

Spanish 101

Spanish 101

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PART I

UNIT I: GREETINGS AND
BASIC GRAMMAR

I. Introduction: Basic Greetings In Spanish

Students must practice and be familiar with this basic conversation in Spanish the first day of classes.

- Hola/¿qué tal? (hello, hi)
- ¿Cómo te llamas? (what's your name?)
- Me llamo.....¿Y tú? My name is... and you?
- Mucho gusto (pleased to meet you)
- Igualmente (pleased to meet you too)
- ¿Cómo estás? (how are you/)
- (muy) bien gracias, ¿Y tú? (very) well, thank you, and you?
- (muy) bien también.
- ¿De dónde eres? (where are you from?)
- Soy de Boston/ Soy de Brasil, ¿Y tú? I'm from Boston/Brasil.
- Adiós/hasta pronto (Good bye/see you soon).

2. Supplemental: Learn Spanish - How to Greet People in Spanish

YouTube Video

3. Lesson 1: Gender/Articles

Articles and Gender Powerpoint

4. The Indefinite Article

Spanish Grammar (See webpage for complete content)

Libro digital *Herramientas de español* *Spanish Tools Online Grammar Book*

8. The Indefinite Article / *El artículo indeterminado*

- English “a” or “an” is expressed in Spanish by *un / una*: *un cuaderno – una pluma*

The plural, *unos/unas*, is used for symmetrical objects, meaning “a set of” or “a pair of”:

<i>Necesito unas tijeras.</i>	I need a pair of scissors.
<i>Bajas por unas escaleras.</i>	You go down a stairway.

- Spanish does not use the indefinite article before words denoting occupations, religions, political affiliation or nationality; they are treated as adjectives:

<i>Es inglés.</i>	He is English, an Englishman.
<i>Mi hermano es demócrata.</i>	My brother is a Democrat.
<i>No soy budista.</i>	I am not a Buddhist.
<i>¿Eres estudiante?</i>	Are you a student?
<i>Tu vecino es abogado.</i>	Your neighbor is a lawyer.

But when such words are qualified by an adjective, the article is used:

<i>Es un inglés muy tradicional.</i>	He is a very traditional Englishman.
<i>No soy una norteamericana típica.</i>	I am not a typical American woman.

- Spanish uses the indefinite article less frequently than English. Since *un / una* also means one, the article is redundant for things normally encountered one at a time:

Tengo fiebre.	I have a fever.
¿Tienes familia?	Do you have a family?
¿Se necesita visa?	Is a visa needed?
La mujer llevaba sombrero.	The woman was wearing a hat.
Habla con acento extranjero.	He speaks with a foreign accent.
No puedes manejar sin licencia.	You cannot drive without a license.
Use esto como guía.	Use this as a guide.

Pay attention to these differences as you read. Note that the indefinite article is used to emphasize the individuality of a noun modified by an adjective (as seen also in the case of professions and nationalities): *Tiene una fiebre terrible.*

~ Never use *un / una* before the word *otro/a*:

<i>otro ejemplo</i>	<i>otra situación</i>	<i>otra vez</i>
another example	another situation	another time, one more time

Other common expressions not requiring the indefinite article in Spanish:

¡Qué día!	¡Qué año tan largo!
What a day!	What a long year!
Medio kilo de patatas.	Media vida.
Half a kilogram of potatoes.	Half a lifetime.
Es para cierta persona.	Cierto encanto.
It is for a certain person.	A certain charm.

PRÁCTICA 8. Añada el artículo indeterminado cuando sea necesario.

Ejemplo: **Hoy tengo un examen difícil, y tengo X otro examen mañana.**

There are four forms: *el, la, los, las*.

A. USAGE OF THE DEFINITE ARTICLE. Spanish uses it more often than English:

A1. Before nouns intended in a general sense and all abstract nouns:

<i>Los mexicanos adoran las fiestas.</i>	Mexicans love parties.
<i>La gente piensa que el dinero es vital.</i>	People think that money is vital.
<i>La libertad es esencial en la vida</i>	Freedom is essential in life.
<i>Me gusta el pescado.</i>	I like fish.
<i>Me interesa la política.</i>	I am interested in politics.

A2. Before languages, illnesses, sports, sciences, and other fields of knowledge:

<i>El inglés es fácil.</i>	English is easy.
<i>Lucha contra el cáncer.</i>	Fight against cancer.
<i>Me interesa el fútbol.</i>	I am interested in soccer.
<i>Así es la biología</i>	Such is biology.

BUT: The article is often omitted after *de* and *en*, and after *hablar*, *estudiar*, *tener* and *saber*:

<i>El libro está en español.</i>	<i>Hay una clase de tenis.</i>	<i>No hablo francés.</i>
The book is in Spanish.	There is a tennis class.	I don't speak French.

A3. Before most titles when speaking about someone:

<i>El escritor mexicano Octavio Paz ganó el premio Nobel en 1992.</i>
<i>El señor García habla con el coronel Páez sobre la reina Isabel.</i>

But not when speaking to the person being addressed by their title: “*Buenos días, señor García*”.

A4. Unlike English, before common words such as *cama*, *escuela*, *trabajo*, *guerra*, *cárcel*, *ciudad*, *iglesia*, *clase*:

<i>No piensan en el trabajo.</i>	They do not think about work.
<i>Están en la cárcel.</i>	They are in jail.
<i>Leen para la clase.</i>	They're reading for class.
<i>Vivo en la ciudad de México.</i>	I live in Mexico City.

(except in stock phrases such as “at war”: *en guerra*, or “in class”: *en clase*).

A5. In the names of a few countries and cities such as *la República Dominicana*, *Los Ángeles*, *La Paz*, *El Salvador*, and with any country or region name when it is qualified by an adjective: *La España turística*, *el Perú moderno*. But: *Vivo en España*.

B. CONTRACTIONS AL AND DEL

The prepositions *a* and *de* contract with the masculine singular article to form the only two written, mandatory contractions in Spanish, *al* and *del*: *al norte* (*a + el*) • *del planeta* (*de + el*)

PRÁCTICA 9A. Complete las oraciones con el artículo determinado cuando sea necesario.

Ejemplo: **Me gustan los libros en X español.**

C. OTHER PRECULIARITIES IN THE USE OF ARTICLES.

C1. Articles, either definite or indefinite, are not used when an idea of amount or quantity is implied (if the words *any* or *some* could be inserted in English):

Hay gente que no come carne.	There are (some) people who do not eat (any) meat.
Pedimos vino y nos dan agua.	We ask for (some) wine and they give us water.
Viven sin libertad, pero con dinero.	They live without (any) freedom but with (some) money.
Leo libros con frecuencia.	I read (a number of) books frequently.
Quieren uvas para el desayuno.	They want grapes for breakfast.
Tiene éxito sin esfuerzo.	She succeeds without (any) effort.

~ Note that *hay* (there is/are) always indicates a certain quantity, so it is never followed by the definite article:

Hay conflictos y no hay libertad. Hay un problema

C2. Occasionally, *unos/as* expresses *some* when it means “a few,” “a number of” or “about”

(→ **but *algunos/as* is a more common way to express “some”.**)

Todavía tengo unos dólares. I still have some (a few) dollars.
Hay unas diez personas. There are some (about) ten people.

C3. Spanish has a neuter article, *lo*, used with an adjective (masculine, singular) to express abstract concepts. Its meaning is very much like the English “the + adjective + thing”:

<i>Eso es lo interesante.</i>	That is the interesting thing.
<i>Lo malo es que nos gusta.</i>	The bad thing about it is that we like it.
<i>Lo bueno, lo malo y lo feo de la vida.</i>	The good, the bad and the ugly in life.
<i>Lo difícil de los idiomas es la gramática.</i>	The difficult part of languages is grammar.

9. The Definite Article / *El artículo determinado*

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Spanish Books (See webpage for complete content)

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<i>Lo difícil de los idiomas es la gramática.</i>	The difficult part of languages is grammar.

6. Supplemental Content: National Geographic

MapMaker

PART II

UNIT 2: BASIC VERB

CONJUNCTION, PERSONAL
PRONOUNS

7. Unit 4: Verbs Ser/Estar (To be) Students will differentiate between 2 modalities of verb to be.

SER VS. ESTAR Powerpoint

8. Lesson 3: Subject Pronouns, Basic Verb Conjugation and Basic Pronunciation

Spanish Grammar in Context

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"

Vosotros 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.**

9. Lesson 2: Numbers 0-60

Numbers Powerpoint

10. Uses of ser and estar

Spanish Grammar (See webpage for complete content)

Libro digital *Herramientas de español* *Spanish Tools Online Grammar Book*

25. Uses of *ser* and *estar*

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 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.

II. Supplemental Content: 10 Latin American Accents in Spanish

YouTube Video

12. Consonants and Vowels

Vowels and Consonants (See webpage for complete content)

Libro digital *Herramientas de español* *Spanish Tools Online Grammar Book*

1. Consonants / *Las consonantes*

Spanish spelling is pretty consistent: most letters represent a single sound regardless of their position in a word. Note the following peculiarities:

H – *la hache* is never pronounced. Thus, words like *Honduras*, *ahora* and *alcohol* have no aspiration before the /o/ sound.

CH – *la che* is always pronounced as in “cheers”: *coche*, *ocho*.

~*La hache* is not combined with any other consonants: there is no *th*, *sh*, *ph*, *gh*, etc.

(English “*ph*” may translate to “*f*”: *filosofía*, *Filadelfia*, *fantasma*).

C – *la ce* is pronounced /k/ (as in “case”) in most positions: *caso*, *cosa*, *cuota*, *frecuente*, *crisis*.

– Before **-e**, **-i**, it is pronounced /s/ (as in “sin”) in America or /θ/ (as in “thin”) in Spain: *cielo*, *acento*.

– The /k/ sound (as in “kiss”), is spelled “*qu*” (mute “*u*”) before **-e**, **-i**: *queso*, *quince*.

G – *la ge* is pronounced /g/ (as in “go”) in most positions: *gala*, *gota*, *guante*, *globo*.

– Before **-e**, **-i**, it is pronounced almost like /h/ (as in

“hen”): *general, gitano*.

- The /g/ sound (as in “get”), is spelled “gu” (mute “u”) before -e,-i: *guerra, guitarra*.

~If the letter “u” is to be pronounced in a “gue/gui” combination, it is marked with a diaeresis (*la diéresis*): *pingüino, bilingüe, nicaragüense*.

Q - *la ku* is used only in the *que/qui* combinations, and the “u” is always mute in this position. Therefore, the word *quinteto* has no /u/ sound, and English “quota” and “frequent” translate to *cuota* and *frecuente*.

Z - *la zeta* is pronounced /s/ in America and /th/ in Spain. Spanish avoids the **ze/zi** combination and prefers *ce, ci*: *lápiz* → *lápices* ; *cebra, cenit*.

Only four consonants can be duplicated to represent specific sounds:

- **cc** is used before “e” or “i” only and sounds /ks/ (/kth/ in Spain): *acción* and *acceso* but *agente, ocurrir*.
- **ll** sounds /y/: *calle, llama* but *ilegal, aludir, inteligente*.
- **rr** represents the famous “rolling r” between vowels only: *perro, carro* vs. *pero, caro*.
- **nn** is used only when a prefix ending in “n” is added to a word beginning with “n”:
innecesario, connotación, but *anual, anotación, conexión*.

No other consonants are duplicated in Spanish: *efectivo, común, oportunidad, imposible, adición*.

Summary / Resumen

Never pronounce the letter **H (hache)**: *alcohol, ahora, humano, Honduras, holocausto*.

Hard C sound: /k/ as in kiss

S/Z sound: /s/ or /th/ as in sink/
think

Hard G sound: /g/ as in get

Soft G sound: /h/ as in hen

ca **que qui** co

cu

za **ce ci** zo zu

ga **gue gui** go

gu

ja je ji jo ju **ge gi**

buscar, **busqué**

realizar, **realicé**

pagar, **pagué**

hija, gitano

As you see, vowels **e** and **i** are exceptional in their combination with **g** and **c**.

The words *que, quien, guerra* and *guitarra* may help you remember these spelling changes.

No double consonants except rr, ll, cc and nn

ph

→ **f**: *filosofía*

PRÁCTICA 1. Escriba en español el equivalente de las siguientes palabras, notando la ortografía (*spelling*).

This page has sound with Flash: Get Flash Player Quick downloadTop ^

2. Vowels / *Las vocales*

Spanish has five vowel sounds -a, e, i, o, u-, pronounced the same way regardless of their position in a word:

a. like the a sound in “father”: *casa, alma*

e. like the e sound in “let”: *lee, cena*

i. like the ee sound in “leek”: *mil, millaje*

o. like the aw sound in “lawn”: *son, hoja*

u. like the oo sound in “loom”: *tú, Honduras* (u is mute in *que, qui, gue, gui*)

• *i* and *u* are called “weak” (*débiles* o *cerradas*) because, in combination with another vowel, are generally pronounced as one syllable: *Ruiz, fue, dio*, have only one syllable. These are

considered true diphthongs in Spanish –two vowels in one syllable–, as in *a·gua* or *vien·to*.

- *a*, *o*, and *e* are called “strong” (*fuertes o abiertas*). Two strong vowels are pronounced as two syllables: *po·e·ma* has three syllables, *ca·os* has two. These are not true diphthongs, since the vowels belong in different syllables.

13. Lesson 5: Numbers 0-100

Spanish Grammar (See webpage for complete content)

Libro digital *Herramientas de español* Spanish Tools Online Grammar Book

13. *Números: 0-100*

0	cero	10	diez	20	veinte	30	treinta
1	uno/a	11	once	21	veintiuno/a	31	treinta y uno/a
2	dos	12	doce	22	veintidós	32	treinta y dos
3	tres	13	trece	23	veintitrés	43	cuarenta y tres
4	cuatro	14	catorce	24	veinticuatro	54	cincuenta y cuatro
5	cinco	15	quince	25	veinticinco	65	sesenta y cinco
6	seis	16	dieciséis	26	veintiséis	76	setenta y seis
7	siete	17	diecisiete	27	veintisiete	87	ochenta y siete
8	ocho	18	dieciocho	28	veintiocho	98	noventa y ocho
9	nueve	19	diecinueve	29	veintinueve	100	cien

Note: All numbers ending in *uno* shorten to *un* before masculine nouns (e.g. *un dólar*, *veintiún libros*, *treinta y un alumnos*, etc.), and change to *una* when referring to feminine nouns: *noventa y una mujeres*. *Sí*, *noventa y una*.

14. Time of Day / *La hora*

- The basic formula is: *¿Qué hora es? Son las dos.*

What time is it? It's two o'clock.

- Other expressions:

<i>Es la una de la mañana.</i>	It is 1:00am.
<i>Son las tres y media de la tarde.</i>	It is 3:30pm.
<i>¿A qué hora tienen ustedes clases?</i>	At what time do you have classes?

- For time after the hour, use *y*:

<i>Son las dos y cuarto.</i>	It is 2:15
<i>Es la una y veinticinco.</i>	It is 1:25
<i>a la una y media</i>	at 1:30

- For time before the hour, use *menos*:

<i>Son las cuatro menos veinte.</i>	It is twenty to four (3:40).
<i>Estudiamos a las ocho menos cuarto.</i>	We study at a quarter to eight.

- For am and pm, use *de la mañana*, *de la tarde*, and *de la noche*.
 - Note also the following expressions:

<i>Por la mañana</i>	in the morning
<i>por la tarde</i>	in the afternoon
<i>por la noche</i>	at night
<i>al mediodía</i>	at mid-day, at noon
<i>a (la) medianoche</i>	at midnight

→ Note that the word *tiempo* refers to time as duration:

<i>¿Tienes tiempo ahora?</i>	Do you have time now?
<i>Nos queda poco tiempo.</i>	We have little time left.
<i>Cree que mejorará con el tiempo.</i>	He thinks he will get better in time.
<i>¿Cuánto tiempo duran las pilas?</i>	How long do the batteries last?
<i>Al mismo tiempo.</i>	At the same time (simultaneously).

PRÁCTICA 14. Exprese en español:

-
- | | | |
|----------------|---------------------|------------------------|
| 1. It's 4:30 | 5. At 11:45 | 9. At 9:12 pm |
| 2. It's 3:15pm | 6. At 4:55 | 10. 88 solved problems |
| 3. It's 12:25 | 7. At three pm | 11. 99 brilliant ideas |
| 4. At 6:27pm | 8. Lunch is at noon | 12. 73 biology books |

13. There are 16 wonderful programs, but I do not have time now.

VER
RESPUESTAS

15. Common Expressions with Tener

<i>¿Cuántos años tienes?</i>	How old are you?
<i>Tengo veinte años.</i>	I am twenty.
<i>Ella tiene frío.</i>	She is cold.
<i>¿Tenéis sed?</i>	Are you thirsty?
<i>Ella tiene hambre.</i>	She is hungry.
<i>Tengo calor.</i>	I am warm.
<i>Tenemos sueño.</i>	We are sleepy.
<i>Tienen miedo (de...)</i>	They are afraid (of...)
<i>Tienes razón</i>	You are right.
<i>¡Ten cuidado!</i>	Be careful!
<i>No tengo mucha suerte.</i>	I am not very lucky.
<i>Tengo que viajar a otro país.</i>	I have to travel to another country.
<i>Tengo muchas cosas que hacer.</i>	I have a lot of things to do.

Since the literal meaning of these phrases is “I have hunger”, etc., Spanish uses adjectives where English needs adverbs such as “very”:

<i>Tenemos mucho sueño.</i>	We are very sleepy.
<i>Tengo demasiada hambre.</i>	I am too hungry.

14. Lesson 6: Telling Time Powerpoint

Telling Time Powerpoint

15. Números: 0-100

Spanish Grammar (See webpage for complete content)

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0	cero	10	diez	20	veinte	30	treinta
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Note: All numbers ending in *uno* shorten to *un* before masculine nouns (e.g. *un dólar*, *veintiún libros*, *treinta y un alumnos*, etc.), and change to *una* when referring to feminine nouns: *noventa y una mujeres*. Sí, *noventa y una*.

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What time is it? It's two o'clock.

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<i>a la una y media</i>	at 1:30

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<i>Son las cuatro menos veinte.</i>	It is twenty to four (3:40).
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<i>¿Cuánto tiempo duran las pilas?</i>	How long do the batteries last?
<i>Al mismo tiempo.</i>	At the same time (simultaneously).

PRÁCTICA 14. Expresar en español:

-
- | | | |
|----------------|---------------------|------------------------|
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| 2. It's 3:15pm | 6. At 4:55 | 10. 88 solved problems |
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VER
RESPUESTAS

15. Common Expressions with *Tener*

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PART III

UNIT 3: VOCABULARY OF
CLASSES, CONJUGATION
OF VERBS ENDING IN -AR,
NEGATIVE FORM AND
QUESTIONS.

16. Lesson 7: Vocabulary of Classes

Vocabulary of Classes Powerpoint

17. Lesson 8: Verb Conjugation of Regular Verbs

Verb Conjugation Powerpoint

the stem. Next, add endings to the stem. The following example has three **-ar** verbs **cambiar**, **estudiar**, **tomar** conjugated in the present tense:

Pero te **cambia** mucho en la perspectiva ya cuando **estudias** más grande porque ya el estudio, ya lo **tomas** con mucha seriedad. But it **changes** you in your perspective when you **study** as an adult because now your studies, you **take** it much more seriously. Present tense endings: **-o, -as, -a, -amos, -an**

19. Lesson 9: Questions

Questions Powepoint

20. History of Salsa from Africa to New York

YouTube Video

PART IV

UNIT 4: BASIC ADJECTIVES,
VERBS ENDING IN -ER/-IR,
EXPRESSIONS WITH VERB
TENER

21. Lesson 10: Adjectives

Spanish Grammar (See webpage for complete content)

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11. Adjectives / *Los adjetivos*

A. FORMATION AND AGREEMENT / FORMACIÓN Y CONCORDANCIA

Adjectives must agree with the noun they refer to (that is, if the noun is feminine plural, then the adjective must be too). They can be next to the noun or separated from it:

Los países **diversos**. Los países latinoamericanos son muy **diversos**.

Hay gente **honest**a. Hay gente que es siempre muy **honest**a.

- Most adjectives ending in -a or -o have four forms to agree with a noun if it's masculine (-o), feminine (-a), or plural (-os, -as):

día **largo**, clase **larga**, días **largos**, clases **largas**.

- Adjectives ending in -sta or -ta like *idealista*, *egoísta*, *idiota*, etc., are the same in the masculine and feminine (*indígena* also):

un hombre **idealista**, sociedades **capitalistas**, políticos **demócratas**, un texto **indígena**.

- Most adjectives ending in -e or a consonant are also the same in the masculine and feminine:

una profesora **inteligente**, un poema **difícil**, ensayos **útiles**, novelas **importantes**.

- A few adjectives ending in consonants do have separate feminine forms. The most common of these are adjectives of nationality and

those ending in (-or):

una estudiante **alemana**, ciudades **inglesas**, mujer **trabajadora**.

- Adjectives that qualify nouns of mixed gender are masculine:

El flamenco y la paella son **españoles**.

Las novelas y los poemas son **artísticos**.

• The adjectives *bueno* and *malo* are shortened to *buen* and *mal* before masculine singular nouns:

un **buen** amigo, un **mal** día (but: **buenos** amigos, **malos** días).

• *Grande* shortens to *gran* before a singular noun, masculine or feminine:

un **gran** país, una **gran** mujer (but: *grandes* países, *grandes* mujeres).

PRÁCTICA 11A.

1. Formación de femeninos. Escriba la forma femenina del adjetivo en **negritas**.

Ejemplo: Es un amigo **sincero** y sus palabras también son *sinceras*.

2. Concordancia. Escriba la traducción adecuada del adjetivo que está entre paréntesis en inglés.

Ejemplo: los peruanos *inteligentes* (intelligent)

B. PLACEMENT / POSICIÓN EN LA ORACIÓN

• Descriptive adjectives that distinguish one noun from another tend to follow the noun:

Es un médico **sensato**. Un problema **nacional**.

El automóvil **rojo** y la casa **verde**.

- When modified by an adverb, adjectives almost always follow:

Un hombre **muy bueno**.

Una clase **increíblemente aburrida**.

• The adjective *grande* means “great” when used before the noun, “large” when used after:

Barcelona es una **gran** ciudad. Barcelona is a great city.
Es también una ciudad **grande**. It is also a large city.

- Adjectives of quantity (*cantidad*), which do not stress difference, precede the noun:

muchos amigos, **tres** hermanos, **algunos** individuos

demasiados problemas, **ambas** manos, **varios** temas, **ninguna** letra.

PRÁCTICA 11B. Reemplace el sustantivo subrayado por el que aparece entre paréntesis, y haga los cambios necesarios:

Ejemplo: Tengo algunas dificultades, pero no son muy serias. (**problemas**)

→ Tengo algunos problemas, pero no son muy serios .

C. NOMINALIZATION (“...the green one,” “...the old ones”)

- While English usually avoids repeating nouns by the use of the word “one”, Spanish simply leaves out the noun, keeping the article (*el, la, los, las*), which in such case acts as a pronoun (*artículo pronominal*).

<i>El estilo español y el inglés.</i>	The Spanish style and the English one.
<i>Los días buenos y los malos.</i>	Good days and bad ones.
<i>La casa de la ciudad y la del campo.</i>	The house in the city and the one in the countryside.

- Similarly, with the possessive expressions rendered in English with ‘s (John’s books) and in Spanish with *de*, the article is used to avoid repetition:

Los actos de Juan y los de Pedro. Juan’s actions and Pedro’s.

PRÁCTICA 11C. Complete las oraciones con las terminaciones y los artículos adecuados.

Ejemplo: Necesito la camisa amarilla, no la roja.

D. COMPOUND NOUNS (coffee cup, Spanish book, writing paper)

Spanish cannot put two nouns together in this way. Link them with a preposition, usually *de*:

<i>el papel para escribir</i> writing paper	<i>los zapatos de cuero</i> leather shoes
<i>las clases de español</i> Spanish classes	<i>las vacaciones de verano</i> summer vacation
<i>el horario de oficina</i> office schedule	<i>productor/a de cine</i> film producer

22. Mystery Of Aztec Camp; Maya Civilizations

YouTube Video

23. Lesson II: Verbs ending in -ER/IR

Verbs Powerpoint

24. Lesson 12: Expressions with verb Tener

Spanish Grammar (See webpage for complete content)

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-

VER
RESPUESTAS

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PART V

UNIT 5: THE FAMILY,
IRREGULAR VERBS

25. Lesson 13: The Family

The Family Powerpoint

26. Lesson 14: Changing Stem Verbs

Spanish Grammar (See webpage for complete content)

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18. Stem-Changing Verbs / *Verbos que cambian de raíz*

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).