 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.

escrib**ir**libert**ad**trop**ical**

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.

ej**ér**cito á**gu**ila crepú**scu**lo

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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## 8. Numbers 0-30



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## 9. Count to 100



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# 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.
3. Buenas noches.
4. Estoy bien.

Answer: \_\_\_\_\_

PART IV  
WEEK 3



## II. Greetings & Personal Space



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## 12. Colors



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# 13. Color Quiz

1. ¿Cómo se dice pink en español?

1. amarillo
2. rosado
3. rojo
4. verde

Answer: \_\_\_\_\_

2. ¿Cómo se dice green en español?

1. verde
2. negro
3. blanco
4. 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: \_\_\_\_\_



Diosito me ha regalado muchas bendiciones. God has given me many blessings. Ceci, la más grande, es bien tranquila. Sandy es un a 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 sí 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 enfrente 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(grafía)*, 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:

---

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

---

**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:

---

<i>reacción</i> → <i>reacciones</i>	<i>examen</i> → <i>exámenes</i>
<i>alemán</i> → <i>alemanes</i>	<i>imagen</i> → <i>imágenes</i>

---



## 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.





PART V  
WEEK 4



# 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.



## 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.

---

With an Adjective	With an Adverb
Juan writes <b>good</b>	Juan writes <b>well</b>
You need to drive <b>slow</b> in a school zone	You need to drive <b>slowly</b> in a school zone

---

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

---

With an Adjective	With an Adverb
<del>Juan escribe <b>bueno</b>.</del>	Juan escribe <b>bien</b> .
<del>Necesitas manejar <b>lento</b> en una zona escolar</del>	Necesitas manejar <b>lentamente</b> en una zona escolar

---

# 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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## 2I. Describe yourself to others



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PART VI  
WEEK 5



## 22. How to Tell Time



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## 23. School, Classes, Objects



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PART VII  
WEEK 6





## 24. Likes & Dislikes



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# 25. Indirect Object Pronouns

---

	singular	plural
<b>1st person</b>	<b>me</b> <i>me</i>	<b>nos</b> <i>us</i>
<b>2nd person</b>	<b>te</b> <i>you</i>	
<b>3rd person</b>	<b>le</b> <i>him/her/you formal</i>	<b>les</b> <i>them/you plural</i>

---

## 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 be 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 the indirect object pronoun **le** is found before the conjugated verb **da**. In the third example, the the indirect object pronoun **le** is attached to the infinitive **decir**.

Cuando estaba en la primaria recuerdo que **me** daban mi lonche y **me** daban mi dinero para que yo gastara en la escuela.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.Es algo que el gobierno americano **le da a la gente que viene aquí con una visa extranjera.**It's something that the American government gives **to people** who come here with a foreign visa.Después me arrepentía de decir**le** tantas cosas feas.Later I regretted saying mean things **to him**.

# 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](#)



PART VIII  
WEEK 7





## 27. Subject Pronouns

---

	singular	plural
1st person	yo I	nosotros/nosotras we
2nd person	tú you	
3rd person	él/ella/usted he/she/ formal you	ellos/ellas/ustedes they/ you plural

---

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).

---

	<b>singular:</b>	<b>plural:</b>
first person:	I	we
second person:	you	you
third person:	he, she, it	they

---

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:

---

	<b>singular:</b>	<b>plural:</b>
first person:	yo	nosotros, nosotras
second person:	tú	vosotros, vosotras
third person:	él, ella	ellos, ellas

---

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.)

To say “she” in Spanish, say *ella*. Remember that the double-l is pronounced like a *y*.

*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:

---

	<b>singular:</b>	<b>plural:</b>
first person:	yo	nosotros, nosotras
second person, informal:	tú	vosotros, vosotras
second person, formal:	usted	ustedes
third person:	él, ella	ellos, ellas

---

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:

---

**speaking to a child:      speaking to a professor:**

Tú escribes bien. <i>You write well.</i>	Usted escribe bien. <i>You write well.</i>
---	---

---

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:

---

**speaking to a group of children:**      **speaking to several professors:**

Vosotros escribís bien.  
*You write well.*

Ustedes escriben bien.  
*You write well.*

---

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.

---

**Spain:**      **Latin America:**

second person, plural, informal:    *vosotros*    *ustedes*

second person, plural, formal:    *ustedes*    *ustedes*

---

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

---

## Thou and Thee

If all this formal / informal stuff



“Lord Jesus, I love Thee, I know Thou art mine...”

---

seems needlessly complicated, it wasn't that long ago that English did the same thing:

**informal English:**    **formal English:**

thou	you
to thee	to you
thy	your

---

“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*.

second person, informal: vos

second person, semi-formal: tú

second person, formal: usted



## Stem Changers

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

### Irregular in the yo form

c-> zc

conocer

-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.



PART IX  
WEEK 8



# 30. Ser vs Estar Verbs Part I

<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*):

*Nueva York es grande. Voy a ser rico.*

**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):

*El profesor no está aquí. El problema está en su actitud. Panamá está al sur de Centroamérica.*

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:

<i>estar listo/a</i> <i>ser lista/o</i>	to be ready (state) to be bright (defining quality)	¿Estás lista, María? María es muy lista.
<i>estar</i> <i>aburrido</i> <i>ser aburrido</i>	to be bored (state) to be boring (defining quality)	Estoy aburrido con esta novela. Esta novela es muy aburrida.

---





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.

## Variant

**Habían** 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**

yo **hube**                      nosotros/as **hubimos**

tú **hubiste**

él/ella/usted **hubo**    ellos/as/ustedes **hubieron**

existential form: **hubo**

---

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

Cuando **hube agotado** todos los argumentos, él me miró, irónico...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**

yo **haya**                      nosotros/as **hayamos**

tú **hayas**

él/ella/usted **haya**    ellos/as/ustedes **hayan**

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 español 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.

---

**haber to have**

yo **haiga**                      nosotros/as **haigamos**

tú **haigas**

él/ella/usted **haiga**    ellos/as/ustedes **haigan**

existential form: **haiga**

---

Auxiliary **haber**:

El hecho que yo **haiga** asistido a la universidad y tenga los diplomas que tengo ahorita 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:

---

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

---

- Some useful terms to indicate future occurrences:

---

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

---

### 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. ¿ Cuándo ?
3. ¿ Quién ?
4. ¿ Cómo ?

Answer: \_\_\_\_\_

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

1. ¿ Cómo ?
2. ¿ Cuándo ?



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



# 35. Days of the week, months, seasons, dates, and weather

LOS DÍAS	LOS MESES	LAS ESTACIONES	
el lunes	enero	julio	
el martes	febrero	agosto	la primavera
el miércoles	marzo	septiembre	spring
el jueves	abril	octubre	el verano
el viernes	mayo	noviembre	summer
el sábado	junio	diciembre	el otoño
el domingo			autumn, fall
			el invierno
			winter

la semana pasada	last week
el domingo que viene	next Sunday
Voy a Boston el viernes.	I'm going to Boston on Friday.
No trabajo los sábados.	I don't work on Saturdays.
el martes por la mañana	on Tuesday morning
Tenemos vacaciones en enero.	We have a vacation in January.
Vamos a México el junio que viene.	We're going to Mexico next June.
Fuimos a Madrid el verano pasado.	We went to Madrid last summer.

- 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*:

---

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

---

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:

---

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

---

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. Inventa 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>

# 36. Ask and Tell Date



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# 37. Describe the Weather



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## 38. Ask and Tell Months



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# 39. Identify Days of the Week



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PART XII  
WEEK II



# 40. Special Skills and Hobbies



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# 4I. Mod II Journal

Nombre:

Fecha:

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 (5pts)
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.)

PART XIII  
WEEK 12





## 42. Gerund and Infinitive

---

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

from -ar to -ando:                      from -er, -ir to -iendo:  
*hablar* → *hablando*                      *comer* → *comiendo* ; *vivir* → *viviendo*

-ir stem-changing verbs are affected (see [Appendix A](#)): *pedir* : **pidiendo** •  
*dormir* : **durmiendo**

-ir and -er verbs with stems ending in a vowel add -yendo:  
*traer* : **trayendo** • *oír* : **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:

---

<i>Lisa está estudiando.</i>	<i>Lisa is studying.</i>
<i>Estamos aprendiendo.</i>	<i>We are learning.</i>
<i>No hay nadie hablando.</i>	<i>There's no one talking.</i>

---

~ 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”:

---

<i>Continuó diciendo.</i>	<i>He went on saying.</i>
<i>Siguió cantando.</i>	<i>She continued to sing.</i>

---

~ Note that, unlike English, Spanish does not offer the option of using an infinitive after *seguir* or *continuar*:

He went on to say → *Siguió diciendo*.

**A3.** to express “by doing” or “while doing” something (no preposition in Spanish):

---

<i>Vas a mejorar estudiando mucho.</i>	You are going to improve by studying a lot.
<i>Me duermo leyendo esto.</i>	I fall asleep (while) reading this.

---

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

---

the answering machine	la máquina contestadora (el contestador)
a never-ending process	un proceso que nunca termina (interminable)
passengers carrying a big case...	los pasajeros que llevan una maleta grande...
an intriguing beginning	un comienzo intrigante
a disappointing ending	un final decepcionante

---

#### PRÁCTICA 27A.

1. Expresé en buen español:

---

1. We are considering that option. We are having a meeting next week.	<a href="#">dic</a>
2. There is no one solving that problem.	<a href="#">cio</a>
3. Indigenous people continue to defend their rights [derechos].	<a href="#">nari</a>
4. They want to do this by participating in politics.	<a href="#">o</a>
5. They go on to protest with some disappointing results.	<a href="#">DICCIONARIO</a>
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.	VER
8. This a time-consuming activity for pet-loving people.	RESPUESTAS

---

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\*:

---

Ver es creer.	Seeing is believing.
No me gusta estudiar.	I don't like studying.
Decidir casi siempre es difícil.	Deciding is difficult most of the time.

---

**B2.** immediately after any preposition:

---

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*:

---

Cuidado al cruzar.	Be careful in crossing.
Al entrar, cierra la puerta.	Close the door upon entering.
Tuvo suerte al encontrar al policía.	He was lucky in finding the policeman.

---

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

---

Acabo de resolver el problema.	I have just solved the problem.
Acaban de salir.	They have just left.
Esta cuenta acaba de llegar.	This bill has just arrived.

---

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





## 44. Stem Changing Verbs

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-:

---

to think:    to come back:    to ask (for):

<u>pensar</u> (ie)	<u>volver</u> (ue)	<u>pedir</u> (i)
pienso	vuelvo	pido
piensas	vuelves	pides
piensa	vuelve	pide
pensamos	volvemos	pedimos
pensáis	volvéis	pedis
piensan	vuelven	piden

---

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, juegas, juega, 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

---

	Tener (e-ie)	Dormir (o-ue)	Competir (e-i)	Querer (e-ie)	Preferir (e-ie)	Jugar (u-ue)	Comenzar (e-ie)	Pedir (e-i)
Yo	Tengo (irregular)							
Tú	tienes							
él	tiene							
Maria	tiene							
Tú y yo	tenemos							
Carlos y Juan	tienen							
A Ti y tus amigos	tienen							
Paco	tiene							
Nosotras	tenemos							
Uds.	tienen							
Rosa y yo	tenemos							

---

*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](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: \_\_\_\_\_

PART XVI  
WEEK 15



# 48. SPANISH I 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, cómo
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)