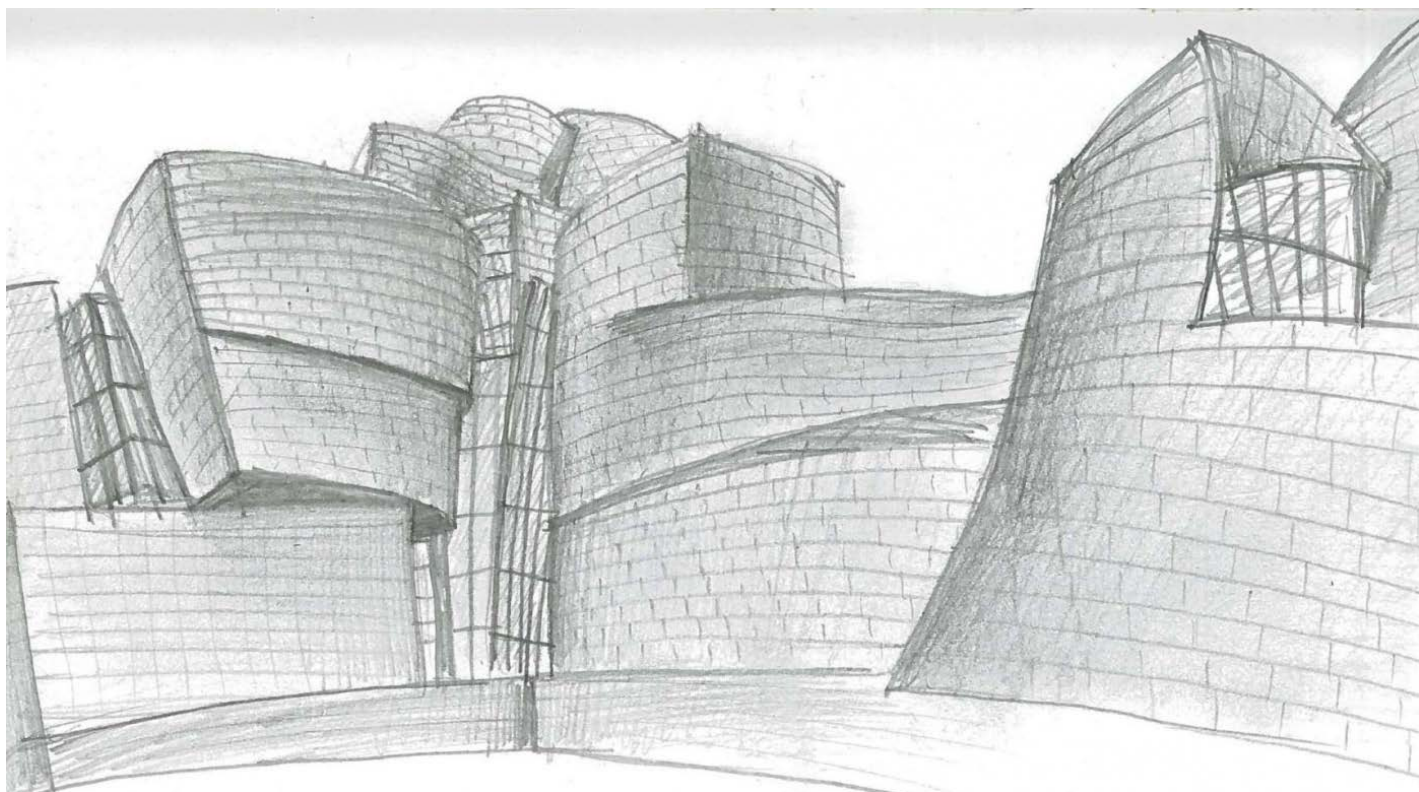




Cuaderno de gramática



Nombre: _____ Clase: _____

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Gender of Nouns

A noun is a word used to denote a person, place, thing, or idea.

PERSON: John, girl, dentist

PLACE: garden, university, Venezuela

THING: book, car, tomato

IDEA: liberty, despair, intelligence

In Spanish, all nouns are either masculine or feminine.

MASCULINE

gato
perro
chico
abuelo

FEMININE

gata
perra
chica
abuela

Nouns that end in -o are usually masculine. Nouns that end in -a are usually feminine. Notice the word "usually!" There are exceptions to these two rules and you will soon be learning them.

Masculine nouns that end in a consonant often have a corresponding feminine form that ends in -a.

el profesor la profesora
el doctor la doctora
el señor la señora

Some nouns that refer to people use the same form for both masculine and feminine. These nouns indicate gender by the article (el or la).

el estudiante la estudiante
el pianista la pianista
el artista la artista

Nouns that end in -sión, -ción, -dad, -tad, -tud, -umbre are feminine.

la televisión	la decisión
la conversación	la habitación
la ciudad	la universidad
la dificultad	la libertad
la actitud	la gratitud
la certidumbre	la muchedumbre

Some nouns that end in -a are masculine.

el problema	el telegrama
el programa	el mapa
el sistema	el poema
el día	el tema
el clima	el idioma
el sofá	el planeta

Some nouns that end in -a are masculine.

el problema	el telegrama
el programa	el mapa
el sistema	el poema
el día	el tema
el clima	el idioma
el sofá	el planeta

Many nouns that end in -ma are masculine. Notice that eight of the twelve nouns listed above end in -ma.

el telegrama	el programa
el problema	el sistema
el poema	el idioma
el clima	el tema

NOTE: A few nouns that end in -ma are feminine, such as *la cama* and *la pluma*.

Four of the nouns that end in -a are simply exceptions and must be memorized.

el día	el mapa
el planeta	el sofá

A few nouns that end in -o are feminine.

la mano	la radio
---------	----------

Review

- Many nouns that denote living things have both a masculine and a feminine form.
- Most nouns that end in -o are masculine.
- Most nouns that end in -a are feminine.
- Masculine nouns that end in a consonant often have a corresponding feminine form that ends in -a.
- Some nouns that refer to people use the same form for both masculine and feminine. These nouns indicate gender by the article (el or la).
- Nouns that end in -sión, -ción, -dad, -tad, -tud, -umbre are feminine.
- Many nouns that end in -ma are masculine.
- A few nouns that end in -o are feminine

You now know most of the rules for determining the gender of a noun. There are just a few more things to know, but they won't be covered until later. Remember, whenever you learn a new noun, learn it complete with its definite article (el, la). Definite articles are the subject of an upcoming lesson.

AHORA PRACTICA:

1. Which word is masculine?

día	gratitud	decisión	certidumbre
-----	----------	----------	-------------

2. Which word is feminine?

poema	sofá	radio	tema
-------	------	-------	------

3. ¿Cuál es la palabra masculina?

universidad	televisión	libertad	mapa
-------------	------------	----------	------

4. ¿Cuál es la palabra femenina?

número	teléfono	abuelo	mano
--------	----------	--------	------

5. ¿Cuál es la palabra masculina?

mañana	palabra	clima	tarea
--------	---------	-------	-------

6. ¿Cuál es la palabra masculina?

chica	abuela	idioma	amiga
-------	--------	--------	-------

7. ¿Cuál es la palabra masculina?

dificultad	computadora	sistema	fiesta
------------	-------------	---------	--------

8. ¿Cuál es la palabra femenina?

sistema	tema	planeta	novia
---------	------	---------	-------

9. masculine or feminine? (this might be a trick question...)

tele	tema	idioma	modista
mano	teorema	diversidad	artista
ciudad	soprano	sistema	pianista
problema	foto	similitud	violonista
gratitud	universidad	moto	violoncelista
radio	magnitud	improvisación	bajista
libertad	caridad	religión	periodista
vejez	validez	clima	guionista
disco (night club)	estación	estupidez	florista
planeta	yoga	región	optimista (noun)
juventud	realidad	amistad	idiota (noun)

Plural Forms of Nouns

If a noun ends in a vowel, make it plural by adding -s.

libro: libros (libro + s)
pluma: plumas (pluma + s)
chico: chicos (chico + s)
señora: señoras (señora + s)

The definite articles (el, la) also change in the plural form. They become "los" and "las." The definite articles will be covered in depth in the next lesson.

el libro: los libros
la pluma: las plumas
el chico: los chicos
la señora: las señoras

If a noun ends in a consonant, make it plural by adding -es.

el borrador: los borradores	(borrador + es)
la universidad: las universidades	(universidad + es)
el profesor: los profesores	(profesor + es)
la ciudad: las ciudades	(ciudad + es)

If a noun ends in -ión, add -es and drop the written accent.

el avión: los aviones
la conversación: las conversaciones
la sección: las secciones
la televisión: las televisiones

NOTE: You may wonder why "avión" isn't feminine. Notice that it doesn't qualify for our rule which says that all nouns ending in -ción and sión are feminine.

If a noun ends in -z, add -es and change the z to c.

el lápiz: los lápices	la voz: las voces
el tapiz: los tapices	la actriz: las actrices

When the plural refers to two or more nouns of different genders, the masculine plural is used.

2 perros + 6 perras = 8 perros (not perras)
1 gato + 8 gatas = 9 gatos (not gatas)

A few nouns are "compound nouns," that is, they are formed by combining two words into one. (Example: abre + latas = abrelatas / open + cans = can opener) These compound nouns are always masculine, and the plural is formed by changing the "el" to "los."

el abrelatas los abrelatas
el paraguas los paraguas

Let's review the rules for making nouns plural.

- If a noun ends in a vowel, simply add -s.
- If a noun ends in a consonant, simply add -es.
- If a noun ends in -z, change the z to c before adding -es.
- If a noun ends in -ión, drop the written accent before adding -es.
- If the plural refers to a mixed group, use the masculine.
- For compound nouns, change "el" to "los".

AHORA PRACTICA:

A. Make the following nouns plural:

1. el libro
2. el lápiz
3. la universidad
4. la secretaria
5. el mapa
6. la conversación
7. la habitación
8. la codorniz
9. el calcetín
10. el ordenador
11. la danza
12. el ser
13. el joven (careful!)
14. el paraguas
15. el abrecartas

B. True or false?

1. If a noun ends in -o, make it plural by adding -s.
2. If a noun ends in -ión, make it plural by simply adding -es.
3. If a noun ends in -a, make it plural by adding -s.
4. If a noun ends in -ión, make it plural by adding -es and dropping the written accent.
5. To form the plural of nouns that end in a vowel, add -s.
6. If a noun ends in a consonant, make it plural by adding -es.
7. If a noun ends in -z, make it plural by changing the z to c, and adding -es.

C. What's the singular form of the following nouns?

- | | |
|------------------|--------------------|
| 1. las reuniones | 11. unos alemanes |
| 2. los matices | 12. unos relojes |
| 3. los franceses | 13. las francesas |
| 4. las canciones | 14. las naranjas |
| 5. los árboles | 15. los perdedores |
| 6. las manos | 16. las virtudes |
| 7. los tenedores | 17. los paraguas |
| 8. las arañas | 18. las vacaciones |
| 9. los lápices | 19. los japoneses |
| 10. las inglesas | 20. los ingleses |

Definite and Indefinite Articles

The 4 forms of the definite article are:

el masculine singular
la feminine singular
los..... masculine plural
las..... feminine plural

The 4 forms of the indefinite article are:

un..... masculine singular
una feminine singular
unos masculine plural
unas..... feminine plural

THE DEFINITE ARTICLE – peculiarities

- Feminine singular nouns that begin with an emphasised **a** or **ha** use the masculine form of the article:

el agua
el hacha
el hambre
el águila

This rule only applies to the singular form of the noun. The plural form uses the feminine article.

el agua
las aguas

The definite article is used when reflexive verbs are followed by body parts, clothing or other very personal possessions.

María se lava **la** cara.
Él se pone **el** traje.

The definite article is often used in place of the possessive adjective when talking about parts of the body, or possessions that might be considered "personal." For example, in English it would be quite common to say:

Joseph washes **his** clothes.

To convey the same meaning in Spanish, it would be correct to say:

Jose lava **la** ropa. (not "su" ropa)

AHORA PRACTICA:

A. True or false?

1. There are only two definite articles: el and la.
2. There are four definite articles: el, la, los, las.
3. There are only two indefinite articles: un and una.
4. There are four indefinite articles: un, una, unos, unas.
5. Un means both a and one, when used before a masculine noun.
6. When referring to a specific noun, use the indefinite articles.
7. Una means both a and one, when used before a feminine noun.
8. You choose the form of the article by whether or not the noun it introduces is masculine or feminine, singular or plural.
9. If a noun is masculine and singular, we always use "el" as its definite article
10. The right way of saying "the classroom" is "el aula"
11. The right way of saying "the classrooms" is "los aulas"
12. The right way of saying "one wing" is "una ala"

B. Change the definite articles for their equivalent indefinite articles:

- | | |
|-------------------|--------------------|
| 1. el chico | 7. el agua |
| 2. las niñas | 8. los atardeceres |
| 3. los móviles | 9. las personas |
| 4. los lápices | 10. el mar |
| 5. las razones | 11. las tijeras |
| 6. los profesores | 12. la vida |

C. Fill in the gaps with the right definite article

- | | |
|------------------------------|-------------------------------------|
| 1. Ana se lava ____ cara | 6. Paco no se lavó ____ manos |
| 2. Voy a ponerme ____ jersey | 7. Para dormir me pongo ____ pijama |
| 3. Me duele ____ cabeza | 8. He perdido ____ guantes |
| 4. Ayer me corté ____ pelo | 9. ¡Quítate ____ zapatos! |
| 5. Me he roto ____ pierna | 10. No te pongas ____ falda roja |

D. Fill in the gaps with the right definite article

- | | |
|---------------------|-----------------|
| 1. ____ aula | 7. ____ águilas |
| 2. ____ alas | 8. ____ agua |
| 3. ____ hambre | 9. ____ hacha |
| 4. ____ ala | 10. ____ aulas |
| 5. ____ ama de casa | 11. ____ alma |
| 6. ____ asma | 12. ____ águila |

Adjectives

Adjectives are frequently descriptive. That is, most often adjectives are used to describe a noun, or distinguish the noun from a group of similar objects. For example, an adjective might describe the color of an object.

the red pen
the blue pen

In Spanish, most adjectives change form, depending upon whether the word they modify is masculine or feminine. Notice the difference between "the tall boy" and "the tall girl."

el chico **alto**
la chica **alta**

Adjectives also change form depending upon whether the word they modify is singular or plural. Notice the difference between "the tall boy" and "the tall boys" ; "the tall girl" and "the tall girls."

el chico **alto**
los chicos **altos**

- Adjectives that end in -o have four forms: alto, alta, altos, altas
- Adjectives that end in -e have two forms: inteligente, inteligentes
- Most adjectives that end in a consonant have two forms: popular, populares (form plural by adding -es)

Many adjectives of nationality end in -o. These adjectives follow the same rules as other adjectives ending in -o. That is, they have four forms.

el muchacho **mexicano**
la muchacha **mexicana**

los muchachos **mexicanos**
las muchachas **mexicanas**

Many other adjectives of nationality end in a consonant. These adjectives **do not** follow the same rules as other adjectives ending in a consonant, rather, they have a distinct feminine form ending in -a.

el muchacho **español**
la muchacha **española**

los muchachos **españoles**
las muchachas **españolas**

There is another group of adjectives that does not follow the normal rules. Adjectives ending in -or, -án, -ón, or -ín also have a feminine form.

el chico **hablador**
la chica **habladora**

los chicos **habladores**
las chicas **habladoras**

el hombre **trabajador**
la mujer **trabajadora**

los hombres **trabajadores**
las mujeres **trabajadoras**

NOTE: Adjectives ending in "-eror" do not have a feminine form.

AHORA PRACTICA:

A. Fill in the gaps with the right form of the adjective:

1. rojo: Hay una pluma _____ encima de la mesa.
2. alto: La chica _____ está en la casa.
3. pequeño: Hay tres libros _____ en la bolsa.
4. poco: Hay _____ chicos en la clase.
5. mucho: Hay _____ chicas en la clase.
6. emocionante: Es una historia muy _____.
7. interior: Pasen a la parte _____.
8. negro: Ella tiene pelo _____.
9. rubio: Él tiene pelo _____.
10. horrible: Carlos es una persona _____.
11. mexicano: La chica _____ está en la casa.
12. colombiano: Hay tres chicos _____ en la clase.
13. francés: Los pasteles _____ son excelentes.
14. alemán: Mercedes-Benz es una compañía _____.
15. hablador: Ella es una chica _____.
16. trabajador: Él es un hombre _____.

B. Translate:

16. the popular girl (popular)
17. That young boy is my cousin. (joven)
18. That young girl is my niece. (joven)
19. Those young boys are my nephews. (joven)
20. Those young girls are my cousins. (joven)

Comparisons of Inequality

If two things are not equal, they are unequal.

We are not the same height.
You are taller than I.

The two items do not cost the same.
The camera is more expensive than the television.

In Spanish, inequality is expressed by using one of the following formulae:

más (menos) + adjective + que
más (menos) + adverb + que
más (menos) + noun + que

Here are some examples:

Tú eres más alto que yo You are taller than I.
Mónica habla más lentamente que Carmen Monica speaks more slowly than Carmen.
Tengo menos libros que Arsenio I have fewer books than Arsenio.

If the comparative is followed by a number, use "de" rather than "que."

Hay menos de veinte alumnos en la clase There are less than twenty students in the class.
Él tiene más de noventa años He is more than ninety years old.
LITERALLY: *He has more than ninety years.*

Comparisons of Equality

When things being compared have equal characteristics, the comparison of equality is used.

The book is as good as the movie.
The boy is as tall as the girl.

To form the comparisons of equality using adjectives or adverbs, use the following formula:

tan + adjective (adverb) + como

El libro es **tan bueno como** la película The book is **as good as** the movie.
El chico es **tan alto como** la chica The boy is **as tall as** the girl.

To form comparisons of equality with nouns, use the following formula:

tanto(-a, -os, -as) + noun + como

Juan tiene **tanto dinero como** María as much money as
Él tiene **tanta paciencia como** ella as much patience as
Tiene **tantos libros como** ella as many books as
Tiene **tantas plumas como** ella as many pens as

Choose the form of tanto to agree with the noun it modifies.

tanto dinero
tanta paciencia
tantos libros
tantas plumas

Superlatives

There are two types of superlative: relative and absolute.

Relative: John is the smartest boy in the class.

Absolute: John is very smart.

The relative superlative describes a noun within the context of some larger group.

John is the smartest boy **in the class**.

Mary is the youngest person **in the room**.

Of the three, Moe is the meanest.

The absolute superlative does not describe the noun in the context of a larger group.

John is **very** smart.

The book is **extremely** expensive.

The food is **indescribably** tasty.

In English, the relative superlative is formed by using the word "most" or the ending "-est."

John is the most intelligent boy in the class.

Mary is the smartest girl in the class.

In Spanish, the relative superlative construction is similar to the comparative.

definite article + noun + más (menos) + adjective + de

Here are some superlative examples.

Juan es el chico más inteligente de la clase..... John is the smartest boy in the class.

Bill Gates es el hombre más rico de los EEUU..... Bill Gates is the richest man in the U.S.

Just like in English, the noun can be omitted. All of the following are correct.

María es la chica más delgada de la clase Mary is the thinnest girl in the class.

María es la más delgada de la clase Mary is the thinnest in the class.

The absolute superlative for adjectives has three possible forms.

muy + adjective

sumamente + adjective

adjective + ísimo (-a, -os, -as)

The following translations are somewhat arbitrary. Each superlative statement is a little stronger than the one that precedes it.

muy guapo very handsome

sumamente guapo extremely handsome

guapísimo indescribably handsome

Irregular Comparatives

Recall from a previous lesson some examples of comparatives and superlatives:

Tú eres más alto que yo You are taller than I.

Juan es el chico más inteligente de la clase John is the smartest boy in the class.

The following adjectives have irregular forms for the comparative and the superlative:

Adjective: bueno (good)

Comparative: mejor (better)

Superlative: el/la mejor (best)

Adjective: malo (bad)

Comparative: peor (worse)

Superlative: el/la peor (the worst)

Note that the words **más** and **menos** are not used with the irregular comparatives.

Correct: Este libro es bueno, pero ese libro es mejor.

Correct: Esta película es mala, pero esa película es peor.

With the irregular superlatives, the definite article is used.

Este libro es bueno This book is good.

Ese libro es mejor That book is better.

Aquel libro es el mejor That book over there is the best.

Here are two more adjectives with irregular comparatives and superlatives:

Adjective: grande (big)

Comparative: mayor (older; greater)

Superlative: el/la mayor (the oldest; the greatest)

Adjective: pequeño (small)

Comparative: menor (younger; less)

Superlative: el/la menor (youngest; least)

Note that when referring to size, **grande** and **pequeño** follow the normal rules for comparative and superlative forms. That is, they do not use the irregular forms **menor** and **mayor**.

Esta casa es grande This house is big.

Esa casa es más grande That house is bigger.

Aquella casa es la más grande That house over there is the biggest.

When referring to age, use the irregular forms **mayor** and **menor**.

Juan es menor que María Juan is younger than Maria.

María es la mayor de la familia Maria is the oldest of the family.

When referring to the concepts "less" or "greater", use the irregular forms **mayor** and **menor**.

El agua es de mayor importancia que la comida Water is more important than food.

La comida es de menor importancia que el agua ... Food is less important than water.

The words **joven** and **viejo** are used for non-comparative descriptions of age.

El niño es joven The boy is young.

El abuelo es viejo The grandfather is old.

AHORA PRACTICA:

a. Comparatives

1. You are taller than Emilio.
2. Your uncle is fatter than mine.
3. The cat is less intelligent than the dog.
4. My car is bigger than your car.
5. I'm taller than you.
6. The house is whiter than the snow.
7. María is less happy than before.
8. Reading is better than watching television.
9. You are as nice as your brother.
10. His job is worse than yours.
11. Ricardo is as old as Juan.
12. Spanish is as difficult as French, but it's more useful.
13. French is as useful as Spanish, and it's less complicated.
14. Adjectives are as difficult to learn as nouns, but not as difficult as verbs.

b. Superlatives

A. Translate the following sentences.

1. The Prado is the most famous museum in Madrid.
2. Emilio is the tallest boy in the school.
3. She is the tallest girl in the room.
4. The apple is the tastiest fruit in the world.
5. This house is the prettiest of all.
6. Paul is the shortest in the family.
7. This hotel is the most elegant in the city.
8. Mr. Gómez is the most important man in the city.
9. Sugar is the most important product of Cuba.
10. María is the nicest girl of all.

11. That boy is the least hardworking of all.
12. The living room is the largest room in the house.
13. Mate is the most popular beverage of Argentina
14. Cervantes is the most famous writer of Spain.
15. Friends is the funniest program of all.
16. Elaine and Teresa are the tallest of the group.
17. He is the smartest in the family.

B. Choose the best answer.

18. Carmen is very pretty.

- ☐ Carmen es muy guapa.
- ☐ Carmen es sumamente guapa.
- ☐ Carmen es guapísima.

19. Luz is extremely pretty.

- ☐ Luz es muy guapa.
- ☐ Luz es sumamente guapa.
- ☐ Luz es guapísima.

20. The food is indescribably delicious.

- ☐ La comida es muy rica.
- ☐ La comida es sumamente rica.
- ☐ La comida es riquísima.

Por y para

"Por" and "para" have a variety of meanings, and they are often confused because they can each be translated as "for."

Gracias por la información
Este regalo es para Juan

Thanks for the information.
This gift is for Juan.

POR

- To express gratitude or apology: "*Gracias por todo*"
- For multiplication or división: "*Dos por dos son cuatro*"
- For velocity, frequency and proportion: "*Voy al cine dos veces por semana*"
- To mean "along", "through", "by" or "in the area of": "*Voy a dar un paseo por el río*"
- To mean "in exchange for": "*Me dio diez euros por el libro*"
- To mean "on behalf of" or "in favor of": "*No voté por nadie en las elecciones*"
- For parts of the day: "*Por la mañana está abierto, pero cerramos por la tarde*"
- For means of communication: "*¿Te llamo por teléfono o hablamos por Whatsapp?*"
- When followed by an infinitive, to express that an action remains to be completed: "*La cena será por cocinar*"
- To express cause or reason: "*El naufrago murió por falta de agua*"
- To express the agent in passive constructions: "*El puente fue construido por los romanos*"

It also appears in many idiomatic expressions, which you can check on this link:

<http://studyspanish.com/lessons/porpara.htm>

PARA – it has relatively fewer uses:

- To indicate destination: "*Vamos para Madrid*"
- To show the use or purpose of a thing: "*Necesito un jarrón para las flores*"
- To indicate a recipient: "*Este regalo es para mi madre*"
- To express a deadline: "*Lo quiero para el lunes*"
- When followed by an infinitive, to mean "in order to": "*¿Qué tengo que hacer para aprobar?*" **N.B. In this sort of sentence, in English you don't always have to say "in order to", since "to" on its own will suffice. However, in Spanish you must say "para".**

It is quite important to learn to use these two prepositions correctly, because if you inadvertently substitute one for the other, you might end up saying something altogether different from what you had intended. Study the two examples:

Juan compró el regalo para María	Juan bought the gift for Maria. (he bought it to give to her)
Juan compró el regalo por María	Juan bought the gift for Maria. (he bought it because she could not)

"Por" and "para" can also be used in questions. "*¿Por qué?*" means "Why?" (for what reason) while "*¿Para qué?*" means "Why?" (for what purpose).

¿Por qué estudias español? For what reason do you study Spanish?

¿Para qué estudias español? For what purpose do you study Spanish?

A. Complete the sentences with “por” or “para”

1. _____ eso, volvió tarde. (For that reason he returned late.)
2. El estudiante fue _____ el lápiz. (The student went for the pencil.)
3. Una casa cuesta _____ lo menos treinta mil dólares. (A house costs at least thirty thousand dollars.)
4. Llegué tarde _____ el tráfico. (I arrived late because of the traffic.)
5. ¿Me enviaste el dinero _____ correo? (Did you send me the money by mail?)
6. Pagué veinte dólares _____ la camisa. (I paid twenty dollars for the shirt.)
7. La casa de piedra fue construida _____ los incas. (The stone house was built by the Incas.)
8. Los toros corren _____ las calles. (The bulls run through the streets.)
9. Lo hará _____ el lunes. (He will do it by Monday.)
10. Fidel habló _____ cuatro horas. (Fidel spoke for four hours.)
11. Vamos a la playa _____ nadar. (We go to the beach for the purpose of swimming.)
12. Te daré \$50 _____ tu cuadro. (I'll give you \$50 for your painting.)
13. Me pagan dos veces _____ mes. (They pay me twice a month.)
14. Salgo _____ Madrid. (I leave for Madrid.)
15. ¿Tienes algo _____ mí? (Do you have something for me?)
16. Andrés tomó el avión _____ Barcelona. (Andrés took the plane for Barcelona.)
17. Me caí _____ el hielo. (I fell because of the ice.)
18. Ese libro es _____ Manuel. (That book is for Manuel.)
19. Estudio _____ aprender. (I study in order to learn.)
20. El coche va a 100 KM _____ hora. (The bus goes 100 kilometers per hour.)

Contractions

When **a** or **de** precedes the definite article **el**, the two words combine to form a contraction. That is, two words become one.

a + el = al

de + el = del

A + el is always contracted.

Incorrect: ¿Llevas a el hermano de Raúl?

Correct: ¿Llevas al hermano de Raúl?

De + el is always contracted.

Incorrect: ¿El libro es de el profesor?

Correct: ¿El libro es del profesor?

De + la, de + las, de + los, a + la, a + las, and a + los are **never** contracted.

¿Llevas al hermano de Raúl? Are you taking Raul's brother?

No, llevo a las hermanas de Pilar No, I'm taking Pilar's sisters.

¿El libro es del profesor? Is the book the profesor's?

No, el libro es de la profesora No, the book is the profesor's (fem).

Remember the difference between **el** and **él**. The pronoun (**él**) does have a written accent and means "he." The definite article (**el**) does not have a written accent and means "the."

el libro / the book él come / he eats

Only the definite article (**el**) is contracted. The pronoun (**él**) is not.

La Casa Blanca es la casa del presidente The White House is the president's house.

Es la casa de él It's his house.

A él no le gusta fumar He doesn't like to smoke.

AHORA PRACTICA:

Fill in the gaps with “al”, “a la”, “a los”, and “a las” or “del”, “de la”, “de los” and “de las”

1. ¿De dónde vienes? Vengo _____ fiesta de la universidad.
2. ¿A qué hora llamas _____ profesora?
3. Le llamo _____ mediodía.
4. ¿Los libros son _____ Señor Rodríguez?
5. No, son _____ Señora García.
6. ¿Tienes que ir _____ casa de tu amigo?
7. No, tengo que ir _____ laboratorio para estudiar.
8. ¿Adónde llevas _____ chicas?
9. Llevo a las chicas _____ polideportivo.
10. ¿De quién son las plumas? Son _____ profesora.
11. ¿De quién es el libro? Es _____ profesor.
12. ¿A quién invita a cenar? Invito _____ chica que conocí ayer.
13. ¿A quién trae la muchacha? Trae _____ muchacho.
14. ¿Adónde llevan _____ muchachas?
15. Llevamos a las muchachas _____ centro comercial.
16. ¿De quién son los libros? Son _____ profesor.
17. ¿De quién son los libros? Son _____ profesora.
18. ¿De quién son las plumas? Son _____ profesores.
19. ¿Adónde vas? Voy _____ cine.
20. ¿Adónde van ustedes? Vamos _____ cafetería.

Negation

To make a sentence negative, place the word "no" before the verb.

Ella no habla inglés She doesn't speak English.

Él no es profesor He is not a professor.

Study the following list of affirmative words and their negative counterparts:

algo (something)

nada (nothing)

alguien (somebody)

nadie (nobody)

algún (-o, -a, -os, -as) (some, something)

ningún (-o, -a, -os, -as) (no, none)

siempre (always)

nunca, jamás (never, ever)

también (also)

tampoco (neither, not either)

o . . . o (either . . . or)

ni . . . ni (neither . . . nor)

The negative words can be used alone, preceding the verb.

Nadie habla Nobody speaks.

Él nunca come He never eats.

Alfredo tampoco baila Alfredo doesn't dance either.

Double, triple and even quadruple negatives are perfectly normal in Spanish:

- No entiendo nada
- No entiendo nunca nada
- Yo no entiendo nunca nada tampoco

Alguno and ninguno drop the -o before a masculine singular noun.

¿Tienes algún libro? No, no tengo ningún libro.

Ninguno(-a) is generally used in the singular.

¿Tienes algunas revistas? No, no tengo ninguna.

¿Tienes algunos libros? No, no tengo ninguno.

AHORA PRACTICA:

A. Write the necessary word(s) to form a logical negative sentence:

Examples:

Mario habla español: **Mario no habla inglés.**

A Carlos le gusta todo: **A Carlos no le gusta nada.**

1. Ella habla inglés casi siempre: Ella _____ alemán.
2. Él es profesor: Él _____ médico.
3. Hay pocos alumnos en la clase: _____ muchos alumnos en la clase.
4. Juana es mexicana: Juana _____ dominicana.
5. La gata come poco: La gata _____ mucho.
6. ¿Ha vivido Alberto en México? No, Alberto _____ en México.
7. ¿Todavía estudia Juan español? No, Juan _____ español.
8. ¿Estamos ya en Alaska? No, _____ en Alaska.
9. ¿Es Raquel médico? No, Raquel _____ médico.
10. ¿Es Alfredo de Guatemala? No, Alfredo _____ de Guatemala.
11. ¿Tiene algo que declarar? No, no tengo _____ que declarar.
12. ¿Hay algo para comer? No, no hay _____ para comer.
13. ¿Tiene alguien una pluma? No, _____ tiene una pluma.
14. ¿Está alguien en el coche? No, _____ está en el coche.
15. ¿Deseas comprar algunos objetos también? No, no deseo comprar _____ objeto _____
16. Carolina no estudia español. Juan _____ estudia español. (neither does Juan)
17. ¿Tiene algunas revistas? No, no tengo _____ revista.
18. ¿Siempre estudias? 18. No, _____ estudio. 19. ¿Quiere bailar el chico y la chica? No. _____ el chico _____ la chica quieren bailar.
20. ¿Entiendes? _____ entiendo _____ quiero entender.

Questions

In Spanish, there may be several ways to ask the same question. Note the inverted question mark that begins each question.

- ¿María habla español? Does Maria speak Spanish?
- ¿Habla María español? Does Maria speak Spanish?
- ¿Habla español María? Does Maria speak Spanish?

Another method of forming questions is to add a tag question to the end of a statement.

- María habla español, ¿no? Maria speaks Spanish, doesn't she?
- María habla español, ¿verdad? Maria speaks Spanish, right?

¿Dónde? means "Where?" ¿Adónde? means "To where?" Thus, dónde asks for a location, while adónde asks for a destination.

- ¿Dónde está la biblioteca? Where is the library?
- ¿Adónde va Raúl? Where is Raul going?

¿Cómo? means "How?"

- ¿Cómo está usted? How are you?

¿Cuál? and ¿Cuáles? mean "What?" or "Which?"

- ¿Cuál es tu nombre? What is your name?
- ¿Cuáles son tus libros favoritos? What (Which) are your favorite books?

¿Cuándo? means "When?"

- ¿Cuándo van a ir ustedes? When are you-all going to go?

¿Cuánto(-a)? means "How much?"

- ¿Cuánto dinero gana Eduardo? How much money does Eduardo earn?

¿Cuántos(-as)? means "How many?"

- ¿Cuántas chicas hay en la clase? How many girls are there in the class?

¿Qué? means "What?"

- ¿Qué es la libertad? What is liberty?
- ¿Qué estudias? What do you study?

¿De qué? means "About what?" or "Of what?"

- ¿De qué material es la pluma? What is the pen made of?
Literally: Of what material is the pen?
- ¿De qué hablan ustedes? What are you-all talking about?
Literally: Of what do you-all speak?

¿Quién(-es)? means "Who?"

- ¿Quién es Gregorio? Who is Gregorio?
- ¿Quiénes son esos chicos? Who are those boys?

¿De quién(-es)? means "Whose?"

¿De quién es aquel sombrero? Whose hat is that?

¿De quiénes son estas monedas? Whose coins are these?

¿Por qué? means "Why? (for what reason)"

¿Por qué estudias español? For what reason do you study Spanish?

Possible answer:

Porque es un requisito Because it's required.

¿Para qué? means "Why? (for what purpose)"

¿Para qué estudias español? For what purpose do you study Spanish?

Possible answer:

Para ser profesor de español In order to become a Spanish teacher.

When used with the verb ser, cuál and qué can both mean "what," but they are not interchangeable. Cuál is more common, and is used to indicate a selection, or choice of possibilities. Qué is used to elicit a definition or an explanation.

¿Cuál es la capital de España? What is the capital of Spain?

¿Qué es la capital? What is the (definition of) capital?

Notice how the subject and verbs are inverted. That is, the subject comes after the verb.

¿Qué estudia Pilar? What does Pilar study?

¿Cuándo comen ustedes? When do you-all eat?

¿Dónde está mi coche? Where is my car?

¿Cuánto cuesta la corbata? How much does the tie cost?

AHORA PRACTICA:

A. Choose the right interrogative pronoun, adverb or adjective:

1. ¿Cúanto / Cuantas hermanas tienes?
2. ¿Adónde/De dónde vienes?
3. ¿Quién / Quiénes son tus padres?
4. ¿Por qué / Para qué te gusta el español?
5. ¿Cómo / Como te llamas?
6. ¿Cuántas / Cuánta gente hay?
7. ¿Adónde / Dónde vas?
8. ¿Qué / Quién es eso?
9. ¿Cuántas / Cuántos días faltan para el apocalipsis?
10. ¿Para qué / Por qué sirve internet?
11. ¿Cuánto / Cuándo se celebra San Fermín?
12. ¿Cómo / Qué se escribe tu nombre?

B. Write a question which would result in the following answers:

1. ¿_____? Sí, María habla español.
2. ¿_____? Sí, Alberto está aquí.
3. ¿_____? Vamos al cine.
4. ¿_____? Está en México.
5. ¿_____? Soy de Nueva York.
6. ¿_____? Vamos a ir mañana.
7. ¿_____? Quiero dos cucharadas de azúcar.
8. ¿_____? Es de algodón.
9. ¿_____? Es la hija de la profesora.
10. ¿_____? Con mi mamá.
11. ¿_____? Es de Miguel.
12. ¿_____? Hablo con María porque es mi amiga.
13. ¿_____? Hablo con María para conocer su historia.

The Personal "a"

The direct object is the noun or pronoun that receives the action of the verb. In the following sentences, the direct objects are underlined.

Mike hit the ball.

George calls Mary.

He calls her.

In Spanish, when the direct object is a person, it is preceded by the preposition "a." This word has no English translation.

Jorge llama a María Jorge calls María.

From the perspective of the English speaker, the personal "a" appears to be an extra word. From the perspective of the Spanish speaker, the personal "a" is required, and to not use it is a serious error.

Jorge llama a María.

The personal "a" may also be used if the direct object is a domesticated animal, especially a pet, provided that the speaker attaches some sort of personal feelings towards the animal.

La mujer acaricia a su perro. (acariciar) The woman pets her dog.

El perro persigue a la gata. (perseguir)..... The dog chases the cat.

The personal "a" is not used when the direct object is not a person or is an animal for which no personal feelings are felt.

Bebo la leche. (beber)..... I drink the milk.—milk is neither a person nor an animal

Miro la jirafa. (mirar) I look at the giraffe.—no personal feelings are felt towards the giraffe

The personal "a" is not used after the verb tener, or the verb form hay. This is true even if the direct object is a person.

Tengo dos hermanos. (tener) I have two brothers.

Hay cinco chicas..... There are five girls.

If the direct object is an indefinite person, the personal "a" is not used. The result is that the person becomes "depersonalized."

Necesito médico..... I need (any) doctor.

(or)..... I need medical assistance.

Necesito jardinero I need (any) gardener.

(or)..... I need someone to tend my garden.

Because this Spanish grammatical structure has no equivalent in English, it is normal to expect that the student will forget to use it until a pattern of use has been established. Remember, to not use the personal "a" is a serious error, and the student should try to remember to use it when appropriate.

AHORA PRACTICA:

A. Choose the correct answer:

1. Veo **Carolina / a Carolina**.
2. Veo **la casa / a la casa** de Carolina.
3. Busco **Pablo / a Pablo**.
4. Busco **la silla / a la silla** de Pablo.
5. Llevo **mis tres hermanas / a mis tres hermanas**.
6. Llevo **la comida / a la comida**.
7. Escucho **los estudiantes / a los estudiantes**.
8. Escucho **la radio / a la radio**.
9. Visito **mi novio / a mi novio**.
10. Visito **la ciudad / a la ciudad** de mi novio.
11. ¿Cuántos hermanos tiene Ud? Tengo **dos hermanos / a dos hermanos**.
12. ¿Llama Ud. a María o **Elena / a Elena**?
13. Llamo **María / a María**.
14. ¿Tu amigo lleva **mi hermana / a mi hermana** a la fiesta?
15. No, lleva **a tu hermano / tu hermano**.
16. ¿Tienes **muchos hermanos / a muchos hermanos**?
17. Sí, tengo **muchos hermanos / a muchos hermanos**.
18. Leo **la revista / a la revista**.
19. Visitamos **nuestra abuela / a nuestra abuela**.
20. Vemos **los niños / a los niños**.

Relative Pronouns

Relative pronouns are called “relative” because they are “related” to a noun that has previously been stated.

One way to view relative pronouns is to recognize that they combine two sentences that share a common noun. In the following example, the common noun is “milk” or “leche.”

¿Dónde está la leche?

Where is the milk?

Compraste leche.

You bought milk.

¿Dónde está la leche que compraste?

Where is the milk that you bought?

The most common relative pronoun is “que”. It can be used to refer to both persons and things, in either the subject or the object position. “Que” is the Spanish equivalent of the English words who, whom, which, and that.

El hombre que es pobre (person, subject)

The man who is poor

Los libros que son extensos (thing, subject)

The books which are long

La señorita que conocí (person, object)

The young lady whom I met

La carta que leíste (thing, object)

The letter that you read

The relative pronoun “quien” is used only to refer to people, and has a plural form “quienes”. (There is no masculine/feminine distinction.)

Mi tío, quien es profesor, viene a visitarme hoy día.

My uncle, who is a professor, is coming to visit me today.

When the relative pronoun refers to a person and is in the direct object position, either “que” or “a quien” may be used. Each is correct. Notice that the “personal a” is used with “quien” but is not used with “que”.

La señorita que conocí anoche es la hermana de Raquel.

La señorita a quien conocí anoche es la hermana de Raquel.

The young lady whom I met last night is Raquel’s sister.

When the relative pronoun refers to a person and occurs after a preposition, “quien” **must** be used. After a preposition, “que” is used to refer to things.

Los chicos, con quienes fuimos a la playa, son nuestros amigos.

The boys, with whom we went to the beach, are our friends.

El libro en que pienso es extenso, no es corto.

The book I’m thinking of is long, not short.

In order to avoid confusion you might always want to use “que” instead of “quien”, unless the relative refers to a person (quienes if it’s more than one) and follows a preposition.

When the relative pronoun refers to an abstract idea, use “lo que”.

Lo que quieres no existe.

That which you want does not exist.

No comprendo lo que ocurre.

I do not understand that which is happening.

The relative adjective “cuyo” (and its related forms) relates the owner to that which is owned, as does the English “whose”. Note that there are four forms to accommodate singular and plural, masculine and feminine: cuyo, cuya, cuyos, cuyas.

La niña, cuyo padre es profesor, es muy simpática.

The girl, whose father is profesor, is very nice.

El hombre, cuya madre murió, escribió su biografía.

The man, whose mother died, wrote her biography.

El coche, cuyos faros no funcionan, es un peligro.

The car, whose lights do not work, is a danger.

Pedro, cuyas hermanas son guapas, es mi amigo.

Pedro, whose sisters are beautiful, is my friend.

Note that the adjective agrees in number and gender with the thing being owned, **not** with the owner:

La niña, cuyo padre es profesor, es muy simpática.

El hombre, cuya madre murió, escribió su biografía.

El coche, cuyos faros no funcionan, es un peligro.

The relative pronoun is often omitted in English, but it is **never** omitted in Spanish.

La casa que compramos es nueva.

The house (that) we bought is new.

El programa que miraba era cómico.

The show (that) I was watching was comical.

In English, although it is technically incorrect, common usage often finds a sentence ending in a preposition. Notice that this **never** occurs in Spanish.

Ella es la señorita en quien estoy pensando.

She is the young lady I’m thinking about. / She is the young lady about whom I’m thinking.

AHORA PRACTICA:

A. Re write the sentences using a relative adjective or pronoun. Use the English translation to help you.

1. La señora es anciana. La señora compró una casa. The lady, who is old, bought a house.
2. Tienes un reloj. El reloj es mío. The watch that you have is mine.
3. Tengo el libro. Quieres el libro. I have the book that you want.
4. Escribo con una pluma. La pluma es roja. The pen with which I am writing is red.
5. Ella cantaba una canción. La canción es de Madonna. The song that she was singing is by Madonna.

B. Choose the correct relative pronoun, "que" or "quien".

6. La señorita de _____ habla no está.
7. El coche en _____ estoy pensando es nuevo.
8. La señorita en _____ estoy pensando es guapa.
9. Ella es la mujer con _____ trabajo.
10. La pluma de _____ hablas es negra.

C. Fill in the gaps with a relative pronoun or adjective:

11. Las mesas, _____ son de madera, son caras. The tables, which are made of wood, are expensive.
12. _____ quieres no existe. That which you want does not exist.
13. _____ tiene dos hijos, trabaja mucho. (The one) who has two children works a lot.
14. _____ estoy leyendo es voluminoso. The one (book) that I'm reading is long.
15. _____ cantaba es de Madonna. The one (song) that she was singing is by Madonna.

D. Complete the sentences with the right form of "cuyo".

16. Sara, _____ padres son viejos, es una buena amiga.
17. Los hermanos, _____ hermana es pianista, están en España.
18. Las chicas, _____ maestra es joven, estudian mucho.
19. Es un músico _____ fama es mundial.
20. ¿Son ellos los niños _____ padre es el dueño de la tienda?

Possessive Adjectives

Possessive adjectives are used to show ownership.

mi libro my book
tu pluma your pen

Here are all of the possessive adjectives:

mi(s) my
tu(s) your (fam. sing.)
su(s) his, her, your (formal), their
nuestro(-a, -os, -as) our
vuestro(-a, -os, -as) your (fam. pl.)

Possessive adjectives agree with the nouns they modify. That is, they agree with the thing possessed, not the possessor.

mi libro my book
mis libros my books
tu pluma your pen
tus plumas your pens

Mi, tu and su do not have masculine and feminine forms. They stay the same, regardless of the gender of the nouns they modify.

mi amigo
mi amiga

Possessive Pronouns

We begin this lesson with a review of the difference between an adjective and a pronoun.

adjective: describes a noun

pronoun: takes the place of a noun

Look at the following sentence pairs. One has an adjective, while the other has a pronoun.

My book is large. (adjective, describes book)

Yours is small. (pronoun, takes the place of noun)

Your car is green. (adjective, describes car)

Mine is red. (pronoun, takes the place of noun)

Here are the possessive pronouns in Spanish:

Mine: (el) mío, (la) mía, (los) míos, (las) mías

Yours: (el) tuyo, (la) tuya, (los) tuyos, (las) tuyas

His, hers, yours (formal): (el) suyo, (la) suya, (los) suyos, (las) suyas

Ours: (el) nuestro, (la) nuestra, (los) nuestros, (las) nuestras

Yours (plural): (el) vuestro, (la) vuestra, (los) vuestros, (las) vuestras

Theirs, yours (formal plural): (el) suyo, (la) suya, (los) suyos, (las) suyas

AHORA PRACTICA

Possessive adjectives:

A. Translate:

1. your (informal) classes
2. your (formal) telephone
3. his son
4. her children
5. our daughters
6. your (informal) car
7. their books
8. my book

B. Write the correct word in order to form a logical response.

9. ¿Dónde trabaja _____ esposo? - Where does your husband work?
10. ¿Es grande _____ casa? Is his house big?
11. ¿Dónde está _____ tienda? - Where is her store?
12. ¿Cómo están _____ padres? - How are his parents?
13. ¿Cuántos años tiene _____ hermano? - How old is her brother?
14. ¿Dónde están _____ vecinos? - Where are our neighbors?
15. ¿Cuándo abren los niños _____ regalos? - When do the kids open their gifts?
16. ¿Necesitan ustedes _____ libros? - Do you-all need our books?

C. Translate:

17. Juan's book
18. her book
19. Marta's pen
20. her pen

AHORA PRACTICA

Possessive pronouns:

A. Translate:

1. mine (el cuaderno)= el mío
2. yours - informal (las clases)
3. yours - formal (el teléfono)
4. his (el hijo)
5. hers (los hijos)
6. ours (la hija)
7. yours - informal (el carro)
8. theirs (los libros)
9. mine (la corbata)
10. hers (el libro)
11. hers (las plumas)
12. hers (la pluma)
13. theirs (las plumas)

B. Translate into English:

1. ¿Me prestas tu bolígrafo? No encuentro el mío
2. Tus padres no son estrictos, los míos sí.
3. Me encanta tu casa, pero me gusta más la suya.
4. Los míos están delante, los tuyos detrás.
5. ¿Ese cuaderno es mío?
6. No es tuyo, es mío.
7. Si tu familia está de vacaciones puedes venir a cenar con la mía.
8. No creo que su proyecto sea tan impactante como el nuestro.
9. Espero que nuestros hijos sean más educados que los suyos.
10. Si juntamos los tuyos y los míos al final tendremos veinte.

Demonstratives

In this lesson, we will discuss demonstratives of two types: demonstrative adjectives and demonstrative pronouns. The first step in clearly understanding these two topics is to review the differences between "adjectives" and "pronouns."

adjective: describes a noun

pronoun: takes the place of a noun

This book is mine. (adjective)

This is mine. (pronoun)

That book is yours. (adjective)

That is yours. (pronoun)

Demonstrative adjectives and pronouns are "this" and "that" in English.

Spanish has three words where English only has two. In English, we say "this" or "that" depending upon whether the object is close to us or not. In Spanish, we also say "this" and "that," but there is another, separate word used to mean "that one over there." This form is used when the object is more than just a short distance away, for example, on the other side of the room. Here are the three forms for "this" "that" and "that one over there."

este this

ese that

aquel that one over there

The three words above (este, ese, aquel) are demonstrative adjectives. The demonstrative pronouns are exactly the same, but they always have a written accent:

éste

ése

aqué

Also remember that in Spanish, adjectives have four forms: masculine singular, masculine plural, feminine singular, feminine plural. For example the adjective "short" has four forms in Spanish: bajo, bajos, baja, bajas.

The demonstrative adjectives also have four forms:

este libro (this book)

estos libros (these books)

esta pluma (this pen)

estas plumas (these pens)

ese libro (that book)
esos libros (those books)
esa pluma (that pen)
esas plumas (those pens)

aquel libro (that book over there)
aquellos libros (those books over there)
aquella pluma (that pen over there)
aquellas plumas (those pens over there)

Here are the corresponding demonstrative pronouns:

éste (this one - masculine)
éstos (these ones - masculine)
ésta (this one - feminine)
éstas (these ones - feminine)

ése (that one - masculine)
esos (those ones - masculine)
esa (that one - feminine)
esas (those ones - feminine)

aquél (that one over there - masc.)
aquéllos (those ones over there - masc.)
aquélla (that one over there - fem.)
aquéllas (those ones over there - fem.)

Each demonstrative pronoun also has a neuter form. They do not change for number or gender, they do not have a written accent, and they are used to refer to abstract ideas, or to an unknown object.

esto (this matter, this thing)
eso (that matter, that thing)
aquello (that matter/thing over there)

AHORA PRACTICA

A. Fill in the gaps with the correct demonstrative adjective that corresponds to "this" or "these."

1. this pen: _____ pluma
2. this book: _____ libro
3. these girls: _____ muchachas
4. these apartments: _____ apartamentos

B. Choose the correct demonstrative adjective that corresponds to "that" or "those."

5. those women: _____ mujeres
6. that car: _____ auto
7. those buildings: _____ edificios
8. that bed: _____ cama

C. Choose the correct demonstrative adjective that corresponds to "that _____ over there" or "those _____ over there."

9. those houses over there: _____ casas
10. that lady over there: _____ señora
11. that tree over there: _____ árbol
12. those buildings over there: _____ edificios

D. Choose the correct demonstrative adjective or demonstrative pronoun.

13. Ese libro es mío, pero _____ es suyo. That book is mine, but that one over there is hers.
14. Estas revistas son mías, pero _____ son suyas. These magazines are mine, but those over there are his.
15. Este coche es mío, pero _____ es suyo. This car is mine, but that one is his.
16. Esta mesa es mía, pero _____ es suya. This table is mine, but that one is hers.
17. _____ revista es mía, pero ésa es suya. This magazine is mine, but that one is hers.
18. _____ libro es mío, pero ése es suyo. This book is mine, but that one is his.
19. ¡ _____ es absurdo! This is absurd!
20. _____ me molesta. That bothers me.

Direct Object Pronouns:

The object that directly receives the action of the verb is called the direct object.

Bill hit the **ball**.

"Ball" receives the action of the verb "hit."

Sherry reads the **book**.

"Book" receives the action of the verb "reads."

The direct object can also be a person.

Sherry hit **Bill**. (DO=Bill)

The direct object answers the question "what?" or "whom?" with regard to what the subject of the sentence is doing.

Bill hit the ball.

Bill hit **what**?

Bill hit the **ball**.

Sherry hit Bill.

Sherry hit **whom**?

Sherry hit **Bill**.

Often, it is desirable to replace the name of the direct object with a pronoun.

Example 1:

Paul bought the flowers. He took the flowers home and gave the flowers to his wife.

Example 2:

Paul bought the flowers. He took **them** home and gave **them** to his wife.

When the pronoun replaces the name of the direct object, use the following pronouns:

me (me)

te (you-familiar)

lo, la (him, her, it, you-formal)

nos (us)

os (you-all-familiar)

los, las (them, you-all-formal)

N.B – The direct object pronouns "lo", "la", "los" and "las" agree in gender and number with the object, person or idea that they replace, not with the subject of the sentence:

Juan tiene el cuaderno – Juan **lo** tiene / María tiene el cuaderno – María **lo** tiene

Juan tiene la pluma – Juan **la** tiene / María tiene la pluma – María **la** tiene

In a negative sentence with one verb, the direct object pronoun is placed between the negative word and the conjugated verb:

Los compras. - No **los** compras.

Guadalupe siempre **lo** estudia. - Guadalupe nunca **lo** estudia.

Ellos **nos** conocen. - Ellos no **nos** conocen.

In sentences with two verbs, there are two options regarding the placement of the direct object pronoun.

1. Place it immediately before the conjugated verb
2. Attach it directly to the infinitive

Here are examples of the direct object pronoun placed before the conjugated verb:

Lo quiero ver I want to see it.
Lo debemos comprar We should buy it.
María nos debe visitar Mary should visit us.
Juan lo necesita lavar John needs to wash it.

Here are examples of the direct object pronoun attached directly to the infinitive:

Quiero verlo I want to see it.
Debemos comprarlo We should buy it.
María debe visitarnos Mary should visit us.
Juan necesita lavarlo John needs to wash it.

Here are the two methods side by side. Neither method is "better" than the other.

Lo quiero ver.

Quiero verlo.

I want to see it.

Lo debemos comprar.

Debemos comprarlo.

We should buy it.

AHORA PRACTICA:

A. Complete the sentences with the correct pronoun (me, te, lo, la, nos, os, los, las).

1. They want the book: _____ quieren.
2. I know them. (Juan and Maria): _____ conozco.
3. Juan knows me: _____ conoce.
4. You love me: _____ amas.
5. You-all (formal) drink milk: _____ beben.
6. He buys the magazines: _____ compra.
7. They see Maria: _____ ven.
8. I have the pencil: _____ tengo.
9. You-all (familiar) want the house: _____ queréis.
10. I love you: _____ amo.

B. Answer the following questions. The answer will substitute a pronoun for the direct object noun.

1. ¿Dónde compra Pablo los libros? _____ compra en la librería.
2. ¿Conoces la capital de España? Sí, _____ conozco.
3. ¿Ves las telenovelas? Sí, _____ veo.
4. ¿Dónde estudia Bill el español? _____ estudia en Guatemala.
5. ¿Comprenden ustedes esta lección? Sí, _____ comprendemos.

C. Re-write the sentences substituting a pronoun for the direct object. For each sentence there are two possible answers, as shown by the example.

Ejemplo: No puedo entender tu argumento: *No puedo entenderlo / No lo puedo entender*

1. Quiero ver el menú:
2. ¿Quieres comprar la casa?
3. María debe visitar a nosotros.
4. ¿Puedo invitar a María?
5. No quiero hacer eso.

Indirect Object Pronouns:

The indirect object (IO) tells us where the direct object (DO) is going.

He gives the book to María.

DO=Book

Where is the book going?

To María.

IO=María

He gives María the book.

DO=Book

Where is the book going?

To María.

IO=María

The indirect object answers the question "To whom?" or "For whom?" the action of the verb is performed.

He gives María the book.

To whom does he give the book?

To María.

IO=María

He buys me flowers.

For whom does he buy the flowers?

For me.

IO=me

When a pronoun takes the place of the name of the indirect object, use the following pronouns:

me (me)

te (you-familiar)

le (him, her, you-formal)

nos (us)

os (you-all-familiar)

les (them, you-all-formal)

In an affirmative statement with one verb, the indirect object pronoun comes immediately before the conjugated verb.

Juan me compra un regalo.

John buys me a gift.

John buys a gift for me.

Juan te compra un regalo.

John buys you a gift.

John buys a gift for you.

Juan le compra un regalo.

John buys her a gift.

John buys a gift for her.

Juan nos compra un regalo.

John buys us a gift.

John buys a gift for us.

Juan os compra un regalo.

John buys you-all (familiar) a gift.

John buys a gift for you-all.

Juan les compra un regalo.

John buys them a gift.

John buys a gift for them.

Sometimes, in order to add clarity or just for emphasis, we add a prepositional phrase to the sentence, effectively saying the indirect object twice:

Ana le escribe a Juan una carta

Ana le escribe a su hermano una carta

Ana me escribe a mí una carta

In sentences with two verbs, there are two options regarding the placement of the indirect object pronoun.

1. Place it immediately before the conjugated verb
2. Attach it directly to the infinitive

María le quiere alquilar a Juan el apartamento.

María quiere alquilarle a Juan el apartamento.

María wants to rent the apartment to Juan.

AHORA PRACTICA:

A. Underline the direct object and circle the indirect object.

1. He gave her the ring.
2. He sang them a song.
3. Give the dog a bone.
4. Tell my friend the story.

B. Choose the correct pronoun.

1. Juan compra flores para ella: Juan _____ compra flores.
2. El camarero da el menú a ellos: El mesero _____ da el menú.
3. Ellos dan una propina a mí: Ellos _____ dan una propina.
4. Compro el libro para ti: _____ compro el libro.

C. Translate the phrases. Ejemplo: she gives him... (dar): ella le da...

1. we give them... (dar):
2. she gives us... (dar):
3. they (masculine) give us... (dar):
4. you-all (formal) give me... (dar):
5. Sara buys me... (comprar):

D. Change the following sentences so that they are negative, and replace the IO noun with the correct IO pronoun.

Ejemplo: Compro el libro para Juan: No le compro el libro.

1. Escribo una carta a mi novia: _____ una carta.
2. El camarero da la cuenta a Juan: El camarero _____ la cuenta.
3. Guadalupe manda una carta a nosotros: Guadalupe _____ una carta.
4. Traigo el libro a Susana: _____ el libro.
5. Ustedes dan los abrigos a nosotros: Ustedes _____ los abrigos.

E. Translate the following sentences. Remember, there will be two different possibilities, as shown by the example:

Ejemplo: I don't have to sell her the car: *No tengo que venderle el coche / No le tengo que vender el coche.*

1. I don't have to tell her anything.
2. She can never buy me the car.
3. They don't want to sell you the house. (use the tú form)
4. We should rent them the apartment.

Direct and Indirect Object Pronouns Used Together

Here are the direct object pronouns and the indirect object pronouns side by side:

DO PRONOUNS	IO PRONOUNS	ENGLISH EQUIVALENT
me	me	me
te	te	you (familiar)
lo, la	le	him, her, it, you (formal)
nos	nos	us
os	os	you-all (familiar)
los, las	les	them, you-all (formal)

When you have both a direct object pronoun and an indirect object pronoun in the same sentence, the indirect object pronoun comes first.

Ellos **me los** dan.
They give them to me.
IO pronoun: me
DO pronoun: los

Ella **te la** vende.
She sells it to you.
IO pronoun: te
DO pronoun: la

Whenever both pronouns begin with the letter "l" change the first pronoun to "se."

le lo = se lo
le la = se la
le los = se los
le las = se las
les lo = se lo
les la = se la
les los = se los
les las = se las

The reason for changing "le lo" to "se lo" is merely to avoid the tongue-twisting effect of two short consecutive words that begin with the letter "l". To demonstrate this, first quickly say "les las" and then quickly say "se las." See how much easier it is to say "se las?"

In negative sentences, the negative word comes directly before the first pronoun.

No se lo tengo I don't have it for you.
Nunca se los compro I never buy them for her.

In sentences with two verbs, there are two options regarding the placement of the pronouns. Place them immediately before the conjugated verb or attach them directly to the infinitive.

She should explain it to me.
Ella me lo debe explicar.
Ella debe explicármelo.

AHORA PRACTICA:

A. Fill in the blanks with the appropriate direct or indirect object pronoun.

N.B. Unless otherwise noted with (f), "it" and "them" are masculine, and "you" refers to the familiar form (tú).

1. He gives it to me. Él _____ lo da.
2. They give them to me. Ellos me _____ dan.
3. We give them (f) to you. Nosotros _____ las damos.
4. I tell it to you. Yo te _____ digo.
5. They give it to you. Ellas te _____ dan.
6. They write it (f) to you. Ellos _____ la escriben.
7. He buys them for you. Él te _____ compra.

B. Fill in the blanks with the appropriate pronouns. Don't forget to change the first pronoun to "se" when necessary.

Unless otherwise noted with (f), "it" and "them" are masculine, and "you" refers to the familiar form (tú).

1. He sings it (f) to her: Él _____ canta.
2. We sing it (f) to you: Nosotros _____ cantamos.
3. We tell it to them: Nosotros _____ decimos.
4. I tell it to them: Yo _____ digo.
5. She buys them for you: Ella _____ compra.
6. She cooks it (f) for him: Ella _____ cocina.
7. We cook it (f) for him: Nosotros _____ cocinamos.

C. Fill in the blanks with the appropriate pronouns. Don't forget to change the first pronoun to 'se' when necessary.

Unless otherwise noted with (f), "it" and "them" are masculine, and "you" refers to the familiar form (tú).

Ejemplo: I should bring it to them: *Debo traérselo.* / *Se lo debo traer.*

1. They should buy them (f) for you:
2. We have to sell it to her:
3. You should send the letter to your family:
4. You have to tell it to her:

Apocopation:

Spanish has about a dozen adjectives that are shortened sometimes when they appear before nouns.

The most common of these by far is **uno**, the number "one," which is usually translated as "a" or "an." See how it is shortened to *un* when it comes before a singular masculine noun: *un muchacho* ("a boy") but *una muchacha* ("a girl").

Here are seven other adjectives, all (apart from "postrero") are quite common, that are shortened when they precede a **singular masculine noun**, as in these examples:

- **alguno** ("some"): *algún lugar* ("some place")
- **bueno** ("good"): *el buen samaritano* ("the good Samaritan")
- **malo** ("bad"): *este mal hombre* ("this bad man")
- **ninguno** ("no," "not one"): *ningún perro* ("no dog")
- **postrero** ("last"): *mi postrer adiós* ("my last goodbye")
- **primero** ("first"): *primer encuentro* ("first encounter")
- **tercero** ("third"): *Tercer Mundo* ("Third World")

Note that the usual form is retained when the words are followed by feminine and/or plural nouns: *algunos libros* ("some books"), *tercera mujer* ("third wife").

The process of shortening these words is known as apocopation. A few other adjectives are apocopated under other circumstances:

Grande: The singular *grande* is shortened to *gran* before a noun in both the masculine and feminine. In that position, it usually means "great": *un gran momento* ("a great moment"), *la gran explosión* ("the great explosion").

Cualquiera: When used as an adjective, *cualquiera* ("any" in the sense of "whatever") drops the *-a* before a noun: *cualquier navegador* ("any browser"), *cualquier nivel* ("whatever level").

Ciento: The word for "one hundred" is shortened before a noun or when used on its own: *cien dólares* ("100 dollars"), *cien millones* ("100 million"). But it is not shortened within a number: *ciento doce*, ("112").

Santo: The title for a saint is shortened before the names of most males: *San Diego* ("St. James"), *San Francisco* ("St. Francis"). But the long form is retained if the following name begins with *Do-* or *To-*: *Santo Domingo* ("St. Dominic"), *Santo Tomás* ("St. Thomas").

AHORA PRACTICA:

A. Some of the following sentences are correct, some contain mistakes. Correct the mistakes.

1. Tengo uno hermano y una hermana.
2. Algunas personas no valoran lo que tienen.
3. Hoy hace un bueno día.
4. Hoy hace un día bueno.
5. Este verano voy a ir a la Grande Bretaña a aprender inglés.
6. Mariola vive en el tercero piso.
7. Mariola vive en la tercera planta.
8. Juan acabó la competición el primero, por lo tanto está en primera posición. En segundo lugar llegó Carlos, y en tercero lugar Félix.
9. Él era un malo hombre y ella una mala mujer. Tuvieron un malo matrimonio, una mala vida y una mala muerte. Fue un malo final para una mala historia.
10. Los habitantes del primero mundo no ayudamos suficiente a los del tercero mundo.
11. ¿Sabes alguno bueno chiste?
12. ¿Sabes alguna Buena historia de miedo?
13. En California hay ciudades que se llaman Santo Diego y Santo Francisco, y en la República Dominicana está Santo Domingo.
14. Creo que Adele tiene una voz impresionante y por eso es una grande cantante.
15. En el cine había sólo cientos personas ayer.
16. En 2012 se celebraron los Juegos Olímpicos en Londres por tercera vez.
17. No tengo ninguno interés en las telenovelas.
18. Ha podido formar buenas amistades en muchos países.
19. Cualquiera persona sabe que es español es fácil.
20. ¿Crees que el árabe es un bueno idioma para estudiar?

Ser and Estar:

Whole books have been written about the two important Spanish verbs: ser and estar. This will be the subject of our discussion for the next few lessons. Soon, you will have a very good understanding of how these two verbs are used.

Ser and estar can both be translated as "to be." Here is the English verb, fully conjugated:

to be

I am

you are

he/she is

we are

you-all are

they are

Notice that these two sentences can have different meanings in English.

The apple is green..... (Meaning the apple is not ripe.)

The apple is green..... (Meaning the color of the apple is green.)

In the first case, our example speaks of the **condition** of the apple. The apple is green because it has not yet ripened. When the condition of the apple changes, that is, when it has ripened, it will no longer be green, it will be ripe.

In the second case, our example speaks of the **essential characteristics** of the apple. The apple is green in color. This particular apple remains green even after it has ripened.

To address condition, use estar. Estar is an irregular verb. It does not follow the standard rules of conjugation for regular -ar verbs. Therefore, you must memorize it.

estar

estoy

estás

está

estamos

estáis

están

To address an essential quality, use ser. Ser is also irregular and must be memorized.

ser

soy

eres

es

somos

sois

son

If you are talking about **what** something is, use ser; if you are talking about **how** something is, use estar.

What is she like?

She is quiet.

Use ser:

Ella es callada.

How is she acting?

She is being quiet.

Use estar:

Ella está callada.

Ser is used to express the hour, day, and date.

¿Qué hora es ?	What time is it?
Son las dos	It's two o'clock.
¿Qué día es hoy?	What day is today?
Hoy es lunes	Today's Monday.
¿Qué fecha es hoy?	What's the date today?
Es el cinco de mayo	It's May fifth.

Ser is used to express place of origin.

¿De dónde eres tú?	Where are you from?
Soy de Colombia	I'm from Colombia.

Ser is used to express occupation.

¿Cuál es tu trabajo?	What do you do?
Soy carpintero	I'm a carpenter.

Ser is used to express nationality.

¿ Es ella puertorriqueña?	Is she Puerto Rican?
No, es guatemalteca	No, she's Guatemalan.

Ser is used to express religious or political affiliation.

¿ Son los García bautistas?	Are the Garcias Baptists?
No, son católicos	No, they're Catholics.
¿ Es el gobierno socialista?	Is the government socialist?
No, es comunista	No, it's communist.

Ser is used to express the material something is made of.

¿De qué material es la mesa?	What's the table made of?
Es de madera	It's made of wood.

Ser is used to express possession.

¿De quién es la pluma?	Whose pen is it?
Es de Emilio	It's Emilio's.

Ser is used to express the relationship of one person to another.

¿Quién es Rogelio?	Who is Roger?
Es el esposo de Marta	He's Martha's husband.

Ser is used with certain impersonal expressions.

Es importante practicar cada día	It's important to practice every day.
Es necesario hablar mucho	It's necessary to speak a lot.

Ser is used to tell where an event is taking place.

La película es en el cine	The movie is at the theatre.
La fiesta es en el club Fantástico	The party is in the Fantastic Club.

Ser is used with adjectives to express inherent, or essential qualities.

Miguel es un hombre sincero	Mike is a sincere man.
También es guapo	He's also handsome.

Estar is used to express geographic or physical locations.

¿Dónde estás?	Where are you?
Estoy en el laboratorio.....	I'm in the laboratory.
¿Dónde está Chile?	Where's Chile?
Chile está en América del Sur.....	Chile is in South America.

NOTE: The one exception to this rule is that *ser* is used to tell where an event is taking place. (*La fiesta es en mi casa.*)

Estar is used with adjectives to express a state or condition.

¿Cómo está la sopa?	How's the soup?
La sopa está fría	The soup is cold.
¿Cómo estás tú?	How are you?
Estoy muy bien, gracias	I am very well, thanks.

Estar is used with many idiomatic expressions. These are just a few.

estar de acuerdo	to be in agreement
estar de pie	to be standing
estar en camino	to be on the way
estar en las nubes	to daydream

Estar is used with the progressive tenses. You will learn more about this usage later. We present it now simply because it is an important use of the verb *estar*.

¿Qué estás comiendo?	What are you eating?
Estoy comiendo arroz y frijoles	I am eating rice and beans.

Let's review. *Estar* is used to express:

- geographic or physical location
- state or condition
- many idiomatic expressions

When the verb "to be" is followed by a noun, the verb *ser* is always used. In this instance, it might be helpful to think of the verb as equivalent to an "equal" sign, such as $a = b$. This type of sentence is always referring to essential characteristics, since the verb is "linking" what comes before the verb to what comes after the verb.

John is a doctor.
John = doctor.
Juan **es** médico.

When the verb "to be" is followed by an adjective, the verb used depends upon the meaning. When referring to an essential characteristic, use *ser*. When referring to a state or condition, use *estar*.

La sopa está fría	The soup is cold.
Los elefantes son grandes	The elephants are big.

When the verb "to be" is followed by an adjective, the verb can actually change the meaning of the adjective.

El profesor está aburrido	The professor is bored.
El profesor es aburrido	The professor is boring.

Distinguishing between origin, location, and "to take place." To describe origin, or where something is from, use *ser*. To describe location, or where something is located right now, use *estar*. To tell where an event is taking place, use *ser*.

Mónica **es** de España. (origin)
Mónica **está** en Venezuela. (location)
La fiesta **es** en la casa de Mónica. (taking place)

AHORA PRACTICA:

A. Choose the correct translation.

1. He is bored: Él es aburrido / Él está aburrido.
2. He is boring: Él es aburrido / Él está aburrido.
3. She is happy. (personality): Ella es alegre / Ella está alegre.
4. She is happy. (mood): Ella es alegre / Ella está alegre.
5. They are tired: Ellos son cansados / Ellos están cansados.
6. They are tiresome: Ellos son cansados / Ellos están cansados.
7. The boys are big: Los chicos son grandes / Los chicos están grandes.
8. The boys are big for their age: Los chicos son grandes / Los chicos están grandes.
9. Maria is amusing: María es divertida / María está divertida.
10. Arsenio is lively: Arsenio es vivo / Arsenio está vivo.
11. Arsenio is alive: Arsenio es vivo / Arsenio está vivo.
12. My sister is very quiet: Mi hermana es muy callada / Mi hermana está muy callada.
13. My sister is being very quiet: Mi hermana es muy callada / Mi hermana está muy callada.
14. The apple is unripe: La manzana es verde / La manzana está verde.
15. The apple is green (color): La manzana es verde / La manzana está verde.

B. Fill in the gaps with the correct form of ser or estar.

1. Andrea _____ en la universidad.
2. El señor Fidel _____ comunista.
3. Mi marido _____ enfermo. (hoy)
4. Para ver al famoso ellos _____ de pie.
5. Ella tiene razón. Yo _____ de acuerdo con ella.
6. _____ las tres.
7. Hoy _____ lunes.
8. Él _____ de México.
9. _____ médico.
10. Ella _____ chilena.
11. Los Gómez _____ católicos.
12. La fiesta _____ en la casa de María.

CONJUGATING VERBS:

Remember that in Spanish, there are three categories of verbs. The category is determined by the last two letters of the infinitive. The infinitive is the base form (the "to" form) of the verb, such as to speak, to eat, to live, etc. In Spanish, all infinitives end in -ar, -er, or -ir:

-ar verbs
hablar (to speak)

-er verbs
comer (to eat)

-ir verbs
vivir (to live)

Spanish infinitives are divided into two parts: the ending and the stem. The ending is the last two letters (-ar, -er, or -ir). The stem is everything that's left after you remove the ending.

habl + ar = hablar

com + er = comer

viv + ir = vivir

To conjugate a verb means to change the ending of the infinitive so that it agrees with the different possible subjects:

to speak

I speak

you speak

he speaks

she speaks

we speak

you-all speak

they speak

Before you can conjugate verbs in Spanish, you must memorize the following subject pronouns in this order:

yo (I)

tú (you - informal)

él (he) / ella (she) / usted (you - formal)

nosotros/nosotras (we)

vosotros/vosotras (you-all - informal)

ellos/ellas (they) / ustedes (you-all formal)

Some verbs are regular, which means they are conjugated following a certain pattern. Other verbs (unfortunately some of the most commonly used) are irregular, and you will have to learn them separately. Verbs can be regular in one tense and irregular in other tenses. In fact, some tenses, such as the Future Simple or the Imperfect have very few irregular verbs.

Present tense: Regular Verbs

We use the present tense in Spanish in two main contexts:

to talk about what is happening at the time of speaking: “Ahora hablo yo”

to talk about events which happen regularly: “Los lunes visito a mis abuelos”

Many Spanish verbs are completely regular, meaning that they follow a specific pattern of conjugation.

In order to conjugate regular verbs in the present tense, follow these two simple steps:

drop the “ar”, “er” or “ir” endings off the infinitive

replace with the following endings:

	AR	ER	IR
Yo (I)	o	o	o
Tú (you)	as	es	es
Él/ella (he/she)	a	e	e
Nosotros (we)	amos	emos	imos
Vosotros (you)	áis	éis	ís
Ellos (they)	an	en	en

N.B. – It is important to remember the accents in verb endings, as missing them could change the meaning of the verb

In Spanish the subject pronouns are not always required. This is because the verb endings can indicate who is performing the action.

Hablo español. (Yo is not necessary.) I speak Spanish.

Comemos carne. (Nosotros is not necessary.) We eat meat.

Vives en México. (Tú is not necessary.) You live in Mexico.

Sometimes, however, they are used for emphasis or for clarification purposes.

Here's a list of some common regular -ar, -er, and -ir verbs:

-ar verbs

alquilar.....	to rent
amar	to love
andar	to walk
ayudar	to help
bailar	to dance
buscar.....	to look for
caminar.....	to walk
cantar	to sing
cocinar.....	to cook
comprar	to buy
dejar	to allow, to leave
desear.....	to desire
enseñar.....	to teach
entrar (en).....	to enter (into)
enviar.....	to send
escuchar	to listen to
esperar.....	to hope, to wait for
estudiar.....	to study
firmar.....	to sign
ganar	to win, earn
gastar	to spend money
hablar	to speak, to talk
lavar.....	to wash
llegar	to arrive
llevar.....	to wear, to carry
mandar	to order
mirar.....	to watch, to look at
necesitar	to need
olvidar.....	to forget
pagar	to pay for
practicar.....	to practice
preguntar.....	to ask
preparar	to prepare
regresar	to return
saludar.....	to greet
tocar	to touch, to play an instrument
tomar.....	to take, to drink
trabajar	to work
viajar.....	to travel
visitar	to visit

-er verbs

aprender	to learn
beber	to drink
comer	to eat
comprender	to understand
correr.....	to run
creer	to believe
deber	to have to, to owe
esconder	to hide
leer	to read
meter en.....	to put into
poseer.....	to possess, to own
prometer.....	to promise
romper.....	to break
temer.....	to fear
vender	to sell

-ir verb

abrir.....	to open
admitir	to admit
asistir a	to attend
cubrir	to cover
decidir.....	to decide
describir	to describe
descubrir.....	to discover
discutir.....	to discuss
escribir	to write
existir	to exist
omitir.....	to omit
partir.....	to divide
permitir	to permit
recibir	to receive
subir	to climb, to go up
sufrir	to suffer
unir.....	to unite
vivir.....	to live

AHORA PRACTICA:

a. Choose the correct translation.

1. yo tomo: I drink / you drink
2. nosotros tomamos: you-all drink / we drink
3. usted cree: I believe / you believe
4. ustedes creen: you-all believe / we believe

b. Translate:

- | | |
|--------------------------|-------------------------|
| 1. you talk (hablar) | 4. we drink (beber) |
| 2. you-all talk (hablar) | 5. you live (beber) |
| 3. I drink (beber) | 6. you-all live (beber) |

c. Write the correct ending (use hablar, comer, vivir).

- | | |
|-------------------------|--------------------------|
| 1. nosotros/as habl____ | 7. ustedes viv____ |
| 2. ustedes habl____ | 8. él/ella habl ____ |
| 3. yo com____ | 9. ellos/ellas habl ____ |
| 4. usted com ____ | 10. tú com ____ |
| 5. usted viv____ | 11. ellos/ellas com ____ |
| 6. nosotros/as viv____ | 12. tú viv ____ |

d. Translate:

- | | |
|------------------|--------------------------|
| 1. we rent | 12. I read |
| 2. you-all spend | 13. we sell |
| 3. she wears | 14. you-all break |
| 4. I ask | 16. you (formal) promise |
| 5. they forget | 16. you-all (formal) eat |
| 6. you speak | 17. she believes |
| 7. they wash | 18. I open |
| 8. I return | 19. we cover |
| 9. he pays | 20. they decide |
| 10. you win | 21. he unites |
| 11. he signs | 22. you omit |

N.B. - All verbs in this activity are ar, er or ir verbs. You can find the infinitives for all of them on the previous page.

Present tense: Irregular Verbs

Unfortunately, some of the most common verbs in Spanish are irregular, which means that they don't follow the regular patterns learnt in the previous section and you will have to learn them separately:

estar (to be)	ser (to be)	tener (to have)	venir (to come)	dar (to give)	ir (to go)
estoy	soy	tengo	vengo	doy	voy
estás	eres	tienes	vienes	das	vas
está	es	tiene	viene	da	va
estamos	somos	tenemos	venimos	damos	vamos
estáis	sois	tenéis	venís	dais	vais
están	son	tienen	vienen	dan	van

The following verbs are irregular in the present tense in the first person only:

caer (to fall): **yo caigo**
traer (to bring): **yo traigo**
caber (to fit): **yo quepo**
hacer (to do, make): **yo hago**
poner (to put, place): **yo pongo**
saber (to know something): **yo sé**
salir (to leave): **yo salgo**
valer (to be worth): **yo valgo**
ver (to see): **yo veo**

Some verbs require spelling changes in certain forms:

- Verbs that end in -ger and -gir change the g to j in the yo form:
coger – cojo
dirigir – dirijo
- Verbs that end in -guir change the gu to g in the yo form:
perseguir – persigo
conseguir – consigo
- Verbs that end in a consonant + -cer or -cir change the c to z in the yo form:
convencer – convenzo
ejercer – ejerzo
- Verbs that end in a vowel + -cer or -cir add z before the c in the yo form:
conducir – conduzco
aparecer – aparezco
- Verbs that end in -uir (not guir) add y before o, e, and a:
atribuir – atribuyo
huir – huyo

AHORA PRACTICA:

a. Fill in the gaps with the right form of “estar”, “ir” or “dar”:

1. dar: Tatiana _____ el dinero a su amiga.
2. ir: Yo _____ en seguida.
3. estar: Tú y yo _____ en la playa.
4. ir: Los chicos _____ a la playa.
5. ir: ¿Cómo _____ María?
6. ir: María _____ en tren.
7. dar: Pablo _____ una fiesta hoy.
8. dar: El profesor _____ muchos deberes.
9. ir: ¿Adónde _____ tú?
10. ir: Yo _____ al club.
11. ir: ¿Adónde _____ ustedes?
12. ir: Nosotros _____ a la playa.

b. Write the correct form of "tener" or "venir"

- | | |
|-------------------------------|-----------------------------------|
| 13. (yo) _____ dos casas. | 17. (tú) _____ de Londres. |
| 14. (él) _____ mucho dinero. | 18. (Ud.) _____ con Andrea. |
| 15. (ella) _____ poco dinero. | 19. (nosotros) _____ a las cinco. |
| 16. (Uds.) _____ mis zapatos. | 20. (ellos) _____ más tarde. |

c. Correct the mistakes (all verbs forms are wrong)

- | | |
|------------------------------|-----------------------------------|
| 21. I fall - yo cao | 31. you attribute - tú atribues |
| 22. I direct - yo dirigo | 32. she runs away - ella hue |
| 23. I know - yo sabo | 33. they run away - ellos huen |
| 24. I see - yo vo | 34. they achieve - ellos consigen |
| 25. I put - yo pono | 35. you see - tú vees |
| 26. I do - yo haco | 36. I predict - yo predeco |
| 27. I bring - yo trao | 37. She maintains - ella mantene |
| 28. I leave - yo salo | 38. I prevent - yo preveno |
| 29. I fit - yo cabo | 39. I undo - deshaco |
| 30. I convince - yo convenco | 40. they contain - ellos contenen |

Stem-Changing Verbs:

Remember, there are three types of infinitives: -ar, -er, -ir. Infinitives are made up of two parts: the ending and the stem. In the following examples, the stem is underlined and the ending is in bold.

habl**ar**
com**er**
viv**ir**

With regular verbs, the stem stays the same, and the ending changes as they are conjugated.

<u>habl</u> o	<u>com</u> o	<u>viv</u> o
<u>habl</u> as	<u>com</u> es	<u>viv</u> es
<u>habl</u> a	<u>com</u> e	<u>viv</u> e
<u>habl</u> amos	<u>com</u> emos	<u>viv</u> imos
<u>habl</u> áis	<u>com</u> éis	<u>viv</u> ís
<u>habl</u> an	<u>com</u> en	<u>viv</u> en

With some verbs, the stem also changes when you conjugate them. In the present tense, there are three groups of stem-changing verbs:

o:ue
e:ie
e:i

With the first group of stem-changing verbs, the letter o in the stem changes to ue in all forms except the nosotros and vosotros.

contar

cuento
cuentas
cuenta

contamos
contáis

cuentan

Here is a list of common o:ue stem-changing verbs.

almorzar	to eat lunch	resolver	to solve
morir	to die	volver	to return
aprobar	to approve	rogar	to beg, pray
mostrar	to show	dormir	to sleep
colgar	to hang	sonar	to sound, ring
mover	to move (an object)	encontrar	to find
contar	to count, to tell	soñar (con)	to dream (about)
probar	to prove, test, sample, taste	envolver	to wrap
costar	to cost	tostar	to toast
recordar	to remember	morder	to bite
devolver	to return (an object)	volar	to fly

With the second group of stem-changing verbs, the letter e in the stem changes to ie in all forms except the nosotros and vosotros.

cerrar

cierro

cierras

cierra

cerramos

cerráis

cierran

Here is a list of common e:ie stem-changing verbs.

acertar to guess, get right
encender to light, kindle
advertir to advise, warn
entender to understand
cerrar to close, shut
fregar to scrub, wash dishes
comenzar to begin
hervir to boil
confesar to confess
mentir to lie

consentir to consent
negar to deny
convertir to convert
pensar (en) to think about
defender to defend
perder to lose
empezar to begin
preferir to prefer

With the third group of stem-changing verbs, the letter e in the stem changes to i in all forms except the nosotros and vosotros.

repetir

repito

repites

repite

repetimos

repetís

repiten

Here is a list of common e:i stem-changing verbs.

bendecir* to bless
impedir to impede
colegir to deduce
maldecir* to curse
competir to compete
medir to measure
conseguir to get, obtain
pedir to ask for, to order
corregir to correct
perseguir to pursue, to persecute
decir* to say, tell

reír to laugh
despedir to dismiss, fire
repetir to repeat
elegir to elect
seguir to follow, continue
freír to fry
servir to serve
gemir to groan, moan
sonreír to smile

AHORA PRACTICA:

A. O-UE

1. almorzar: Yo _____ en casa a las tres de la tarde.
2. recordar: Tú _____ todos los detalles de su pasado.
3. poder: Carolina _____ ir a mi casa esta noche.
4. contar: ¿ _____ usted burros para dormirse?
5. llover: ¿ _____ mucho en tu ciudad?
6. volar: Los pájaros _____ bajo hoy
7. encontrar: ¿ _____ ustedes fácil la clase de español?

B. E-IE

1. preferir: ¿Qué _____ beber Ud?
2. preferir: Yo _____ beber soda.
3. querer: Carolina no _____ café.
4. empezar: ¿A qué hora _____ la clase?
5. empezar: La clase _____ a las once.
6. cerrar: ¿A qué hora _____ usted la tienda?
7. entender: ¿ _____ tú el español?
8. entender: Sí. Yo lo _____.

C. E-I

1. servir: ¿Qué _____ el mesero?
2. competir: Atletas de todo el mundo _____ en las Olimpiadas.
3. corregir: Las profesoras _____ muchos exámenes.
4. pedir: Nosotros _____ el desayuno.
5. decir: El inspector _____ que debe abrir las maletas.
6. decir: ¿Quién _____ esto?
7. medir: Pablo _____ seis pies.
8. pedir: María _____ ayuda.

Reflexive Verbs:

A verb is reflexive when the subject and the object are the same.

I wash myself.

subject: I

verb: wash

object: myself

Since the subject and object are the same, the verb is reflexive.

I wash the car.

subject: I

verb: wash

object: car

Since the subject and object are different, the verb is not reflexive.

When a verb is reflexive, the infinitive ends in "se."

lavar..... to wash (non-reflexive)

lavarse to wash oneself (reflexive)

rascar..... to scratch (non-reflexive)

rascarse..... to scratch oneself (reflexive)

There is one reflexive verb you have been using since you began studying Spanish.

llamarse - to call oneself

¿Cómo se llama usted? What do you call yourself?

Me llamo Juan I call myself Juan.

In Spanish we make verbs reflexive by using the following pronouns:

me (myself)

te (yourself)

se (himself, herself, yourself)

nos (ourselves)

os (yourselves)

se (themselves, yourselves)

Normally, reflexive pronouns precede the verb:

yo me lavo I wash (myself)

tú te lavas you wash (yourself) (informal)

él/ella se lava he/she washes (him/herself)

usted se lava you wash (yourself) (formal)

nosotros/as nos lavamos..... we wash (ourselves)

vosotros/as os laváis you-all wash (yourselves) (informal)

ustedes se lavan you-all wash (yourselves) (formal)

ellos/as se lavan..... they wash (themselves)

However, when the sentence has two verbs (usually one of them is an infinitive) the reflexive pronoun can go before the conjugated verb or attached at the end of the infinitive:

María puede lavarse ahora / María se puede lavar ahora (María can wash herself now)

Sometimes, the reflexive construction is used merely to emphasize who is performing the action of the sentence.

The cake? **Maria** ate it..... ¿La torta? María se la comió.

For some verbs, the meaning changes when they are used reflexively.

aburrir - to bore

aburrirse - to be bored

acordar - to agree

acordarse de - to remember

acostar - to put to bed

acostarse - to go to bed

casar - to perform a marriage ceremony

casarse con - to become married to someone

despedir - to fire

despedirse de - to say goodbye

dormir - to sleep

dormirse - to fall asleep

ir - to go

irse - to go away, to leave

morir - to die (abruptly, as of an accident, war, etc.)

morirse - to die (as from natural causes; also "to die" figuratively)

negar - to deny

negarse a - to refuse

parecer - to seem

parecerse a - to resemble

poner - to put

ponerse - to put on

probar - to try, to taste

probarse - to try on

quitar - to take away

quitarse - to take off

A few verbs are always used reflexively.

arrepentirse (e:ie) to repent

atreverse a to dare

darse cuenta de to realize

jactarse de to boast

quejarse de to complain about

suicidarse to commit suicide

AHORA PRACTICA:

A. Choose the correct translation.

1. I wash the car: *Lavo el auto / Me lavo el auto.*
2. I take a bath: *Me baño / Yo baño.*
3. Juan goes to bed at ten in the evening: *Juan se acuesta a las diez de la noche / Juan acuesta a las diez de la noche.*

B. Circle the right reflexive pronoun.

1. You take a shower: Tú **me te se nos os se** duchas.
2. Maria washes her hair: María **me te se nos os se** lava el pelo.
3. You-all wake up: *Ustedes* **me te se nos os se** despiertan.
4. We brush our teeth: Nosotros **me te se nos os se** cepillamos los dientes.
5. She gets dressed: Ella **me te se nos os se** viste.

C. Write the correct form of the verb.

1. María se _____ el pelo. (lavarse)
2. Nos _____ (ducharse)
3. Ellos _____ los dientes. (cepillarse)
4. Me _____ las piernas. (afeitarse)
5. Los niños se _____. (dormirse - stem changing o:ue)
6. Las señoritas se _____ (vestirse - stem changing e:i)

D. Write the word or words necessary to form an equivalent sentence.

1. Nos preferimos lavar con jabón: Preferimos _____ con jabón.
2. Tú puedes dormirte: Te _____ dormir.
3. Juan se necesita duchar: Juan _____ bañarse.
4. Nos necesitamos duchar esta noche: Nosotros _____ ducharnos esta noche.
5. Te puedes ir: Tú puedes _____ .
6. Me tengo que acostar: Tengo que _____.

E. Change the verb ending to agree with the subject of the sentence.

1. Juan lee un libro antes de _____. . (acostarse)
2. Leemos el periódico después de _____. (levantarse)
3. En vez de _____ , voy a estudiar español. (acostarse)
4. Después de _____ . las botas, María entra el apartamento. (quitarse)
5. La familia cena después de _____. (sentarse)
6. Después de _____ , las chicas se miran en el espejo. (vestirse)

Gustar

"Gustar" is a particularly difficult verb to use in Spanish because using it requires use of the indirect object pronouns.

Me gusta el cuarto.

Nos gustan los libros.

In English, the following sentences are correct:

I like the room. (I – subject, like = verb, the room = direct object)

We like the books. (We = subject, like = verb, the books = direct object)

In English, it is correct to construct a sentence that has the subject "liking" a direct object. **In Spanish, this never occurs.** In Spanish, a different construction is used, as "gustar" should be translated as "to be pleasing" rather than "to like":

English: I like the room.

Spanish: The room is pleasing to me.

English: We like the books.

Spanish: The books are pleasing to us.

In English, the subject of the sentence is the person (I, we) while in Spanish the subject of the sentence is the object (room, books).

The room is pleasing to me.

Subject: The room

I like the room.

Subject: I

Finally notice that while the English sentence has a direct object, the Spanish sentence has an indirect object:

The room is pleasing to me.

me = Indirect Object

I like the room.

room = Direct Object

Since the subject of the sentence must be either singular (book) or plural (books), the only forms of gustar you will normally use are "gusta" and "gustan." In order to express who is doing the liking, you will use the indirect object pronouns, rather than the verb endings.

Me gusta(n) – I like

Te gusta(n) – you like

Le gusta(n) – he/she/you formal like

Nos gusta(n) – we like

Os gusta(n) – you like (plural)

Les gusta(n) – they like

Remember, *gustar* becomes either *gusta* or *gustan*, depending upon whether the subject of the sentence is singular or plural. It has nothing to do with which IO pronoun is used.

Subject is singular - use *gusta*

Subject is plural - use *gustan*

Here are some examples of the correct use of *gustar*. Notice that the only forms of *gustar* that appear are *gusta* and *gustan*, even though each of the IO pronouns is used.

Singular Subject

Plural Subject

A mí gusta la casa.

A mí gustan las casas.

A él gusta el cuarto.

A él gustan los cuartos.

A ella gusta la silla.

A ella gustan las sillas.

A los gusta el hotel.

A los gustan los hoteles.

A los gusta la comida. *A los* gustan las comidas.

A los gusta el reloj. *A los* gustan los relojes.

For purposes of clarification or emphasis, the sentence will often begin with a prepositional phrase that clarifies just who the IO pronoun refers to.

A él le gusta esa película.

A Juan le gusta el libro.

A ella le gusta la silla.

A María le gusta la natación.

A usted le gusta el cine.

A Juan le gusta el café.

A mí me gusta el té.

A nosotros no nos gusta la gramática.

AHORA PRACTICA:

a. Use the verb GUSTAR with the appropriate indirect object pronoun. Be as complete as possible.

Ejemplo: They like the class (the class is pleasing to them): *(A ellas) les gusta la clase*

1. Julio likes peanuts: _____ los cacahuetes.
2. We like the circus: _____ el circo.
3. I like to have fun: _____ divertirme.
4. Who likes balloons?: _____ los globos?
5. You like to see movies: _____ ver películas. (use "tú")
6. They like garlic: _____ el ajo.
7. My mother likes deals: _____ las gangas.
8. Nobody likes war: _____ la guerra.

b. Fill in the table.

Frases con gustar		
I like	me gusta(n)	a mí me gusta(n)
you like		
he likes		
John likes		
Anna likes		
we like		
my dad and I like		
my friends and I like		
both of us like		
me and my sister like		
you and I like		
you like		
both of you like		
your parents and you like		
your friends and you like		

you and your friends like		
they like		
my mum and dad like		
Brad and Angelina like		
dogs like		
cats don't like		
people like		
Spaniards like		
England likes		
young people like		
parents like		
some people like		
everybody likes		
nobody likes		
some people like		
Who likes...?		

c. Look at the last three essays that you have written and note down the examples of "gustar" that you included in them.

English	Just "gustar"	a + Indirect Object + "gustar"

Back to front verbs (like “gustar”)

Gustar is not the only verb that works “back to front”. Here is a list of verbs that operate in the same manner:

aburrir to bore (“Me aburren las películas de guerra”)

fascinar to be fascinating to (“A mi padre le fascinan los idiomas extranjeros”)

bastar to be sufficient (“Creo que me basta un par de horas para acabar”)

importar to be important to (“No me importa tu opinión”)

caer bien (mal) to like (or dislike) a person (“A Eva no le cae bien mi prima”)

interesar to be interesting to (“No me interesan los cotilleos”)

dar asco to be loathsome (“A mucha gente le dan asco las ostras”)

molestar to be a bother (“Me molesta tu actitud”)

disgustar to be upset by something / someone (“A los padres de Juan les disgusta su falta de esfuerzo”)

parecer to appear to be (“Me parece perfecto”)

doler (o:ue) to be painful (“Me duelen las muelas”)

picar to itch (“Me pica la cabeza”)

encantar to “love” something (“Me encantan las fresas”)

quedar to be left over, remain (“No me queda dinero”)

faltar to be lacking something (“Quiero hacer una tarta pero me faltan huevos”)

volver (o:ue) loco to be crazy about (“Me vuelve loco el nuevo iPhone”)

AHORA PRACTICA:

a. Fill in the gaps with the correct form of “faltar” (including the Indirect Object pronoun).

1. A mí _____ el dinero para comprar el anillo. I'm lacking the money to buy the ring.
2. A nosotros _____ el dinero para comprar los boletos. We're lacking the money to buy the tickets.
3. A ella _____ cuatro sillas. She's lacking four chairs.
4. A Pedro _____ un botón. Pedro's missing a button.

b. Fill in the gaps with the correct form of “disgustar” (including the Indirect Object pronoun).

1. A mí _____ la música moderna. I dislike modern music.
2. A ellos _____ los deportes. They dislike sports.
3. A mis padres _____ la televisión. My parents dislike television.
4. A ti _____ este libro. You hate this book.

c. Fill in the gaps with the correct form of “parecer” (including the Indirect Object pronoun).

1. A mí la película _____ buena. The movie seems good to me.
2. A ellos los autos _____ baratos. The cars seem inexpensive to them.
3. A nosotros la casa _____ cara. The house seems expensive to us.
4. A ti la ropa _____ fea. The clothing seems ugly to you.

d. Fill in the gaps with the correct form of “molestar” (including the Indirect Object pronoun).

1. A ellos el ruido _____ mucho. The noise bothers them a lot.
2. A ella a veces la humedad _____. Sometimes, the humidity bothers her.
3. A él los anuncios _____ poco. The commercials bother him little.
4. A mí los borrachos _____ en la calle. The drunks bother me in the street.

Preterite

The preterite tense is one of the two main tenses we use to talk about the past. It is used in the following contexts:

- to refer to actions that occurred at a fixed point in time:

I called at 1:00 - **Llamé** a la una

- to refer to actions in the past that were performed a specific number of times:

I called you twice. - Te llamé dos veces.

- to refer to actions that occurred during a specific enclosed period of time:

He lived there for 5 years - Él vivió allí por cinco años.

- for actions that are part of a chain of events:

I bought a hat, sat down on a bench and fell asleep - Compré un sombrero, me senté en un banco y me dormí.

- for sudden changes of mood, feelings or opinions:

At that moment, I was not afraid - En ese momento, no tuve miedo.

The preterite is frequently associated with phrases that pinpoint a particular occasion or specific time frame:

ayer (yesterday)

ayer por la mañana (yesterday morning)

ayer por la tarde (yesterday afternoon)

anteayer (the day before yesterday)

anoche (last night)

desde el primer momento (from the first moment)

después (afterwards)

durante dos siglos (for two centuries)

el año pasado (last year)

el lunes por la noche (Monday night)

el mes pasado (last month)

el otro día (the other day)

en ese momento (at that moment)

entonces (then)

esta mañana (this morning)

esta tarde (this afternoon)

hace dos días, años (two days, years ago)

la semana pasada (last week)

If the action is in the past, and you can determine precisely when it occurred, or how many times it occurred, then you will use the preterite.

To conjugate regular –ar, er and ir verbs in the preterite, simply drop the ending of the infinitive and add one of the following:

AR	ER	IR
é	í	í
aste	iste	iste
ó	ió	ió
amos	imos	imos
asteis	isteis	isteis
aron	ieron	ieron

Notice that the “er” and “ir” endings are the same.

Here are all three regular preterite verb forms together:

H A B L A R	C O M E R	V I V I R
hablé	comí	viví
hablaste	comiste	viviste
habló	comió	vivió
hablamos	comimos	vivimos
hablasteis	comisteis	vivisteis
hablaron	comieron	vivieron

NOTE: the *nosotros* forms for -ar and -ir verbs are the same in both preterite and present tenses: **hablamos, vivimos**.

IRREGULAR VERBS

Unfortunately, a number of verbs are irregular in the preterite and you'll need to learn them separately. Some of the most common ones are:

SER	IR	DAR	HACER
fui	fui	di	hice
fuiste	fuiste	diste	hiciste
fue	fue	dio	hizo
fuimos	fuimos	dimos	hicimos
fuisteis	fuisteis	disteis	hicisteis
fueron	fueron	dieron	hicieron

DECIR	TRAER	VER
dije	traje	vi
dijiste	trajiste	viste
dijo	trajo	vio
dijimos	trajimos	vimos
dijisteis	trajisteis	visteis
dijeron	trajeron	vieron

Atraer, detraer, distraer, extraer, maltraer, retraer, sustraer are all conjugated like "traer"

Verbs that end in -ucir are irregular and conjugated as follows:

producir

produce
 produjiste
 produjo
 produjimos
 produjisteis
 produjeron

Verbs that follow this pattern include conducir, deducir, inducir, introducir, reducir, traducir.

A number of verbs that are irregular in the preterite follow a particular pattern. While their stems change, they all take the following endings:

-e
 -iste
 -o
 -imos
 -isteis
 -ieron

Here are the verbs, along with their corresponding stem changes:

INFINITIVE	STEM CHANGE
------------	-------------

andar	anduv
estar	estuv
tener	tuv
caber	cup
haber	hub
poder	pud
poner	pus
saber	sup
hacer	hic
querer	quis
venir	vin-

Here are two examples of how this pattern is applied:

ESTAR (ESTUV-)	SABER (SUP-)
----------------	--------------

estuve	supe
estuviste	supiste
estuvo	supo
estuvimos	supimos
estuvisteis	supisteis
estuvieron	supieron

STEM CHANGING VERBS IN THE PRETERITE:

-ar and -er verbs that change their stem in the present tense do not change in the preterite. They are conjugated just like other regular preterite verbs.

-ir verbs that change their stem in the present tense do change in the preterite, but in a different way. They change e:i and o:u in the **third person**, singular and plural:

Preferir: preferí, preferiste, **prefirió**, preferimos, preferisteis, **prefirieron**

Dormir: dormí, dormiste, **durmió**, dormimos, dormisteis, **durmieron**

SPELLING CHANGES:

In order to preserve the sound of the infinitive, a number of verbs change THEIR spelling in the preterite tense.

- The following changes occur in the “yo” form only:

Verbs that end in **-gar** change **g** to **gu** (**jugar: jugué**)

Verbs that end in **-car** change **c** to **qu** (**buscar: busqué**)

Verbs that end in **-zar** change **z** to **c** (**empezar: empecé**)

Other “gar” verbs: colgar, jugar, llegar, pagar, plegar, regar, rogar, tragar, vagar.

Other “car” verbs: aparcar, buscar, clarificar, clasificar, destacar, empacar, justificar, practicar, sacar, tocar.

Other “zar” verbs: almorzar, autorizar, cazar, comenzar, cruzar, empezar, forzar, organizar, simbolizar, tropezarse.

- For verbs that end in -aer, -eer, -oír, and -oer, the él/ella/usted forms use the ending “yó” (rather than ío) and the third person plural uses the ending “yeron” (rather than ieron). The remaining forms gain a written accent over the letter “i.”

creer

creí

creíste

creyó

creímos

creísteis

creyeron

(other verbs like this: caer, leer, oír, poseer, proveer, traer, atraer, distraer)

- Verbs that end in -uir change in the same way, but the written accent over the letter “i” only occurs in the yo form:

huir: huí, huiste, huyó, huimos, huisteis, huyeron

(Other “uir” verbs: construir, contribuir, destruir, fluir, incluir, influir)

AHORA PRACTICA:

a. Fill in the gaps with the right form of the verb in brackets. Use only the preterite.

N.B. – the verbs in italics are irregular.

1. Hace unos años mi familia y yo _____ a Cuba (*ir*)
2. Mis padres _____ un domingo, pero yo _____ un día más tarde. (llegar, viajar)
3. Durante mis vacaciones _____ muchos monumentos históricos e _____ muchos deportes acuáticos (visitar, *hacer*)
4. Todos los días _____ en un restaurante distinto, donde _____ muchas comidas diferentes. Algunas _____ pero otras no. (cenar, probar, gustar).
5. Un día _____ un delfín (ver)
6. Durante las vacaciones _____ un libro en la playa, pero no _____ mucho (leer, gustar)
7. _____ a dar un paseo y _____ varias horas. (*ir*, *andar*)
8. Sin embargo, no _____ visitar La Habana. (*poder*)
9. Mi hermana no _____ comprar regalos para sus amigas (*querer*)
10. Había muchos pobres, y al final les _____ toda mi ropa (dar)
11. Un par de noches _____ a la discoteca, pero no _____ mucho. (*ir*, bailar)
12. Al final _____ mucho sobre la cultura cubana (aprender)
13. Cuando _____ a casa _____ jet lag durante dos días (volver, *tener*)
14. Una semana más tarde _____ mi trabajo y _____ volver a Cuba para instalarme allí (dejar, decidir)
15. _____ en una casa cerca de la capital, y allí _____ unos años, hasta que _____ a España hace unos meses. (instalarse, vivir, regresar)

Imperfect

The imperfect is, together with the preterite, one of the main two tenses that we use to refer to the past. It is used for past actions that are not seen as completed. Use of the imperfect tense implies that the past action did not have a definite beginning or a definite end (or we don't know it). We use it in the following contexts:

- for actions in the past that were repeated habitually.
Almorzábamos juntos todos los días - We used to have lunch together every day.
Las señoras siempre charlaban por las mañanas - The ladies would always chat in the mornings
- for actions in the past that "set the stage" for another action.
Yo leía cuando entró mi papá - I was reading when my papa entered. (note that "entered" is preterite).
- for telling time and stating one's age at some point in the past.
Eran las siete de la noche - It was seven o'clock at night.
La niña tenía cinco años - The little girl was five years old.
- for ongoing actions in the past
El teléfono sonaba sin parar - The phone was ringing non-stop
La niña lloraba desconsolada - The little girl kept crying
- to describe people, places and things in the past
Era alta y delgada, y tenía el pelo rubio - She was tall and thin, and she had blond hair
Había aproximadamente 100 personas - There were approximately 100 people.
- to talk about moods, feelings in the past:
Estaba muy enfadado - I was really angry
Tenía un dolor de cabeza horrible - I had a horrible headache

The imperfect is frequently associated with time phrases that describe the frequency of past actions.

a menudo often

a veces sometimes

cada día every day

cada año every year

con frecuencia frequently

de vez en cuando from time to time

en aquella época at that time

frecuentemente frequently
generalmente usually
muchas veces many times
mucho a lot
nunca never
por un rato for a while
siempre always
tantas veces so many times
todas las semanas every week
todos los días every day
todo el tiempo all the time
varias veces several times

Regular forms of the imperfect are formed by adding the following endings to the stem of the verb:

-ar verbs	-er verbs, -ir verbs
aba	ía
abas	ías
aba	ía
ábamos	íamos
abais	íais
aban	ían

Examples:

trabajar	vivir
trabajaba	vivía
trabajabas	vivías
trabajaba	vivía
trabajábamos	vivíamos
trabajabais	vivíais
trabajaban	vivían

Good news! There are only three irregular verbs in the imperfect. You must simply memorize them.

SER	IR	VER
era	iba	veía
eras	ibas	veías
era	iba	veía
éramos	íbamos	veíamos
erais	ibais	veíais
eran	iban	veían

AHORA PRACTICA:

a. Complete the following sentences using the right form of the imperfect for the verb in brackets.

1. Every day I used to visit my grandma (visitar):

Todos los días _____ a mi abuela.

2. He used to wear a white shirt every day (llevar):

_____ una camisa blanca todos los días.

3. Carmen was preparing dinner when the doorbell rang (preparar):

Carmen _____ la cena cuando sonó el timbre.

4. Juan used to run most mornings (correr):

Juan _____ casi todas las mañanas.

5 . She loved the boy (amar):

Ella _____ al chico.

6. Their feet hurt (doler):

Sus pies _____.

7. They were very tired (estar):

Ellos _____ muy cansados.

8. I knew that (saber):

Yo _____ eso.

9. They wanted more food (querer):

Ellos _____ más comida.

10. He was thinking about that day (pensar):

Él _____ en aquel día.

11. The house was white (ser):

La casa _____ blanca.

12. The sky was cloudy (estar):

El cielo _____ nublado.

13. The bag was heavy (ser):

La bolsa _____ pesada.

14. The store was full of candy (estar):

El almacén _____ lleno de caramelos.

Preterite vs Imperfect:

Spanish has two past tenses: preterite and imperfect. Most verbs can be put into either tense, depending upon the meaning.

- Generally speaking, the preterite is used for actions in the past that are seen as completed. Use of the preterite tense implies that the past action had a definite beginning and definite end (whether this is stated or not):
Juan **habló** de la una hasta las dos.
Juan spoke from one until two o'clock.
(clearly stated beginning and end)
- Generally speaking, the imperfect is used for actions in the past that are not seen as completed. Use of the imperfect tense implies that the past action did not have a definite beginning or a definite end.
Las chicas **hablaban** en inglés.
The girls used to speak in English.
(no definite beginning or end)

The following time phrases usually signal the use of the preterite:

ayer - yesterday
la semana pasada - last week
anoche - last night
el mes pasado - last month
el otro día - the other day
el año pasado - last year
entonces - then
hace dos días, años - two days, years ago
esta mañana - this morning
ayer por la mañana - yesterday morning

The following time phrases usually signal the use of the imperfect:

a menudo - often
generalmente - usually
a veces - sometimes
muchas veces - many times
cada día - every day
siempre - always
cada año - every year
todo el tiempo - all the time
de vez en cuando - from time to time
varias veces - several times
nunca - never

Usually, when telling a story in the past, we use the preterite to talk about the actions and the **imperfect** to set the scene, describe the characters, places and situations:

“**Juan** salió de casa. **Eran** las diez de la mañana y **hacía** un día estupendo. Se montó en el coche y condujo hasta el fin de la calle. Todo **parecía** muy tranquilo, hasta que de repente oyó un ruido ensordecedor. Paró el coche, pues **se sentía** sorprendido, y vio que la gente en la calle también **estaba** asustada”

Additionally, we use the preterite to refer to one action (or a series of actions) that take place while a different action was taking place. For this ongoing action we use the **imperfect**:

“El teléfono sonó mientras me **duchaba**” – The phone rang while I was showering

“Cuando llegué a casa, el teléfono **sonaba**” – When I got home the phone was ringing

Some verbs actually change meaning, depending upon whether they are used in the preterite or the imperfect:

conocer

Conocí a Juan hace cinco años - I **met** Juan five years ago.

(completed action)

En aquella época **conocíamos** muy bien la ciudad. At that time we **knew** the city very well.

(no definite beginning or end)

querer

María **quiso** comprar la casa - Maria **tried** to buy the house.

Juan **quería** comprar la casa - Juan **wanted** to buy the house.

no querer

María **no quiso** comprar la casa - Maria **refused** to buy the house.

Juan **no quería** comprar la casa - Juan **did not want** to buy the house.

saber

María lo **supo** ayer - Maria **found out** yesterday.

Juan **sabía** que María venía - Juan **knew** that Maria was coming.

poder

María **pudo** levantar la mesa - Maria **succeeded** in lifting the table.

Juan **podía** participar en la manifestación - Juan **was able** to participate in the demonstration.

AHORA PRACTICA:

a. Choose the correct tense for each sentence.

1. The children were talking: Los niños hablaron / hablaban.
2. The girls spoke to the teacher: Las chicas hablaron / hablaban con el profesor.
3. We washed the dishes: Lavamos / Lavábamos los platos.
4. We were washing the dishes: Lavamos / Lavábamos los platos.
5. You (informal) used to study with Juan: Estudiaste / Estudiabas con Juan.
6. You studied with Juan for three hours: Estudiaste / Estudiabas con Juan por tres horas.
7. When she was younger, María used to work in a restaurant: Cuando era más joven, María trabajó / trabajaba en un restaurante.
8. Juan worked in the hospital for six months: Juan trabajó / trabajaba en el hospital seis meses.
9. She used to call me every night: Ella me llamó / me llamaba cada noche.
10. She called me at midnight: Ella me llamó / me llamaba a medianoche.

b. Using the phrase that is in bold as a hint, choose between the preterite or the imperfect.

1. Él habló / hablaba por teléfono **ayer por la tarde**.
2. El hombre / estuvo estaba feliz **por un rato**.
3. Los muchachos fueron / iban a las montañas **cada invierno**.
4. Nosotros hicimos / hacíamos un viaje a Madrid **el año pasado**.
5. Yo comí / comía una ensalada **anteayer**.
6. Las señoritas llegaron / llegaban **hace tres horas**.
7. Los buenos alumnos **generalmente** estudiaron / estudiaban antes de un examen.
8. Ella **frecuentemente** me llamó / llamaba antes de las ocho de la mañana.
9. ¿Comiste / Comías carne **todas las semanas**?
10. No miraste / mirabas la televisión **en ese momento**.
11. Uds. vieron / veían a José **cada semana**.
12. María bebió / bebía jugo de naranja **esta mañana**.
13. El gato **siempre** volvió / volvía a la misma hora.
14. El hombre trabajó / trabajaba **por ocho horas**.
15. ¿Por qué el hombre **nunca** tuvo / tenía dinero?

16. Gabriel visitó / visitaba a Carmen **muy a menudo**.
17. Nosotros fuimos / íbamos a la playa **cada verano**.
18. ¿Tomaste / Tomabas café **ayer por la mañana**?
19. Nosotros compramos / comprábamos un coche **el mes pasado**.
20. La chica vino / venía aquí **todos los días**.

C. Choose between the preterite or the imperfect.

1. We wanted to buy the car: Quisimos / Queríamos comprar el auto.
2. The man refused to speak: El hombre no quiso / no quería hablar.
3. They found out the news yesterday: Supieron / Sabían las noticias ayer.
4. The boy knew she was coming: El chico supo / sabía que ella venía.
5. We succeeded in lifting the piano: Pudimos / Podíamos levantar el piano.
6. I met Juan five years ago: Hace cinco años que conocí / conocía a Juan.
7. I received a letter from my sister: Tuve / Tenía una carta de mi hermana.
8. Carmen used to have a house in Acapulco: Carmen tuvo / tenía una casa en Acapulco.
9. Arturo tried to leave: Arturo quiso / quería salir.
10. Maria tried to eat: María quiso / quería comer.
11. The girls were able to go to the party: Las chicas pudieron / podían ir a la fiesta.
12. The brothers received a message from their father: Los hermanos tuvieron / tenían un mensaje de su padre.
13. The drunk refused to leave: El borracho no quiso / no quería salir.
14. I knew him well: Le conocí / conocía bien.
15. Jorge met a charming young lady: Jorge conoció / conocía a una simpática señorita.
16. At that time we knew the city very well: En aquella época conocimos / conocíamos muy bien la ciudad.
17. Alberto succeeded in reading the whole book: Alberto pudo / podía leer el libro entero.
18. I wasn't able to remember his name: No pude / podía recordar su nombre.
19. Last night Juan found out the truth: Anoche Juan supo / sabía la verdad.
20. The young ladies did not want to leave: Las señoritas no quisieron / no querían salir.

Present Perfect

The present perfect tense is frequently used for past actions that continue into the present, or continue to affect the present:

He estado dos semanas en Madrid - I have been in Madrid for two weeks

Diego ha sido mi amigo por veinte años - Diego has been my friend for 20 years.

In English, the present perfect is formed by combining the auxiliary verb "has" or "have" with the past participle.

I have studied.

He **has written** a letter to María.

We **have been** stranded for six days.

Because the present perfect is a compound tense, two verbs are required: the **main** verb and the **auxiliary** verb.

I have studied (main verb: studied ; auxiliary verb: have)

He has written a letter to María. (main verb: written ; auxiliary verb: has)

We have been stranded for six days. (main verb: been ; auxiliary verb: have)

In Spanish, the present perfect tense is formed by using the present tense of the "haber" as the auxiliary verb and the past participle of the main verb.

HABER:

Haber is a funny verb, as it doesn't really mean anything on its own. We only ever use it as an auxiliary verb in perfect tenses. It is conjugated as follows:

he

has

ha

hemos

habéis

han

THE PAST PARTICIPLE:

To form the past participle of regular verbs, simply drop the infinitive ending (-ar, -er, -ir) and add **-ado** (for -ar verbs) or **-ido** (for -er, -ir verbs).

hablar - ar + ado = hablado

comer - er + ido = comido

vivir - ir + ido = vivido

The following common verbs have irregular past participles:

abrir (to open) - **abierto** (open)
cubrir (to cover) - **cubierto** (covered)
decir (to say) - **dicho** (said)
escribir (to write) - **escrito** (written)
freír (to fry) - **frito** (fried)
hacer (to do) - **hecho** (done)
morir (to die) - **muerto** (dead)
poner (to put) - **puesto** (put)
resolver (to resolve) - **resuelto** (resolved)
romper (to break) - **roto** (broken)
ver (to see) - **visto** (seen)
volver (to return) - **vuelto** (returned)

As well as part of the perfect tenses, the past participle can also be used as an adjective, in which case it is subject to the same rules about gender and number agreement as other adjectives:

“La puerta está cerrada” “Juan tiene los ojos cerrados”

USING THE PRESENT PERFECT:

The following examples all use the past participle for the verb "comer."

He comido I have eaten.

Has comido. You have eaten.

Ha comido. He has eaten.

Hemos comido. We have eaten.

Habéis comido. You-all have eaten.

Han comido. They have eaten.

The present perfect tense is often used with the adverb "ya".

Ya han comido.

They have already eaten.

La empleada ya ha limpiado la casa.

The maid has already cleaned the house.

Important rule: the auxiliary verb and the past participle are **never separated**.

To make the sentence negative, add the word "no" **before** the conjugated form of haber:

No he comido.

I have not eaten.

No has comido.

You have not eaten.

The same rule applies when you use “nunca” instead of “no”: you never separate the auxiliary verb and the past participle:

Nunca ha comido pescado / No ha comido pescado nunca

He has never eaten fish

Nunca hemos comido en ese restaurante.

We have never eaten in that restaurant.

(Be careful, because in English you do separate the auxiliary verb and the past participle!)

Object pronouns are placed immediately before the auxiliary verb.

Pablo le ha dado mucho dinero a su hermana.

Pablo has given a lot of money to his sister.

To make this sentence negative, the word "no" is placed before the indirect object pronoun (le).

Pablo no le ha dado mucho dinero a su hermana.

Pablo has not given a lot of money to his sister.

With reflexive verbs, the reflexive pronoun is placed immediately before the auxiliary verb:

Me he cepillado los dientes. (present perfect)

I have brushed my teeth.

To make this sentence negative, the word "no" is placed before the reflexive pronoun:

No me he cepillado los dientes.

I have not brushed my teeth.

Questions are formed as follows (note how the word order is different than the English equivalent):

¿Han salido ya las mujeres?

Have the women left yet?

¿Has probado el chocolate alguna vez?

Have you ever tried chocolate?

Here are the same sentences in negative form. Notice how the auxiliary verb and the past participle are not separated.

¿No han salido ya las mujeres?

Haven't the women left yet?

¿No has probado el chocolate ninguna vez?

Haven't you ever tried chocolate?

AHORA PRACTICA:

A. Fill in the gaps with the correct conjugation of the verb haber.

1. you (tú) have tried: _____ probado
2. Juan has eaten: _____ comido
3. we have read: _____ leído
4. you-all (vosotros) have seen: _____ visto
5. you-all (ustedes) have said: _____ dicho
6. they have left: _____ salido
7. Juan and Maria have been: _____ estado
8. I have eaten lunch: _____ almorzado
9. we have listened to: _____ escuchado
10. she has washed: _____ lavado

B. Complete the following sentences with the past participle of the verb in brackets.

1. ¿Han _____ ya los niños? (salir)
2. Yo he _____ la cuenta. (pagar)
3. Tú has _____ con Ricardo. (hablar)
4. Arsenio ha _____ aquí por dos horas. (estar)
5. ¿El bebé no ha _____ nada todavía? (comer)
6. ¿Por qué no han _____ Uds. la ventana? (abrir)
7. El niño ha _____ la basura. (sacar)
8. La niña ha _____ los platos. (romper)
9. Ellos han _____. (llegar)
10. Las mujeres han _____ de compras. (ir)

C. Translate into English:

1. ¿Dónde has estado?
2. Nunca hemos estado en China.
3. No sé qué has dicho, no te he oído bien.
4. Esta mañana me he levantado un poco tarde, y se me ha escapado el autobús. (escapar - to miss)
5. Ya he terminado.

The Past Perfect (or “Pluperfect”)

The past perfect tense is used when a past action was completed prior to another past action.

Expressions such as "ya", "antes", "nunca", "todavía" and "después" will often appear in sentences where one action was completed before another.

Cuando llegaron los padres, los niños ya habían comido - When the parents arrived, the children had already eaten.

Yo había comido antes de llamarles - I had eaten prior to calling them.

This idea of a past action being completed before another past action need not always be stated; it can be implied:

Juan había cerrado la ventana antes de salir. (stated) Juan had closed the window before leaving.

Juan había cerrado la ventana. (implied) Juan had closed the window.

In English, the past perfect is formed by combining the auxiliary verb "had" with the past participle:

I had studied for the exam, but it was too hard

We had been stranded for six days.

Because the past perfect is a compound tense, two verbs are required: the *main* verb and the *auxiliary* verb.

I had studied (main verb: studied ; auxiliary verb: had)

In Spanish, the past perfect tense is formed by using the imperfect tense of the auxiliary verb "haber" as the auxiliary verb and the past participle of the main verb:

The imperfect of haber is regular:

había

habías

había

habíamos

habíais

habían

The formation of the past participle was explained in the previous section (The Present Perfect).

The following examples all use the past participle for the verb "vivir."

Había vivido. I had lived.

Habías vivido. You had lived.

Había vivido. He had lived.

Habíamos vivido. We had lived.

Habíais vivido. You-all had lived.

Habían vivido. They had lived.

The auxiliary verb and the past participle are **never** separated. To make the sentence negative, add the word "no" *before* the conjugated form of haber.

No había vivido en Madrid antes – He had not lived in Madrid before

The same rule applies when you use “nunca” instead of “no”: you never separate the auxiliary verb and the past participle:

Nunca había vivido en Madrid antes – He had never lived in Madrid before

Object pronouns are placed immediately before the auxiliary verb.

Pablo le había dado mucho dinero a su hermana. Pablo had given a lot of money to his sister.

To make this sentence negative, the word "no" is placed before the indirect object pronoun (le).

Pablo no le había dado mucho dinero a su hermana. Pablo had not given a lot of money to his sister.

With reflexive verbs, the reflexive pronoun is placed immediately before the auxiliary verb.

Me había lavado las manos. (past perfect) I had washed my hands.

To make this sentence negative, the word "no" is placed before the reflexive pronoun (me).

No me había lavado las manos. I had not washed my hands.

Questions are formed as follows. Note how the word order is different than the English equivalent.

¿Habían llegado ya las chicas? Had the girls arrived yet?

¿Habías probado ya el postre? Had you tried the dessert yet?

Here are the same questions in negative form. Notice how the auxiliary verb and the past participle are not separated.

¿No habían llegado ya las chicas? Hadn't the girls arrived yet?

¿No habías probado ya el postre? Hadn't you tried the dessert yet?

AHORA PRACTICA:

a. Fill in the gaps with the correct conjugation of the verb haber.

1. you (tú) had tried: _____ probado
2. Juan had eaten: _____ comido
3. we had read: _____ leído
4. you-all (vosotros) had seen: _____ visto
5. you-all (ustedes) had said: _____ dicho
6. they had left: _____ salido
7. Juan and Maria had been: _____ estado
8. I had eaten lunch: _____ almorzado
9. we had listened to: _____ escuchado
10. she had washed: _____ lavado

b. Complete the following sentences.

1. Cuando llegó Juan al restaurante sus padres ya _____ de comer. (terminar)
2. El político _____ bajar los impuestos.
(prometer)
3. Mi hermana arregló la sala cuando _____ la reunión. (terminar)
4. El padre _____ un buen trabajador. (ser)
5. Le dije al policía que el ladrón _____ por la ventana. (entrar)
6. La abuela le contó a su nieto que _____ comprado muchos dulces.
(comprar)
7. La madre de Antonio me dijo que él _____ al centro. (ir)
8. Marta _____ la película el mes pasado pero tenía ganas de verla de nuevo.
(ver)
9. El supervisor les _____ a sus empleados aumento de salario. (prometer)
10. El poeta le _____ a su mujer que nunca la abandonaría por otra.
(decir)

c. Translate the sentences in activity b into English.

Future Simple

- The future simple in Spanish is used to tell what "will" happen, or what "shall" happen:
Iré a la playa el mes que viene - I **will** go to the beach next month.
- The future tense is also used to express wonder or probability in the present state.
¿Quién será ? I wonder who she is? (Who could she be?)
Estará viajando solo. He is probably traveling alone.
- For actions that will occur in the near future, the present tense is often used.
Esta noche voy al cine. Tonight I'm going to the movies.
Further in the future, use the future tense.
El año que viene iré a España. Next year I'm going to Spain.
There is not a clear-cut deadline after which you should use the future. If in doubt, always use the future.

Regular verbs in the future tense are conjugated by adding the following endings to the infinitive form of the verb: **-é, -ás, -á, -emos, -éis, -án.**

hablaré

hablarás

hablará

hablaremos

hablaréis

hablarán

(NOTICE THAT YOU ADD THE ENDINGS TO THE INFINITIVE, WITHOUT DROPPING THE "AR", "ER" AND "IR" ENDINGS)

There are twelve common verbs that are irregular in the future tense. Their endings are regular, but their stems change

caber: cabré, cabrás, cabrá, cabremos, cabréis, cabrán

poner: pondré, pondrás, ...

decir: diré...

haber: habré

salir: saldré

hacer: haré

poder: podré

tener: tendré

querer: querré

valer: valdré

saber: sabré

venir: vendré

Note that compound verbs based on the irregular verbs inherit the same irregularities:
detener – detendré, detendrás, detendrá, ...

AHORA PRACTICA:

A. Choose the correct translation.

1. I will speak: hablaré hablarás hablará hablaremos hablaréis hablarán
2. he will eat: comeré comerás comerá comeremos comeréis comerán
3. they shall live: viviré vivirás vivirá viviremos viviréis vivirán
4. she will know: sabré sabrás sabrá sabremos sabréis sabrán
5. we shall have: tendré tendrás tendrá tendremos tendréis tendrán

B. Write the correct stem for the following irregular future tense verb forms.

1. decir: yo _____é
2. poder: tú _____ás
3. salir: Juan _____á
4. querer: Mónica _____á
5. poner: los hombres _____án

C. Write the correct future tense verb form.

1. El próximo verano Juan _____ de vacaciones a Colombia. (ir)
2. En una semana los atletas _____ en la carrera de Maratón. (correr)
3. Te lo _____ mañana. (decir)
4. _____ a la librería el lunes.
5. ¿Qué _____ tu mamá? (decir)
6. Este invierno Ud. _____ dos meses en España. (pasar).
7. En julio _____ mi hermano a visitarme. (venir)
8. ¿Ustedes _____ el domingo? (salir)
9. No _____ todos nosotros en el coche. (caber)
10. ¿Cuándo _____ tú aquí? (estar)

d. Translate the sentences in activity c

The Conditional Tense

Frequently, the conditional is used to express probability, possibility, wonder or conjecture, and is usually translated as would, could, must have or probably.

El alumno dijo que estudiaría una hora más.

The student said that he would study one more hour.

¿Qué hora sería?

What time could it have been?

Note: when "would" is used in the sense of a repeated action in the past, the imperfect is used.

To conjugate regular -ar, -er and -ir verbs in the conditional, simply add one of the following to the infinitive: **ía, ías, ía, íamos, íais, ían**

Here are all three regular conditional verb forms together:

hablar	comer	vivir
hablaría	comería	viviría
hablarías	comerías	vivirías
hablaría	comería	viviría
hablaríamos	comeríamos	viviríamos
hablaríais	comeríais	viviríais
hablarían	comerían	vivirían

The same twelve common verbs that are irregular in the future tense are also irregular in the conditional tense. Their endings are regular, but their stems change in the same way they change in the future tense.

caber cabría, cabrías, cabría, cabríamos, cabríais, cabrían

poner pondría

decir diría

haber habría

salir saldría

hacer haría

poder podría

tener tendría

querer querría

valer valdría

saber sabría

venir vendría

Next, let's look at some specific uses of the conditional.

To express speculation about the past:

Aqué! día correrían más de veinticinco kilómetros.

That day they must have run more than 25 kilometers.

To express the future from the perspective of the past:

Yo sabía que abrirían la tienda a las siete.

I knew that they would open the store at seven o'clock.

To express hypothetical actions or events which may or may not occur:

Sería interesante estudiar chino.

It would be interesting to study Chinese.

To indicate what would happen were it not for some certain specific circumstance:

Yo viajaría pero no tengo dinero.

I would travel but I don't have money.

For polite use to soften requests:

Por favor, ¿podría decirme a qué hora abre la gasolinera?

Could you please tell me what time the gas station opens?

To ask for advice:

¿Cuál compraría Ud.?

Which one would you buy?

For reported speech:

Juan dijo que terminaría el trabajo.

Juan said that he would finish the work.

To express what would be done in a particular situation:

¿Hablarías inglés en España?

Would you speak English in Spain?

No. Hablaría español.

No. I would speak Spanish.

To express an action which is contrary to fact:

Si yo tuviera tiempo, iría al cine esta noche.

If I had time, I would go to the movies tonight.

Note: This last example uses a verb tense you are not yet familiar with -- the imperfect subjunctive (tuviera). This topic will be one of the main grammar points at A2.

AHORA PRACTICA:

a. Choose the correct translation.

1. he would speak: hablaría hablarías hablaríamos hablaríais hablarían
2. she would eat: comería comerías comeríamos comeríais comerían
3. they would lived: viviría vivirías viviríamos viviríais vivirían
4. I would know: sabría sabrías sabríamos sabríais sabrían
5. we would have: tendría tendrías tendríamos tendríais tendrían

b. Write the correct stem for the following irregular conditional tense verb forms.

1. decir: yo _____ía
2. poder: tú _____ías
3. salir: Ricardo _____ía
4. querer: Ana _____ía
5. poner: los chicos _____ían

c. Write the correct conditional tense verb form.

1. ¿ _____ María los pasajes de ida y vuelta? (comprar)
2. Nos indicó que el profesor _____ en la conferencia. (estar)
3. ¿ _____ usted llevar mi equipaje? (poder)
4. Juan prometió a su papá que _____ inglés. (aprender)
5. La madre dijo que _____ veinte niños en la fiesta. (haber)
6. A él le _____ leer el periódico en silencio. (gustar).
7. Yo _____ zumo de naranja pero no hay en el refrigerador. (beber)
8. Yo no _____ en la capital porque hay mucha contaminación ambiental.
(vivir)
9. Nadie _____ en esa casa tan vieja. (vivir)
10. José creía que _____ hoy . (llover)

d. Translate the sentences in activity c.

The Imperative (Commands)

The imperative is used when ordering, telling or asking someone to do something. Spanish has both formal and an informal commands.

INFORMAL COMMANDS (TÚ, VOSOTROS, NOSOTROS)

TÚ:

The affirmative informal (tú) commands use the present indicative Ud. form:

Cuenta tus beneficios.

Count your blessings.

Habla más lentamente.

Speak more slowly.

The negative informal (tú) commands use the present subjunctive.

No cuentes tus beneficios.

Don't count your blessings.

No hables más lentamente.

Don't speak more slowly.

The following eight verbs have irregular familiar commands in the affirmative:

decir - di

salir - sal

hacer - haz

ser - sé

ir - ve

tener - ten

poner - pon

venir - ven

VOSOTROS:

The affirmative vosotros command is formed by simply replacing the final "r" of the infinitive with "d."

Comprad (vosotros) el anillo. (You-all) Buy the ring.

Haced (vosotros) los deberes. (You-all) Do the homework.

The negative vosotros commands use the corresponding present subjunctive forms.

No compréis (vosotros) el anillo. (You-all) Don't buy the ring.

No hagáis (vosotros) los deberes. (You-all) Don't write the homework.

With affirmative commands using a reflexive verb, the final "d" of the verb form is dropped before adding the pronoun "os."

Sentad + os = Sentaos.

The only exception is the verb "irse" which retains the final "d."

¡Idos! - Go away!

Verbs ending in "-ir" will require a written accent.

Vestid + os = Vestíos - Get dressed.

NOSOTROS:

Nosotros commands are used when the speaker is included, and are used to express the idea "let's + verb." To form these commands, use the nosotros form of the present subjunctive.

Comamos allí. - Let's eat there.

Contemos el dinero. - Let's count the money.

To form the negative command, place the word **no** before the same verb form (present subjunctive).

No comamos allí. - Let's not eat there.

No contemos el dinero. - Let's not count the money.

The only exception is the verb ir(se), which uses the present indicative for the affirmative command only.

Vamos ahora. - Let's go now.

but

No vayamos a la tienda. - Let's not go to the store.

FORMAL COMMANDS (USTED, USTEDES)

The formal commands (both affirmative and negative) use the present subjunctive verb form:

hablar: hable (speak – singular, formal), no hable (don't speak - singular, formal)

comer: coma (eat – singular, formal), no coma (don't eat - singular, formal)

decir: digan (say – plural, formal), no digan (don't say - plural, formal)

As with the present subjunctive, the following verbs are irregular:

(dar) **dé, den**

(estar) **esté, estén**

(ir) **vaya, vayan**

(ser) **sea, sean**

(saber) **sepa, sepan**

ADDING OBJECT PRONOUNS TO THE IMPERATIVE

With all affirmative commands, the object pronouns are attached directly to the end of the imperative form of the verb.

Compre el anillo (Buy the ring) – **Cómprelo** (Buy it).

If both direct and indirect object pronouns are attached, the indirect object pronoun comes before the direct object pronoun.

cómprelo (Buy it) - **cómpremelo** (Buy it for me.)

Note that in order to maintain the original stress of the verb, a written accent is often needed. If the **command** has more than one syllable, a written accent is required when one or more pronoun is added.

compre – cómprelos - cómpremelos

If the **command** has only one syllable, a written accent is only necessary when two pronouns are added.

haz - hazlo - házmelo

With all negative commands, the object pronouns come **before** the imperative form of the verb.

No compre el anillo - Don't buy the ring.

No lo compre - Don't buy it.

If there are both direct and indirect object pronouns, the indirect object pronoun comes before the direct object pronoun.

No me lo compre - Don't buy it for me.

AHORA PRACTICA:

A. Write the "tú" imperative form for the given verbs.

1. Bring the food: _____ la comida. (traer)
2. Don't smoke here, please: No _____ aquí, por favor. (fumar)
3. Go with her. _____ con ella. (ir)
4. Stir the rice. _____ el arroz.
(agitar)
5. Don't buy that house. No _____ esa casa. (comprar)

B. Choose the correct answer, in order to create a command in the "tú" form.

1. Speak more slowly: *Hablas / Hables / Habla* más lentamente.
2. Don't begin now: No *comienzas / comiences / comienza* ahora.
3. Come here: *Vienes / Vengas / Ven* acá.
4. Don't drink the water: No *bebes / bebas / bebe* el agua.
5. Clean the kitchen: *Limpias / Limpies / Limpia* la cocina.
6. Come here: *Ven / Vienes / Vengas* aquí.
7. Be kind: *sé / eres / seas* amable.
8. Set the table: *Pon / Pones / Pongas* la mesa.
9. Do what I tell you: *Haz / Haces / Hagas* lo que te digo.
10. Don't say anything: No *di / dices / digas* nada.

C. Use the information in parenthesis to translate the following sentences. Do not include the subject pronoun in your answer. (The subject pronoun is underlined in parenthesis.)

Ejemplo: Bring it to me: (traer / tú / la comida) -Tráemela

1. Don't bring them to him. (traer / tú / las plumas): No _____.
2. Open them. (abrir / Uds. / las ventanas): _____.
3. Put them there. (poner / Ud. / los libros): _____ allí.
4. Don't put them here. (poner / tú / los libros): No _____ aquí.

D. Choose the correct answer, in order to create a command in the "vosotros" form.

1. Don't write on the wall: No *escribid / escribas / escribáis* en la pared.
2. Open the door: *Abre / Abráis / Abrid* la puerta.
3. Don't come here. No *vienes / vengaste / vengáis* acá.
4. Don't clean the house: No *limpiad / limpiéis / limpia* la casa.

5. Take the medicine: *Toma / Toméis / Tomad* la medicina.
6. Speak more slowly: *Hablad / Habléis Habla* más lentamente.
7. Johnny and Mary, sing: Juanito y María, *cantad / cantéis / canta* .

E. Translate:

1. Let's sit down. (sentarse)
2. Let's not go with John. (ir)
3. Let's go to bed. (acostarse)
4. Let's buy the book. (comprar)
5. Let's go with her. (ir)
6. Let's not buy that house. (comprar)
7. Let's play the piano. (tocar)

F. Make the following commands negative.

1. Abre la ventana
2. ¡Cállate!
3. Vete de aquí
4. Espérame
5. Olvídate de mí

G. Change the sentences in activity F to the “vosotros” form. Don’t forget to change the pronouns as well as the verbs.

Ejemplo: 1. Abre la ventana - Abrid la ventana

Present Progressive (Or Continuous)

The present progressive is formed by combining the verb "to be" with the present participle. (The present participle is merely the "-ing" form of a verb.)

I am studying.

In English, present progressive can be used to describe what is happening now, or what will happen in the future.

I am studying now.

I am studying tonight.

In Spanish, the present progressive is only used to describe an action that is in the process of taking place. It is **not** used for future actions.

Estoy estudiando ahora (but never "~~Estoy estudiando esta noche~~")

To form the present progressive you need to use the verb **estar** and the **present participle** of the verb; simply conjugate the verb *estar* to agree with the subject of the sentence, and follow it with the present participle:

Juan **está comiendo** pan - John is eating bread.

María y Carmen **están hablando** conmigo - Mary and Carmen are speaking with me.

Estoy hablando - I am speaking.

Juan **está comiendo** - John is eating.

María **está escribiendo** una carta - Mary is writing a letter.

ESTAR:

estoy, estás, está, estamos, estáis, están

PRESENT PARTICIPLE:

To form the present participle of regular -ar verbs, add -ando to the stem of the verb.
hablar: **hablando** (hablar - ar + ando)

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

comer: **comiendo** (comer - er + iendo)

vivir: **viviendo** (vivir - ir + iendo)

To form the present participle of -ir stem changing verbs, change e:i and o:u in the stem, and then add -iendo to the stem of the verb.

servir - **sirviendo**, pedir - **pidiendo**, decir - **diciendo**

dormir - **durmiendo**, morir - **muriendo**, poder - **pudiendo**

Sometimes when forming the present participle it is necessary to change the spelling of a word so that it agrees with the way it is pronounced. We call this an "orthographic" change. Here are some common examples:

caer - **cayendo**, creer - **creyendo**, huir - **huyendo**, ir - **yendo**, influir - **influyendo**
oír - **oyendo**, traer - **trayendo**, leer - **leyendo**, seguir - **siguiendo**

Remember, only use the present progressive for actions that are "in progress."
Compare the uses of the present indicative with the uses of the present progressive.

Estudio español. (Present Indicative)

I study Spanish (these days, I am trying to learn the language).

Estoy estudiando español. (Present Progressive)

I am studying (*right now, at this moment, as I speak*) Spanish.

It is important to remember that you would **never** use the present progressive to say something like "We are going to Spain this summer." Use present progressive **only** for actions that are "in progress."

N.B. - EVEN THOUGH AT THIS STAGE WE ARE ONLY GOING TO COVER THE PRESENT PROGRESSIVE, IT IS NOT THE ONLY PROGRESSIVE TENSE; CONJUGATE THE VERB ESTAR IN DIFFERENT TENSES TO OBTAIN DIFFERENT PROGRESSIVE TENSES:

estoy estudiando - I am studying

estaba estudiando - I was studying

estuve estudiando - I was studying (for a determined amount of time)

he estado estudiando - I have been studying

estaré estudiando - I will be studying

estaría estudiando - I would be studying

AHORA PRACTICA:

A. Translate

1. John is speaking Spanish.
2. I am writing a letter.
3. The children are playing.
4. John and I are just about to arrive ("John and I are arriving").

B. Write the present participle for each regular -ar, -er and -ir verb.

- | | |
|-------------|--------------|
| 1. hablar | 9. terminar |
| 2. comer | 10. amar |
| 3. vivir | 11. irritar |
| 4. estudiar | 12. volar |
| 5. recordar | 13. temer |
| 6. escribir | 14. percibir |
| 7. rogar | 15. prometer |
| 8. andar | 16. recibir |

C. 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

D. Write the present participle for the following orthographic changing verbs.

1. caer
2. creer
3. leer
4. oír
5. construir
6. huir

Subjunctive

The subjunctive is not a tense; rather, it is a mood. **Tense** refers to when an action takes place (past, present, future), while **mood** merely reflects how the speaker feels about the action. The subjunctive mood is rarely used in English, but it is widely used in Spanish.

Here are some examples of the subjunctive being used in English:

The law requires that you be 18 years old to vote.

I were a rich man, I wouldn't have to work hard.

So far, you have studied verb tenses in the **indicative** mood. The indicative mood is used to express factual information, certainty, and objectivity.

Usted va al Perú en diciembre.

You are going to Peru in December.

The **subjunctive** mood is used when you want to express the opposite of certainty and objectivity: things like doubt, uncertainty, subjectivity, etc.

Yo dudo que usted vaya al Perú en diciembre.

I doubt that you are going to Peru in December.

Since the above statement does not express certainty, the subjunctive (**vaya**) is required in the second clause:

Indicative

John goes to the store.

(This sentence merely states the certain, objective fact that John goes to the store.)

I know that John goes to the store.

(The clause "I know" tells us that the speaker feels that it is a certain, objective fact that John goes to the store.)

There is no doubt that John goes to the store.

(The clause "there is no doubt" tells us that the speaker feels that it is a certain, objective fact that John goes to the store.)

Subjunctive

I want John to go to the store.

(The clause "I want" tells us that the speaker feels that there is uncertainty as to whether John goes to the store.)

I hope that John goes to the store.

(The clause "I hope" tells us that the speaker feels that there is uncertainty as to whether John goes to the store.)

It is possible that John will go to the store.

(The clause "it is possible" tells us that the speaker feels that there is uncertainty as to whether John goes to the store.)

It's good that John goes to the store.

(The clause "it's good" alerts us that the speaker is about to express a subjective opinion.)

It's important that John goes to the store.

(The clause "it's important" alerts us that the speaker is about to express a subjective opinion.)

HOW TO CONJUGATE THE PRESENT SUBJUNCTIVE

For most verbs, the present subjunctive is formed by following these three steps:

1. Start with the **yo** form of the present indicative.
2. Then drop the **-o** ending.
3. Finally, add the following endings:

-ar verbs: -e, -es, -e, -emos, -éis, -en

-er and -ir verbs: -a, -as, -a, -amos, -áis, -an

Regular -ar verbs	Regular -er verbs	Regular -ir verbs
hablo - o = habl	como - o = com	vivo - o = viv
hable	coma	viva
hables	comas	vivas
hable	coma	viva
hablemos	comamos	vivamos
habléis	comáis	viváis
hablen	coman	vivan

The formula also works for verbs that have irregular "yo" forms in the present indicative:

tener (tengo): tenga, tengas, tenga, tengamos, tengáis, tengan (subjunctive)

conocer (conozco): conozca, conozcas, conozca, conozcamos, conozcáis, conozcan

salir (salgo): salga,...

For -ar and -er stem-changing verbs, the formula applies except that there is no stem change in the nosotros and vosotros forms:

pensar (pienso): **piense**, **pienses**, **piense**, pensemos, penséis, **piensen**

For -ir stem-changing verbs, the formula applies except that the stem change in the nosotros and vosotros forms follows these patterns: o:ue verbs change o to u; e:ie verbs change e to i; e:i verbs always change e to i:

dormir: **duerma**, **duermas**, **duerma**, **durmamos**, **durmáis**, **duerman**

preferir: **prefiera**, **prefieras**, **prefiera**, **prefiramos**, **prefiráis**, **prefieran**

pedir: **pida**, **pidas**, **pida**, **pidamos**, **pidáis**, **pidan**

Remember that pronunciation always comes first and therefore some verbs will need some spelling changes to maintain the pronunciation:

- For verbs that end in **-zar**, the **z** changes to **c** when it comes before the letter **e**.

empezar: emiece, emieces, emiece, empecemos, empecéis, empien

- For verbs that end in **-ger** or **-gir**, the **g** changes to **j** when it comes before the letter **a**.

escoger: escoja, escojas, escoja, escojamos, escojáis, escojan

- For verbs that end in **-guir**, the **gu** changes to **g** when it comes before the letter **a**.

seguir: siga, sigas, siga, sigamos, sigáis, sigan

- For verbs that end in **-car**, the **c** changes to **qu** when it comes before the letter **e**.

buscar: busque, busques, busque, busquemos, busquéis, busquen

- For verbs that end in **-gar**, the **g** changes to **gu** when it comes before the letter **e**.

pagar: pague, pagues, pague, paguemos, paguéis, paguen

- For verbs that end in **uir**, add the letter **y** before the letter **a**.

huir: huya, huyas, huya, huyamos, huyáis, huyan

IRREGULAR VERBS

Here are the six verbs that are irregular in the present subjunctive:

dar - to give: dé, des, dé, demos, deis, den

estar - to be: esté, estés, esté, estemos, estéis, estén

haber - to have (auxiliary verb): haya, hayas, haya, hayamos, hayáis, hayan

ir - to go: vaya, vayas, vaya, vayamos, vayáis, vayan

saber - to know: sepa, sepas, sepa, sepamos, sepáis, sepan

ser - to be: sea, seas, sea, seamos, seáis, sean

USES OF THE SUBJUNCTIVE

1. Expressing desire

One of the main ways we use the subjunctive is to express desire.

Here is a list of common expressions that introduce an aspect of desire to the sentence, and therefore trigger the use of the subjunctive.

esperar que - to wish that ... / to expect that...

insistir en que ... - to insist that ...

mandar que ... - to order that ...

preferir que ... - to prefer that ...

prohibir que ... - to prohibit that ...

querer que ... - to want that ...

es aconsejable que ... - it's advisable that ...

es necesario que ... - it's necessary that ...

pedir que ... - to ask that ...

recomendar que ... - to recommend that ...

rogar que ... - to plead that ...

sugerir que ... - to suggest that ...

Within this category we can include expressions that you can use to modify or have an impact on someone's behaviour:

Quiero que vayas a la tienda - I want you to go to the shop

Espero que vayas a la tienda - I expect you to go to the shop

Me gustaría que vayas a la tienda - I would like you to go to the shop

Preferiría que vayas a la tienda - I would prefer that you go to the shop

Te exijo que vayas a la tienda - I demand that you go to the shop

Please notice - it is a very common mistake for English speakers to forget to use the subjunctive in this kind of sentence and use an infinitive construction instead. This is always wrong:

I want you to be on time - **Quiero que seas puntual** (NOT "~~Quiero que tú ser puntual~~")

2. Expressing ignorance or doubt.

We use the subjunctive to introduce an aspect of ignorance or doubt to a sentence, to express uncertainty about what is just about what is going to be said.

Here is a list of common expressions that introduce that aspect of ignorance or doubt:

dudar que ... to doubt that ...
es dudoso que ... it is doubtful that ...
es improbable que ... it's unlikely that ...
es incierto que ... it's uncertain that ...
es posible que ... it's possible that ...
negar que ... to deny that ...
puede ser que ... it may be that ...
quizá (or "quizás") ... perhaps , maybe...
no es verdad que ... it's not true that ...
no es cierto que ... it's not certain that ...
no imaginarse que ... to not imagine that ...
temer que ... to suspect that ...
no creer que ... not to believe that ...
no es cierto que ... it's not certain that ...
no estar convencido de que ... to not be convinced that ...
no estar seguro de que ... to not be sure that ...
no parecer que ... to not seem that ...
no pensar que ... to not think that ...
no suponer que ... to not suppose that ...

Please notice that the last few sentences are all negative. Their equivalent affirmative versions ("Creo que", "es cierto que"...) do not require the use of the subjunctive, as they do not introduce an element of doubt.

3. After some impersonal expressions

Here is a list of common impersonal expressions that introduce an aspect of uncertainty or subjectivity, and therefore trigger the use of the subjunctive.

conviene que ... it is advisable that ...
es aconsejable que ... it is advisable that ...
es bueno que ... it's good that ...
es difícil que ... it's unlikely that ...
es dudoso que ... it's doubtful that ...
es fácil que ... it's likely that ...
es fantástico que ... it's fantastic that ...
es importante que ... it's important that ...
es imposible que ... it's impossible that ...
es improbable que ... it's unlikely that ...
es incierto que ... it's uncertain that ...

es increíble que ... it's incredible that ...
es (una) lástima que ... it's a shame that ...
es malo que ... it's bad that ...
es mejor que ... it's better that ...
es menester que ... it's necessary that ...
es necesario que ... it's necessary that ...
es posible que ... it's possible that ...
es preciso que ... it's necessary that ...
es preferible que ... it's preferable that ...
es probable que ... it's likely that ...
es raro que ... it's rare that ...
es ridículo que ... it's ridiculous that ...
es terrible que ... it's terrible that ...
(as a general rule, always use the subjunctive with expressions that follow the pattern “es + adjective + que”, unless you use “innegable”, “cierto”, “verdadero”, “obvio”, “evidente”, “real” or a few other adjectives which express complete certainty)
más vale que ... it's better that ...
ojalá que ... if only he would ...
puede ser que ... it could be that ...

4. Actions that are not yet completed.

Here is a list of common expressions that may indicate that the action that follows has not yet been completed. These expressions will **always** invoke the subjunctive:

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

The following expressions only invoke the subjunctive when they indicate that the action that follows has not yet been completed:

después de que... after...
en cuanto... as soon as...
hasta que... until...
mientras que... while...
tan pronto como... as soon as...
cuando... when...

AHORA PRACTICA:

a. Which mood, indicative or subjunctive, has been used in the following sentences?

1. Creo que ellos están en la casa.
2. Quiero que el chico coma más.
3. Es importante que los alumnos estudien cada día.
4. Es necesario que tú lo comprendas.
5. Es cierto que ella viene.
6. Es dudoso que tú tengas gripe.
7. Es probable que ellos vuelvan pronto.
8. Es necesario que tu esposo lo escriba.
9. Ella teme que los alumnos no estudien.
10. Ella prefiere que nosotros salgamos.

b. Explain why the indicative or the subjunctive mood has been used in the sentences in activity a.

c. Conjugate the following regular verbs in the present of the subjunctive.

Ejemplo:

escuchar: *escuche escuches escuche escuchemos escuchéis escuchen*

1. abrir:
2. viajar:
3. comprar:
4. beber:
5. mandar:
6. correr:
7. vivir:
8. escuchar:

d. Conjugate the following verbs that have irregular "yo" forms in the present indicative.

Ejemplo:

caber: *quepa, quepas, quepa, quepamos, quepáis, quepan*

1. conocer
2. salir
3. poner
4. hacer
5. ver

e. Conjugate the following stem-changing verbs.

Ejemplo:

mostrar: *muestre, muestres, muestre, mostremos, mostréis, muestren*

1. volver
2. encontrar
3. morir
4. dormir
5. advertir

f. Select the correct present tense subjunctive conjugation for the following orthographic-changing verbs.

1. yo (empezar): empiezo empeize empiece
2. tú (escoger): escoges escogas escojas
3. Juan y yo (elegir): eligimos eligamos elijamos
4. ustedes (seguir): siguen siguan sigan
5. Carmen (buscar): busca busce busque
6. las niñas (huir): huyen huan huyan

g. Write the correct form of present tense subjunctive for the following orthographic-changing verbs.

1. recomenzar (e:ie): yo
2. conseguir (e:i): ella
3. coger: yo
4. reelegir (e:i): él
5. influir: las chicas
6. contribuir: Juan, María, y yo
7. indicar: tú
8. dedicar: tú
9. significar: Pablo
10. excluir: tú y yo
11. perseguir (e:i): el gato
12. ubicar: aquellos hombres

h. Select the correct present tense subjunctive conjugation for the following irregular verbs.

1. yo (dar): doy daba di dé
2. tú (estar): estás estabas estuviste estés
3. Juan y yo (haber): hemos habíamos hubimos hayamos
4. ustedes (ir): van iban fueron vayan
5. Carmen (saber): sabe sabía supo sepa
6. las niñas (ser): son eran fueron sean

j. Write the correct present tense subjunctive conjugation for the following irregular verbs.

1. dar: tú
2. estar: la mujer
3. haber: el hombre
4. ir: yo
5. ir: los estudiantes
6. saber: nosotros
7. ser: tú
8. dar: vosotros
9. ir: Mónica
11. estar: yo
12. saber: tú y yo
13. dar: los perros
14. ir: tú y yo
15. saber: aquellas mujeres

k. VERBS OF DESIRE: Write the correct present tense subjunctive conjugation for the given infinitive, unless the indicative mood is required.

1. I want you-all to buy a house: Yo quiero que ustedes _____ una casa(comprar)
2. We wish that you would come to the party: Esperamos que tú _____ a la fiesta.
(venir)
3. The teacher insists that the students practice every day: El maestro insiste en que los alumnos _____ cada día. (practicar)

4. The father orders that the child not yell: El padre manda que el niño no _____.
(gritar)
5. I recommend that you read the book: Yo recomiendo que tú _____ el libro.
(leer)
6. I think that the boys steal: Creo que los chicos _____. (robar)
7. The mother forbids that her daughter go out with the boy: La madre prohíbe que su hija _____ con el chico. (salir)
8. It is advisable that you sleep eight hours every night: Es aconsejable que usted _____ ocho horas cada noche (dormir)
9. It's necessary that she buy groceries. Es necesario que ella _____ comestibles.
(comprar)
10. He wants me to write a letter: Él quiere que yo _____ una carta. (escribir)
11. The boys hope the girls come to the party. Los chicos esperan que las chicas _____ a la fiesta. (venir)
12. The professor orders the students not to speak in class: El profesor manda que los alumnos no _____ en clase. (hablar)
13. The dogs prefer that their humans serve large bones: Los perros prefieren que sus humanos _____ huesos grandes. (servir) (e:i)
14. We recommend that you exercise: Recomendamos que usted _____ ejercicios. (hacer)
15. The man begged that the woman not sing: El hombre ruega que la mujer no _____ . (cantar)
16. The boss forbids that his employees talk: El jefe prohíbe que sus empleados _____ . (hablar)
17. It is advisable that you exercise every day: Es aconsejable que usted _____ ejercicios cada día. (hacer)
18. It's necessary that we sell the farm: Es necesario que nosotros _____ la granja. (vender)

I. DOUBT: Write the correct present tense subjunctive conjugation for the given infinitive, unless the indicative mood is required.

1. I doubt that you-all swim well: Yo dudo que ustedes _____ bien. (nadar)
2. It's doubtful that you speak Chinese: Es improbable que tú _____ chino.
(hablar)
3. It's uncertain that they live in Spain: Es incierto que ellos _____ en España.
(vivir)
4. It's true that the boy doesn't study well: Es cierto que el niño no _____ bien.
(estudiar)
5. It's not certain that we are married. No es cierto que nosotros _____ casados.
(estar)
6. The parents aren't convinced that he is the ideal husband for their daughter: Los padres no están convencidos de que él _____ el esposo ideal para su hija. (ser)
7. It doesn't seem like it is going to rain: No parece que _____ a llover. (ir)
8. The taxi driver doesn't suppose that there is enough work for him: El taxista no supone que _____ suficiente trabajo para él. (haber)
9. It's true that I am from Spain: Es verdad que yo _____ de España (ser)
10. She denies that her brother is a troubled boy: Ella niega que su hermano _____ un chico conflictivo. (ser)
11. It's not true that he manages the company: No es verdad que él _____ la empresa. (dirigir)
12. It's not certain that he has a girlfriend: No es cierto que él _____ novia. (tener)
13. I fear that Luis won't pass the test: Temo que Luis no _____ el examen.
(pasar)
14. I think that Juan loves María. Creo que Juan _____ a María. (amar)
15. It's improbable that we'll get lost. Es improbable que nosotros nos _____.
(perderse)
16. I don't think that he is a bad boy: No creo que él _____ un mal chico. (ser)
17. Carmen and I don't doubt that the cats are sad: Carmen y yo no dudamos que los gatos están _____. (estar)
18. It's not true that Álvaro works: No es cierto que Álvaro _____. (trabajar)

m. IMPERSONAL EXPRESSIONS: For each infinitive, write the correct present tense subjunctive conjugation.

1. It's beneficial that you-all buy a cat: Conviene que ustedes _____ un gato.
(comprar)
2. It's good that she runs at least three times a week: Es bueno que ella _____ por lo menos tres veces a la semana. (correr)
3. It's doubtful that my niece doesn't want to comb her hair: Es dudoso que mi sobrina no _____ peinarse. (querer)
4. It's evident that they like each other: Es evidente que ellos se _____.
(gustar)
5. It's important that the students read their syllabi: Es importante que los estudiantes _____ sus temarios. (leer)
6. It's improbable that they have an argument: Es improbable que ellas _____ una discusión. (tener)
7. It's incredible that Antonio doesn't live with his family: Es increíble que Antonio no _____ con su familia. (vivir)
8. It's bad that it rains: Es malo que _____. (llover)
9. It's necessary that we all meet as soon as possible: Es necesario que nos _____ tan pronto como sea posible. (reunirse)
10. It's possible that we will buy a house soon: Es posible que _____ una casa pronto. (comprar)
11. It's preferable that they talk in private: Es preferible que _____ en privado.
(hablar)
12. It's ridiculous that he doesn't kiss his wife in public. Es ridículo que él no _____ a su esposa en público. (besar)
13. It's terrible that the children don't love their parents: Es terrible que los niños no _____ a sus padres. (amar)
14. It could be that he likes eating too much: Puede ser que le _____ comer demasiado.
(gustar)

n. ACTIONS TO BE COMPLETED: For each infinitive, write the correct present tense subjunctive conjugation, except in the case of those that require the indicative mood.

1. I won't go unless you go. Yo no iré a menos que tú _____. (ir)
2. She won't call before he arrives. Ella no llamará antes de que él _____. (llegar)
3. We'll organize the party provided that you come. Nosotras organizaremos la fiesta con tal de que tú _____. (venir)
4. We'll open the champagne when the guests arrive. Nosotros abriremos el champán cuando los invitados _____. (llegar)
5. The boy will open the presents after he cuts the cake. El niño abrirá los regalos después de que _____ el pastel. (cortar)
6. I'll buy food in case we go camping. Compraré comida en caso de que nosotros _____ de cámping. (ir)
7. I'll pick up the phone as soon as I turn off the computer. Contestaré el teléfono en cuanto yo _____ el ordenador. (apagar)
8. We'll wait until you come back. Esperaremos hasta que tú _____. (regresar)
9. I'll mix the drinks while you prepare the appetizers. Mezclaré las bebidas mientras que tú _____ los aperitivos. (preparar)
10. I'll put the cake in the refrigerator so that it cools down: Pondré el pastel en el refrigerador para que se _____. (enfriarse)
11. After he arrives, we will have a party. Después de que _____ haremos una fiesta. (llegar)
12. She'll put them to sleep without them crying. Ella los dormirá sin que ellos _____. (llorar)
13. I'll tell them the news as soon as they get here. Les contaré las noticias tan pronto como ellos _____. (llegar)
14. It's clear that she is in love. Está claro que ella está _____ enamorada. (estar)
15. He'll find out when he opens the envelope. Lo descubrirá cuando él _____ el sobre. (abrir)
16. They'll get him a new bike provided that he gets good grades. Le comprarán una bicicleta nueva con tal de que él _____ buenas calificaciones. (obtener)

The passive voice

Knowing the difference between active and passive voice makes a big difference in how things are phrased:

Active Voice

An agent (the doer of the sentence) is the subject of the verb and does something. There may or may not be an object (the thing done or person done to.)

Emilio escribe un libro en español. (Emilio is writing a book in Spanish.)

Mi madre cocinó la pizza en el horno. (My mom cooked the pizza in the oven.)

Los ingleses establecieron las colonias hace 200 años. (The English established the colonies 200 years ago.)

Most of the Spanish you have used so far has used the active voice (in other words, “normal” sentences are in the active voice)

Passive Voice

The passive voice indicates what happened to the object where the object is acted upon by an outside agent, which can be hidden or highlighted depending on the situation. You will only use transitive verbs (verbs that require a direct object). The formula *ser* + past participle (+ *por* + agente) is used to create the passive voice.

El libro fue escrito en español por mi profesor. (The book was written in Spanish by my professor.)

La pizza fue cocida en un horno por mi madre. (The pizza was cooked in an oven by my mother.)

Las colonias fueron establecidas por los ingleses hace 200 años. (The colonies were established 200 years ago.)

HOW TO USE THE PASSIVE VOICE:

The passive voice is much more common in English than in Spanish.

You should try to avoid using the passive voice unnecessarily, because the active voice comes across as more lively and does a better job of conveying action.

In English, the passive voice is formed by using a form of the verb “to be” followed by the past participle. It is the same in Spanish, where a form of *ser* is followed by the past participle. The past participle in such cases is modified if necessary to agree in number and gender with the subject of the sentence:

- **El ordenador fue reprogramado** - The computer was reset.
- **Los ordenadores fueron reprogramados** - The computers were reset.
- **La niña desaparecida fue vista anoche** - The missing girl was seen yesterday.

- **Las niñas desaparecidas fueron vistas anoche** - The missing girls were seen yesterday.

We tend to use the passive voice when we don't know or don't want to say who the agent of the sentence is (who saw the girls?) or when we do know it, but we don't want to place any emphasis on it (we assume the IT technician reset the computers).

The passive voice can be used in any tense, including tenses in the subjunctive mood:

La casa es construida con mucha rapidez

La casa está siendo construida con mucha rapidez

La casa fue construida con mucha rapidez

La casa será construida con mucha rapidez

La casa había sido construida con mucha rapidez

No creo que la casa sea construida con mucha rapidez

No creo que la casa fuera construida con mucha rapidez

HOW TO AVOID THE PASSIVE VOICE

The passive voice is not frequently used in Spanish. Usually several other methods of expressing an idea are used instead:

- Use the regular active voice instead. If an agent is given, use it as the subject. For example, instead of "The film was made by a famous director", write "A famous director made the film."

Un director famoso rodó la película (better than "~~La película fue rodada por un director famoso~~")

- Use the indefinite "they" as the subject. Instead of "It is said that...", use "They say that..." (Dicen que...). We don't need to know who "they" refers to:

Dicen que construyeron esta casa en 1002 (better than "~~Es dicho que esta casa fue construida en 1002~~")

- Use the impersonal phrase "se + he/she form of the verb" or "se + they form of the verb":

Se habla español - Spanish is spoken

Se venden huevos - Eggs are sold

This last kind of sentence is extremely usual in Spanish, as it is used all the time ("Se usa todo el tiempo").

AHORA PRACTICA:

a. Translate the following sentences into English.

1. Un hombre sospechoso fue visto ayer por los vecinos.
2. Plasencia fue fundada por Alfonso VIII en 1180.
3. Las ventanas fueron destruidas por la explosión.
4. El gatito fue rescatado por los bomberos.
5. La decisión fue tomada unánimemente por todos los miembros
6. La expedición fue atacada por un tigre.
7. Mi ropa fue diseñada por Chanel.
8. El Pingüino fue derrotado por Batman. Esta noche Gotham dormirá tranquila.

b. Change the following sentences from the active to the passive voice:

Ejemplo:

Ayer la nieve bloqueó la carretera: *Ayer la carretera fue bloqueada por la nieve.*

1. Mi padre preparó la comida.
2. El Primer Ministro firmó los documentos.
3. La arquitecta diseñó la casa.
4. Un médico muy experimentado operó al cantante.
5. El profesor no explicó la pasiva muy bien.
6. Los niños no comprendieron la pasiva muy bien.
7. Godzilla destruyó Tokio.
8. España ganó el Mundial de Fútbol en 2010.
9. Todas las chicas aprobaron el examen.
10. El Tribunal Supremo aprobó la nueva ley.
11. Colón descubrió América.
12. El Partido Chorizo ganó las elecciones.
13. Mi amigo compró una casa.

c. Re write the sentences in activity a avoiding the passive voice. You can use the active voice, the “they” form of the verb or make them impersonal with “se”

ejemplo:

1. Un hombre sospechoso fue visto ayer por los vecinos: Los vecinos vieron a un hombre sospechoso / Vieron a un hombre sospechoso / Se vio a un hombre sospechoso.

Progress chart

TOPIC	%	RAG
Nouns - gender		
Nouns - number		
Articles		
Adjectives		
Comparatives and superlatives		
“Por” and “para”		
Contractions		
Negatives		
Questions		
Personal a		
Relative pronouns		
Possessive adjectives and pronouns		
Demonstrative adjectives and pronouns		
Direct object pronouns		
Indirect object pronouns		
Direct and indirect object pronouns used together		
Apocoptation		
“Ser” and “estar”		
Conjugating verbs		
Present tense: regular verbs		
Present tense: irregular verbs		
Present tense: stem-changing (or radical-changing) verbs		
Present tense: reflexive verbs		
Present tense: “gustar”		
Present tense: verbs like “gustar” (back to front verbs)		
Preterite tense		
Imperfect tense		
Preterite vs imperfect		
Present perfect		
Past perfect (or “pluperfect”)		
Future simple		
Conditional		
Commands (the imperative)		
Present progressive (or “present continuous”)		
Present subjunctive		
Passive voice (and how to avoid it)		