

First Year Spanish I

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MHCC - SPAN101

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PART I

LECCIÓN I

- Greetings
- Articles: the / a-an
- Nouns: gender / number
- Numbers 0-30
- SER
- Telling time

I. Vocabulario: ¡Hola!

Los saludos: pronunciación (<http://www.languageguide.org/spanish/greetings/>)

Saludos y despedidas (greetings and goodbyes)

Saludos	Greetings	Despedidas	Goodbyes
Hola	Hello, hi	Adiós	Goodbye
Buenos días	Good morning	Hasta luego	See you later
Buenas tardes	Good afternoon	Hasta pronto	See you soon
Buenas noches	Good evening, good night	Hasta mañana lit: (hasta = until)	See you tomorrow
Buenas	Hi (colloquial)	Hasta la vista	See you later
¿Cómo estás?	How are you? (fam.)	Hasta el lunes	See you on Monday (until Monday)
¿Cómo está usted?	How are you? (form.)	Nos vemos	See you
¿Qué hay? (...de nuevo?)	What's up? What's new?	Chau	Bye
¿Qué pasa?	What's happening What's up?	Nada	Nothing
¿Qué onda?	What's up?	Saludos a...	Say "hi" to...
¿Qué pasó? *	What's up?	Estoy (muy) bien	I'm doing (very) well
¿Cómo te va?	How's it going? (fam.)	No muy bien	Not very well
¿Cómo le va?	How's it going? (form.)	Regular	So-so, OK

Saludos	Greetings	Despedidas	Goodbyes
¿Cómo les va?	How's it going?... (for you guys?)	¡Qué gusto verte!	Nice to see you!
¿Qué tal?	How are you? How's it going?	¡Tanto tiempo sin verte!	Long time, no see! It's been a while!

*OJO: “¿Qué pasó?” Literally means “what happened?” in the past tense, but it is often used as a simple greeting.

Introductions

Presentaciones	Introductions
¿Cómo te llamas?	What's your name? (fam.)
Me llamo...	My name is... lit: “I call myself...”
Yo soy...(nombre)	I'm...(name)
¿Cómo se llama usted?	What's your name? (form.)
¿Cuál es tu nombre?	What's your name? (fam.)
Mi nombre es...	My name is...
¿y tú? / ¿y usted?	And you? (fam.) / (form.)
¿Cuál es su nombre?	What's your name? (form.)
¿Cuál es su apellido?	What's your last name? (form.)
Mi apellido es...	My last name is...
¿Cómo se llama él?	What's his name?
Él se llama...	His name is...
¿Cómo se llama ella?	What's her name?
Ella se llama...	Her name is...
Su nombre es...	His / her name is...
Mucho gusto	Nice (pleased) to meet you
El gusto es mío	The pleasure is mine
Encantado/a	Delighted

Presentaciones	Introductions
Igualmente	Same here (likewise)
Él es...	This is... (name) lit: "he is..."
Ella es...	This is... (name) lit: "she is..."
¿De dónde eres?	Where are you from? (fam.)
Soy de...	I'm from?
¿De dónde es usted?	Where are you from (form.)
¿De dónde es ella?	Where's she from?
Ella es de...	She's from...
¿De dónde es él?	Where's he from?
Él es de...	He's from...
¿De dónde son ustedes?	Where are you (guys) from?
Somos de...	We're from...

Otras expresiones comunes

Expresiones comunes	Common expressions
Gracias	Thank you; thanks
Muchas gracias	Thank you very much
¡Muchísimas gracias!	Thank you sooo much!
De nada / por nada	You're welcome
No hay de qué	Don't mention it
Por favor	Please
Lo siento	I'm sorry
(Con) permiso	Excuse me (you need to get by people, or leave the dinner table)
Perdón	Excuse me (you bump into someone on accident)

Expresiones comunes	Common expressions
Disculpe	Excuse me (you're trying to get someone's attention)

Mini diálogos:

1. Dos estudiantes, es el primer (first) día de clase:

Tomás: Hola. ¿Cómo te llamas?

Javier: Mi nombre es Javier, ¿y tú?

Tomás: Me llamo Tomás. Mucho gusto.

Javier: Igualmente. ¿De dónde eres?

Tomás: Soy de aquí, ¿y tú?

Javier: También.

Tomás: ¿Cuál es tu apellido?

Javier: Mi apellido es Ortiz-Reyes.

2. Dos vecinos en la calle por la mañana (two neighbors in the street, in the morning):

Sr. Rivera: Buenos días, don Carlos. ¿Cómo le va?

Sr. Gómez: Muy bien, don Jaime. ¿Y Ud., cómo está?

Sr. Rivera: Estoy bien, gracias. ¿Y su esposa, don Carlos? ¿Cómo está ella?

Sr. Gómez: Está mejor, gracias, está mejor.

Sr. Rivera: ¡Qué bueno!

3. Tres estudiantes entre clases (between classes) en la Universidad Nacional de México (UNAM):

Olivia: Hola, Mario. ¿Cómo te va?

Mario: Muy bien, Olivia. Qué gusto verte. ¿Qué hay de nuevo?

Olivia: Nada, pero te presento a mi amiga Carmen.

Mario: Mucho gusto, Carmen. Soy Mario.

Carmen: Mucho gusto.

Mario: ¿De dónde eres, Carmen?

Carmen: Soy de Argentina.

Mario: ¡Fantástico! Bienvenida a México.

Carmen: Muchas gracias.

Olivia: Nos vemos en clase, Mario.

Mario: Chau, nos vemos.

Carmen: Hasta luego.

4. Dos muchachas en el parque:

Lucia: Hola, Clarisa. ¿Cómo estás?

Marisa: No muy bien.

Lucia: ¿Qué pasa, amiga?

Marisa: El problema es mi novio.

Lucia: ¡Ay! Lo siento.

Marisa: Sí, y yo más.

Lucia: Me voy...saludos a tus papás.

Marisa: Chau, Lucia.

2. Vocabulario: mandatos en clase

Mandatos

Mandatos	Commands
abra Ud. (spoken to 1 student)	abran Uds. (spoken to all students = with “n”)
abran los libros	open your books
apunten	write (jot down)
apúrense	hurry up
caminen a la pizarra	walk to the (chalk) board
cierren los libros	close your books
circulen por la clase	move about the class
contesten	answer
copien	copy
digan	say
escriban	write
escuchen	listen
hablen	talk
hagan	do...
lean en voz alta	read out loud
levanten la mano	raise your hand
miren	look at
muévanse	move
párense	stand up
resuman	summarize
repitan	repeat

Mandatos

saquen la tarea

saquen una hoja de papel

trabajen en parejas

túrnense

Commands

take out your homework

take out a piece of paper

work in pairs

take turns

3. El alfabeto

Intro:

Spanish is straightforward in that nearly all letters are pronounced—only the “h” is silent, and the vowels (a-e-i-o-u) have only one pronunciation each; for example, there’s no “long a” and “short a” like there is in English. This makes it easier for the learner of Spanish to see a word and know how it’s pronounced, and to hear a word and guess accurately at its spelling. The way some Spanish speaking countries refer to several of the letters varies slightly (namely, with b, v, w and y), but generally these differences do not cause confusion. The most recent dictionaries do not list “ll” (elle) and “rr” (erre) as separate letters of the alphabet, but many native speakers of Spanish still consider these as part of “el alfabeto” and they are included as letters in the chart below. Words that begin with “k” and “w” are usually words that are borrowed from other languages.

El alfabeto

Visit “el alfabeto” to hear how the letters are pronounced in Spanish (from Spain): (<http://www.languageguide.org/spanish/alphabet/>)

El alfabeto

letra pronunciación

a a

letra pronunciación

b	be (be grande)
c	ce
d	de
e	e
f	efe
g	ge
h	hache
i	i
j	jota
k	ka
l	ele
ll	elle
m	eme
n	ene
ñ	eñe
o	o
p	pe
q	cu
r	ere
rr	erre
s	ese
t	te
u	u
v	ve (ve chica, uve)
w	doble ve (doble uve)
x	equis
y	i griega (ye)
z	zeta

The vowels in Spanish

In Spanish, there is only one sound associated with each vowel, so it's important to avoid letting other vowel pronunciation systems interfere when you speak Spanish. In English, for example, the vowel "a" can vary greatly—say out loud the following: "cat, rate, father" and you're likely to notice three distinct ways "a" is pronounced. This variation in pronunciation for the same vowel doesn't occur in Spanish—"a" is always pronounced the same way. Also, Spanish vowels are short (a-) in their pronunciation, and not elongated (as when the doc says "stick out your tongue and say aaaah").

How Spanish vowels sound

Vowel	How it sounds in English
a	as the "a" in father
e	as the "ay" in say (but not lengthened)
i	as the "e" in me
o	as the "oa" in oak
u	as the "ue" in Sue

Consonants

There are several issues to keep in mind with the pronunciation of consonants.

- The "ñ" is pronounced as the "ny" is in the word "canyon", or the "ni" in "onion". Many beginner learners of Spanish already know the word "tomorrow": mañana. Other common words with ñ: año (year), niño (boy), piña (pineapple).

- The letter “h” is always silent in Spanish, so don’t attach an English “h” sound to any of these common words: hola, Héctor, hay (there is), hermano (brother). Pronounce these as if “h” didn’t exist: (-ola, -éctor, -ay, -ermano).
- The letter “j” sounds more like an English “h”, as in the boy’s name Javier. The same English “h” sound is heard in these words: jabón (soap), junio (June) and Jerry.
- The letter “x” is frequently pronounced as English “h” as well: México, Xavier, but “x” can also sound like English “x”; for example, in the word “conexión”.
- In many parts of Spain, the letters “z” and “c” (when “c” precedes the vowels “e” and “i”) are pronounced as the unvoiced “th” sound in the English word “thin”. So in Spain, “gracias” is pronounced “grathias” and “cinco” is “thinco”; and “lápiz” is pronounced “lápith”. In all other dialects of Spanish, the letters “z” and “c” in these examples are pronounced as a clean “s” sound as in the word “snake”.
- The “erre” consonant (rr) is no longer considered a separate letter in Spanish, but it traditionally is contrasted with “ere” (r). Second language learners should try to roll or trill “rr” in words such as “perro / carro”, but the “r” of “pero / caro” is not rolled.

Special mention of “c” and “g”

The consonants “c” and “g” merit more attention because their pronunciation depends on what vowels follow them. Both consonants “c” and “g” are hard when followed by the vowels “a / o / u”. When “c” and “g” are followed by “e / i”, the “c” is pronounced like an “s” and “g” sounds like an “h”:

Los consonantes C y G

Cons.	Vowel	Exam:	C sounds like...	Cons.	Vowel	Exam:	G sounds like...
c	a	casa	k as in king	g	a	gato	g as in good
c	o	coco	k as in king	g	o	gota	g as in good
c	u	cuna	k as in king	g	u	gusano	g as in good
c	e	cero	s as in sand	g	e	general	h as in ham
c	i	cine	s as in sand	g	i	gimnasio	h as in ham

Capitalization

The conventions for capitalization in Spanish differ from those in English. In Spanish, it is *not* necessary to capitalize:

- The first-person singular pronoun “yo”: María y yo (María and I)
- days of the week: lunes, martes, miércoles, etc.
- months of the year: enero, febrero, marzo, etc.

- languages and nationalities: francés, japonés, español
- religions: cristiano, musulmán

Only the first word of a book or title is capitalized: “Cien años de soledad.”

4. Articles

Definite Articles (artículos definidos): the

There are four ways to express the word “the” in Spanish: *el-la-los-las*. The singular “the” forms *el-la* must be matched with singular nouns and the plural “the” forms must be matched with plural nouns.

With people

	Masculine		Feminine	
Singular	el chico	the boy	la chica	the girl
Plural	los chicos	the boys	las chicas	the girls

	Masculine		Feminine	
Singular	el profesor	the professor	la profesora	the professor
Plural	los profesores	the professors	las profesoras	the professors

Things

	Masculine		Feminine	
Singular	el libro	the book	la mesa	the table
Plural	los libros	the books	las mesas	the tables

Irregular nouns

	Masculine		Feminine	
Singular	el día	the day	la mano	the hand
Plural	los días	the days	las manos	the hands

Indefinite Articles (artículos indefinidos): a, an, some, a few

There are also four indefinite articles: *un-una-unos-unas*. The singular forms take on the meaning of “a” or “an”:

	Masculine		Feminine	
Singular	un chico	a boy	una chica	a girl
Singular	un tío	an uncle	una tía	an aunt

However, the plural forms **unos** and **unas** mean “some” or “a few”:

	Masculine		Feminine	
Plural	unos chicos	some boys	unas chicas	some girls
Plural	unos libros	a few books	unas mesas	a few tables
Plural (irr.)	unos días	some days	unas manos	a few hands

5. Nouns: Gender and Number

Nouns: gender (género)

Nouns in Spanish are considered to have “gender” and are classified as being either “masculine” or “feminine”. It’s easy to think of a noun such as “boy” as being masculine and “aunt” as being feminine:

Masculine		Feminine	
el chico	the boy	la chica	the girl
el tí <u>o</u>	the uncle	la tí <u>a</u>	the aunt

The initial pattern that we can see from the examples above is that nouns referring to people that end in an “o” are masculine and nouns referring to people than end in an “a” are feminine.

Nouns referring to people that don’t end in an “o” or “a” will be masculine if they are males and feminine if they are females:

Masculine		Feminine	
el hombre	the man	la mujer	the woman
el padre	the father	la madre	the mother

However, what might seem strange is to think of nouns such as “book” as being masculine and “window” as being feminine:

Masculine		Feminine	
el libr <u>o</u>	the book	la ventan <u>a</u>	the window
el cuadern <u>o</u>	the notebook	la mes <u>a</u>	the table

Words such as “gender: masculine / feminine” are simply grammar terms that allow us to talk about how a language works. In fact, there is nothing inherently masculine about a book, nor anything inherently feminine about a table. Yet, nouns such as “libro / cuaderno” do end in an “o” just like “chico / tío”, which are masculine. Likewise, nouns such as “ventana / mesa” end in an “a” just like “chica / tía” which are feminine.

Therefore, the general rule is that most nouns that end in “o” are masculine, and most nouns that end in “a” are feminine—whether they refer to people or things. Words such as “gender: masculine / feminine” are simply grammar terms that allow us to talk about how a language works. In fact, there is nothing inherently masculine about a book, nor anything inherently feminine about a table. Yet, nouns such as “libro / cuaderno” do end in an “o” just like “chico / tío”, which are masculine. Likewise, nouns such as “ventana / mesa” end in an “a” just like “chica / tía” which are feminine.

There are other patterns to noun endings that will tell us if the noun is masculine or feminine:

Masculine

ends in -o el libro the book
 ends in -or el doctor the doctor

Feminine

ends in -a la casa the house
 ends in -ora la doctora the doctor
 ends in -ción, la canción, la the song, the university,
 -dad or -tad universidad, la libertad the freedom

When talking about grammar, rules help us understand how the language works; but there always seem to be exceptions to the rule:

1. Words ending in “-ista” can be either masculine or feminine:

-ista	males	-ista	females
el artista	the artist	la artista	the artist
el dentista	the dentist	la dentista	the dentist
el turista	the tourist	la turista	the tourist

2. A number of words of Greek origin ending in “-ma” are masculine:

el clima	the climate, weather
el idioma	the language
el problema	the problem
el programa	the program
el sistema	the system

3. Other words are irregular because they are opposite of the “ends in o/a rule”:

el día	the day	la mano	the hand
el mapa	the map	la radio	the radio
el planeta	the planet		

Nouns: number (número)

To make nouns plural, add -s to those ending in a vowel and -es if they end in a consonant. For nouns ending in a -z, change the -z to -c and then add -es.

Noun...	Singular	Plural
ends in vowel	el libro	los libros
ends in vowel	el día	los días
ends in a consonant	la mujer	las mujeres

Noun...	Singular	Plural
ends in a -z	la luz	las <u>luc<u>e</u>s</u>

When a plural noun refers to both genders then the masculine form is used:

Noun	Noun
el chico	the boy
la chica	the girl
los chicos	the boys OR the boys and girls

6. Los números (numbers)

Visit los números: pronunciación to hear how numbers are pronounced in Spain.

(<http://www.languageguide.org/spanish/numbers/>)

Los números 0-100

0 cero	7 siete	14 catorce	21 veintiuno	60 sesenta
1 uno	8 ocho	15 quince	22 veintidós (etc.)	70 setenta
2 dos	9 nueve	16 dieciséis	30 treinta	80 ochenta
3 tres	10 diez	17 diecisiete	31 treinta y uno	90 noventa
4 cuatro	11 once	18 dieciocho	32 treinta y dos (etc.)	100 cien
5 cinco	12 doce	19 diecinueve	40 cuarenta	101 ciento uno
6 seis	13 trece	20 veinte	50 cincuenta	102 ciento dos

Practice with numbers

Knowing numbers will allow you to communicate about prices, phone numbers, dates of the month and the existence and number of items.

1. How much does it cost?

To ask how much something costs, there are a couple of easy expressions we can use. Just keep in mind whether the item is singular or plural:

¿Cuánto cuesta? How much does it cost?

¿Cuánto es? How much is it?

¿Cuánto cuestan? How much do they cost?

To reply, one can simply respond with the number, or use the same verb from the question to make a full sentence:

¿Cuánto es el libro? How much is the book?

Es treinta dólares. It's thirty dollars.

¿Cuánto cuestan las sandalias? How much do the sandals cost?

Cuestan quince dólares. They cost fifteen dollars.

2. What's your phone number?

When asking for someone's phone number, remember you're talking to someone, so you want to ask the question appropriately using either the familiar "tú" form (friends, people of your age, or those younger than you) or in the formal "Ud." form (those you don't know well, bosses, those significantly older than you).

¿Cuál es tu número de teléfono? (familiar) What's your phone number?

¿Cuál es su número de teléfono? (formal) What's your phone number?

To give your phone number, it's fine to use single digit numbers:

- Mi número es cuatro / nueve / uno / siete / cero / ocho / seis.
- My number is four / nine / one / seven / zero / eight / six.

However, it's also helpful to know that native speakers will frequently give their numbers using double digits, so the same seven-digit phone number might be given like this:

- Mi número es cuatro / noventa y uno / setenta / ochenta y seis.
- My number is four / ninety one / seventy / eighty six.

3. What's today's date?

There are a couple of common ways to ask what the date is; sometimes “hoy” (today) is left unstated:

¿Cuál es la fecha (de hoy)? What's today's date?

¿Qué fecha es? What's the date?

For the most part, Spanish uses cardinal numbers (two, three, four) to express dates instead of ordinal numbers (the second, the third, the fourth). The one exception is with the first of each month when Spanish does use the ordinal number “primero” = “first”.

Whereas in English it's acceptable to say either of the following, Spanish uses only the equivalent structure of the second:

Today is July fourth. Hoy es el cuatro de julio.

Today is the fourth of July. Hoy es el cuatro de julio.

In Spanish the word “día” is masculine (it does end in “a”, but is irregular); this means the definite article that precedes it will always be masculine, or “el”:

- the + cardinal number + of + month
- el + número cardinal + de + mes

Compare the following (months are not capitalized in Spanish):

El dos de agosto The second of August (August second)

El veinticuatro de The twenty fourth of May (May twenty fourth)

mayo

El quince de
noviembre

The fifteenth of November (November
fifteenth)

Again, the one exception is with the first of each month where “primero” is used:

El primero de abril The first of April (April first)

El primero de enero The first of January (January first)

4. How many are there?

To ask how many things or people there are, Spanish uses the verb “hay” (pronounced just like the word “eye” in English), which means both “there is” and “there are”. “Hay” is also used to ask questions. Recall that the question word “cuánto” must agree in gender and number with the noun that follows it:

¿Cuántos estudiantes hay en la
clase?

How many students are in the
class?

¿Cuántas mujeres hay?

How many women are there?

¿Cuánto tiempo hay?

How much time is there?

To answer these questions, you can use the same verb “hay” to begin each response:

Hay treinta estudiantes en la
clase.

There are thirty students in the
class.

Hay dieciocho mujeres.

There are eighteen women.

To express “there isn’t”, “no” precedes “hay”:

No hay mucho tiempo. There isn’t much time.

OJO: When the word “uno” (one) appears before a masculine, singular noun, the “o” drops off; and when it appears before a feminine, singular noun, the “o” changes to “a”:

Solamente hay un libro en la mesa.	There's only one book on the table.
Solamente hay una chica en el grupo.	There's only one girl in the group.

7. Subject Pronouns

Subject Pronouns exist in both English and Spanish and they act as the subject of a verb, although the need to use them differs between the two languages.

Singular		Plural	
Yo	I	Nosotros (as)	We
Tú	You (familiar)	Vosotros (as)	You (fam.)
Él	He	Ellos	They (masculine)
Ellas	She	Ellas	They (feminine)
Usted (Ud.)	You (formal)	Ustedes (Uds.)	You

Spanish has several different ways to express the idea of “you” as the subject of a sentence:

- **Tú:** used when talking to a friend, a family member or someone that is younger than you.
- **Usted:** used when talking to someone you don’t know very well; or to someone in formal situations: to a professor, a boss; or to someone that is older than you. In written Spanish “usted” is often abbreviated as “Ud.” but is always pronounced as “usted”.
- **Vosotros:** used in Spain, but not in the Americas; used when talking to a group of friends; the feminine form is “vosotras”.
- **Ustedes:** used when talking to a group of people; it is the plural of “usted”. In written Spanish “ustedes” is often abbreviated as “Uds.” but is always pronounced as “ustedes”.

The feminine forms of “nosotras” and “vosotras” are used when only females are involved. For example, a woman would say “nosotras” to say “we” referring to herself and a female friend. Likewise, if you were in Spain and wanted to address two women you could say

“vosotras” to say “you” (you guys = plural), but if you were talking to two men (or a group of men and women), you would say “vosotros”. Whenever there is a mix of men and women involved, the “nosotros” and “vosotros” forms are used.

8. The verb SER: to be

At a minimum, sentences consist of subjects (a person, place, or thing) and verbs (actions). When the verb is in its base or unchanged form, it is called the “infinitive”: to be, to run, to jump. In sentences, infinitives undergo changes.

In English, we don't say:

*I **to be** tall or *They **to be** nice (* = non-standard).

When we make sentences with verbs, the verb changes, or is conjugated so that the subject and verb match. In fact, what we do say is:

I **am** tall or They **are** nice

The verb “to be” is conjugated (changed) so that it matches with the subjects “I” and “they”.

Likewise, the infinitives of verbs in Spanish are conjugated when we make full sentences. The infinitive “to be” is “Ser” and it is conjugated, or changed when forming sentences:

(yo) soy	I am	(nosotros) somos	We are
(tú) eres	You are (sg, fam)	(vosotros) sois	You are (pl, Spain)
(él) es	He is	(ellos) son	They are
(ella) es	She is	(ellas) son	They are (fem)
Ud. es	You are (sg, form)	(Uds.) son	You are (pl, L.Am)

In the chart above, the subject pronouns (yo, tú, él, ella, Ud., nosotros, vosotros, ellos, ellas, Uds.) are in parentheses. This is to introduce the idea that subject pronouns are not necessary when conjugating verbs in Spanish. For example:

Yo	I	Tú	you
Yo soy	I am	Tú eres	you are
Soy	I am	Eres	you are

Both “yo soy” and just “soy” mean “I am”, and both “tú eres” and just “eres” mean “you are”. We will return to this idea when we get to more verb conjugations.

Examples with the verb SER conjugated:

Soy alto.	I am tall.
Originalmente, soy de Oregon.	Originally, I'm from Oregon.

We could also use the subject pronoun “yo” (I) and say:

<u>Yo</u> soy alto.	I am tall.
Originalmente <u>yo</u> soy de Oregon.	Originally, I'm from Oregon.
Él es mi amigo.	He's my friend.

OJO (notice): to make a sentence negative, put “no” in front of the verb.

Ella <u>no</u> es mi novia.	She is <u>not</u> my girlfriend.
Somos de los Estados Unidos.	We're from the United States.
Vosotras sois muy intelegentes. (vosotros/as = used in Spain)	You (plural / fem) are very intelligent.
Son estudiantes.	They are students.

Let's take a look at the last example: “son” is actually ambiguous by itself. Given a context, the statement “son estudiantes” might be the answer given to someone who asked “Who are they?”, pointing to a group of students. But “son estudiantes” could also mean “you guys are students”. If the context is not clear, the subject pronouns (*ellos, ellas, Uds.*) should be added to clarify:

<u>Ellos</u> son estudiantes	They are students.
------------------------------	--------------------

Ellas son estudiantes They are students.
(all female)

Uds. son estudiantes You guys are students.

Once the subject pronouns are used, there is no ambiguity.

9. Telling Time

To ask / say what time it is:

The verb “ser” can be used both to ask and say what time it is. Literally one asks “what is the hour?” (la hora = the hour). Since the word “la hora” is singular, the singular form of ser (es) is frequently used to ask the question, and to answer when it’s one o’clock (one = singular):

¿Qué hora es? What time is it?

Es la una. It’s one (o’clock).

However, once it’s two or later (plural numbers), then the plural form of ser (son las) is used to say what time it is:

Son las dos de la tarde. It’s two pm.

Son las seis de la mañana. It’s four am.

Son las nueve de la noche. It’s nine pm.

Expressing AM / PM:

The concept of “am” is expressed by using “de la mañana” and “pm” by using either “de la tarde” or “de la noche” for when it’s dark out.

Alternate ways to ask what time it is:

Since the answer to the question “¿qué hora es?” frequently begins

with “son las...” (except for 1:00), many native speakers will often use the plural form “son” in the question instead of the singular “es” form: “¿qué horas son”. Another alternate way of asking what time it is would be to say “¿qué hora tiene?” (what time do you have?).

To summarize: three common ways to ask what time it is:

- ¿Qué hora es?
- ¿Qué horas son?
- ¿Qué hora tiene?

To express time after the hour:

In Spanish when it's later than a specific hour “on the dot”, minutes are added by using “y + (number of minutes)”. In English, we sometimes use phrases such as “it's twelve ten” for 12:10, or “it's 20 after eight” for 8:20. In Spanish the equivalents would be:

Son las doce y diez.	It's twelve ten.	12:10
Son las ocho y veinte.	It's twenty after eight.	8:20

To express “till”:

There are a couple of ways to express “till” in Spanish. One way is to use the hour that's coming up, then “menos + (number of minutes)”:

Son las once menos diez.	10:50 (literally: it's eleven less ten)
Es la una menos veinte.	12:40 (literally: it's one less twenty)

Another way to express “till” may be more common: “son + (number of minutes) + para la(s) + (up-coming hour)”:

Son quince para las nueve.	8:45 (it's fifteen till 9)
Son veinticinco para las diez.	9:35 (it's twenty-five till 10)
Son cinco para la una.	12:55 (it's five till 1)

Practical expressions related to telling time:

The phrases “y cuarto” can be used instead of “y quince” to express “quarter past the hour”. Similarly, “y media” can be used instead of “y treinta” to express “half past the hour”:

Son las tres y cuarto.	Son las tres y quince	3:15
Es la una y media.	Es la una y treinta	1:30

The following expressions are also commonly used:

Es (el) <u>mediodía</u> .	It's noon
Es (la) <u>medianoche</u> .	It's midnight
Son las siete <u>en punto</u> .	It's seven "on the dot"/"sharp"

To ask / say what time something is at:

To ask what time something is at, use “¿A qué hora es el/la...?”. If you're asking at what time someone *does* something, use “A qué hora + (verb)”:

¿A qué hora es la clase de español?	What time is Spanish at?
¿A qué hora es el concierto?	What time is the concert (at)?
¿A qué hora trabajas?	What time do you work?

To answer the above questions, use “a la(s)”:

La clase es a las diez. The class is at ten.

El concierto es a las siete. The concert is at seven pm.

Trabajo a la una. I work at one.

PART II
LECCIÓN 2

- Classroom vocabulary
- AR ending verbs
- The verb GUSTAR
- Asking questions
- ESTAR
- Numbers beyond 30

10. Vocabulario: en la clase

En el salón de clase (in the classroom)

el alumno / la alumna	student	la mochila	backpack
el aula (f)	classroom	la pantalla	screen
el bolígrafo (boli)	pen	el papel	paper
el borrador	eraser	la papelera	trashcan
el cesto (de papeles)	trashcan	la pared	wall
la computadora	computer	el piso	floor
el cuaderno	notebook	la pizarra	chalkboard
el escritorio	desk	la pluma	pen
el / la estudiante	student	el profesor la profesora	professor
el lapicero	pen	la puerta	door
el lápiz / los lápices	pencil(s)	el pupitre	student desk
el libro	book	el reloj	clock
la luz (las luces)	light(s)	la silla	chair
el mapa	map	el techo	ceiling
el marcador	marker	la tiza	chalk
la mesa	table	la ventana	window

Each word from the list above appears with the matching definite article “el / la” (the) to reinforce whether the noun is masculine or feminine. However, review the differences in meaning between the definite and indefinite articles as shown in the following chart.

Compare “the” (definite article) with “a/an”

(indefinite article)

el-la-los-las	the	un-una / unos-unas	a-an / some-a few
los cuadernos	the notebooks	unos cuadernos	some notebooks
la ventana	the window	una ventana	a window
el escritorio	the desk	un escritorio	a desk
las mochilas	the backpacks	unas mochilas	a few backpacks
las luces	the lights	unas luces	some lights
el mapa	the map	un mapa	a map

Frases útiles (useful phrases)

¿Cómo se dice...?	How do you say...?
¿Qué es esto?	What's this?
Tengo una pregunta.	I have a question.
No entiendo.	I don't understand
Repita, por favor.	Can you repeat that, please? (repeat)
¿Con quién trabajo?	Who do I work with?
Más despacio, por favor.	Slower, please.
¿Qué significa...?	What does --- mean?
¿Es para entregar?	Is this to hand in?
¿Hay tarea?	Is there any homework?
¿Cuándo es el examen (la prueba)?	When's the test?
¿Qué página?	What page?

OJO: In English, we use an apostrophe “s” to show possession (John’s class), but apostrophes do not exist in Spanish. John’s class would be expressed as “the class of John”, or “la clase de John”.

Equivalent of 's:

article: the + noun + of + name of person

la + clase + de + John = John's class

¿Cómo se dice...?:

Now you try out some phrases: use the classroom vocabulary from the charts above and the apostrophe "s" equivalent structure to express the following"

1. Professor Ana Pacheco's students
2. Silvia's backpack
3. Alejandro's notebooks
4. Martina's pencils
5. Sofia's chair
6. Emilio's marker
7. The classroom's walls

Traducciones:

1. Los estudiantes de la profesora Ana Pacheco
2. La mochila de Silvia
3. Los cuadernos de Alejandro
4. Los lápices de Martina
5. La silla de Sofia
6. El marcador de Emilio
7. Las paredes del aula (del salón)

Grammar Details:

#1 from above: Los estudiantes de la profesora Ana Pacheco

If the professor were male, we would need to use the contraction “de + el = del”, resulting in “los estudiantes del profesor Blanco”.

#7 from above: Las paredes del aula (del salón)

The word “aula” is feminine, but the masculine article “el” is used with it to avoid “la aula” where it would be difficult to hear the initial sound of “aula”. The other option, “salón” is masculine and again we have the contraction “de + el = del”.

II. Vocabulario: materias

Materias (Subjects)

Materias	Subjects
la administración de empresas	business administration
el álgebra	algebra
la anatomía y fisiología	anatomy and physiology
el arte	art
la biología	biology
el cálculo	calculus
la cerámica	ceramics
las ciencias	science
la clase de ejercicio	exercise class
la clase de redacción	writing class
las comunicaciones orales	speech
la contabilidad	accounting
el derecho	law
la enfermería	nursing
el español	Spanish
los estudios religiosos	religious studies
la filosofía	philosophy
la física	physics
la geología	geology
la historia	history
el inglés	English
la informática	computer science
la ingeniería	engineering

Materias	Subjects
las lenguas modernas	modern languages
la literatura	literature
las matemáticas	math
la medicina	medicine
la música	music
la natación	swimming
la psicología	psychology
la química	chemistry
la sociología	sociology

Frases útiles (useful phrases)

Frases útiles	Useful phrases
¿Qué estudias?	What do you study?
Estudio...	I'm studying...
¿Cuál es tu carrera?	What's your major?
Mi carrera es...	My major es...
¿Cuántas materias tomas?	How many subjects (classes) are you taking?
Tomo...	I'm taking...
¿Cuántos créditos tienes?	How many credits do you have?
Tengo...	I have...
¿A qué hora es la clase de...?	What time is...class at?
Es a la(s)...	It's at...
¿Qué días tienes la clase de...?	What days do you have...class?
¿Te gusta la clase de...?	Do you like...class?
Sí, me gusta. / No, no me gusta.	Yes, I like it. / No, I don't like it.
Es (muy) fácil. / Es difícil.	It's (very) easy. It's hard.

Frases útiles

Es interesante. / Es
aburrido/a.

Useful phrases

It's interesting. / It's boring.

12. Vocabulario: el año (días, meses, estaciones)

Los días de la semana (days of the week)

lunes	martes	miércoles	jueves	viernes	sábado	domingo
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

- Days of the week are not capitalized in Spanish.
- To express “on Monday” Spanish uses “the” with the day: “el lunes”.
- To express “on Mondays” (every Monday), Spanish uses plural “the” with the day: “los lunes”. In the case of Saturday and Sunday, add -s to the day: “los sábados (on Saturdays) and “los domingos” (on Sundays).

Expressions used with days of the week

hoy	today
mañana	tomorrow
ayer	yesterday
el fin de semana	weekend
pasado mañana	the day after tomorrow
anteayer	the day before yesterday
entre semana	on weekdays, during the week
los días hábiles	business days
cada semana	each week

una vez a la semana	once a week
--- que viene	next ---
el lunes que viene	next Monday
la semana que viene	next week
el próximo día	the next day
el próximo martes	next Tuesday
la semana entrante	the coming week
el fin de semana pasado	last weekend
la semana pasada	last week
en unos días	in a few days

Los meses

enero	febrero	marzo	abril
mayo	junio	julio	agosto
septiembre	octubre	noviembre	diciembre

Common ways to ask the date (fecha):

¿Cuál es la fecha (de hoy)?	What's today's date?
¿Qué fecha es?	What's the date?

To respond, use (el + # + de + mes):

Hoy es el veinte de junio.	Today is the 20th of June
Mañana es el dos de abril.	Tomorrow is April second.

The only ordinal number used in Spanish for dates is “el primero” (the first):

Hay una fiesta el primero de enero.	There's a party the first of January.
Hay un desfile el primero de mayo.	There's a parade May first.

The month and date are written opposite of what we're used to in English, so 12/10/2000 is not December 10th, but rather October 12th.

8/10/2015 el 8 de octubre del año dos mil quince

4/9/2010 el 4 de septiembre del dos mil diez

Las estaciones del año (the seasons of the year)

las estaciones	el invierno	la primavera	el verano	el otoño
the seasons	winter	spring	summer	fall
los meses de...	diciembre enero febrero	marzo abril mayo	junio julio agosto	septiembre octubre noviembre
el tiempo	hace frío	llueve	hace calor	hace fresco
the weather	it's cold	it rains	it's hot	it's cool

¿Cuál es tu estación favorita?

What's your favorite season?

Me gusta la primavera.

I like spring.

¿En qué mes empiezan las clases?

In what month do classes begin?

Empiezan en septiembre.

They begin in September.

¿Hace calor en el invierno de Oregon?

Is it hot in the winter in Oregon?

Hace frío en el invierno.

It's cold in the winter.

13. AR ending verbs part 1

Review

Previously we looked at the verb SER (*to be*). Verbs are said to be “in the infinitive” when they appear unchanged (SER), and “conjugated” when we change the infinitive and use subjects: yo soy, tú eres, ella es = (*I am, you are, she is*).

In Spanish, verbs are categorized into three groups depending on their endings: -ar, -er and -ir. Let’s take a look at an -ar ending verb: tomar = to take (in the infinitive). It has a stem (*tom-*) and an ending (*-ar*).

The conjugation pattern for regular verbs deals with the *ending*, not with the *stem*:

Infinitive	Stem	Ending
tomar: to take	tom-	-ar

To conjugate the verb, take off *-ar* ending, and add the appropriate ending:

Tomar: to take

	Subject pronouns	Conjugated verb	Meaning
Singular	yo	tom <u>o</u>	I take
	tú	tom <u>a</u> s	you take (familiar)
	él	tom <u>a</u>	he takes
	ella	tom <u>a</u>	she takes

	Subject pronouns	Conjugated verb	Meaning
	Ud.	toma <u>a</u>	you take (formal)
Plural	nosotros	tomamos	we take
	vosotros	tomáis	you take (familiar; Spain)
	ellos	tom <u>an</u>	they take
	ellas	tom <u>an</u>	they take (feminine)
	Uds.	tom <u>an</u>	you take

Since the verb endings differ from each other for the most part (except the *él-ella-Ud.* and *ellos-ellas-Uds.* endings) the subject pronouns (*yo, tú, él, etc.*) do not have to be used with the verb because it's clear from the verb ending who the subject is. In the sentence below:

Tomo el autobús. I take the bus.

The conjugated verb *tomo* ends in an *-o* and its subject must be “yo” because no other verb ending correlates to the “yo” form. However, subject pronoun can be used with the conjugated verb:

Yo tomo el autobús. I take the bus.

Using *yo* with *tomo* doesn't change the meaning of the sentence. Spanish speakers use subject pronouns when there is a possibility of confusion, or they want to emphasize differences. With no subject pronouns, the simple sentence:

- Toma muchas clases.

can mean:

- He is taking lots of classes.
- She is taking lots of classes.

- You are taking lots of classes. (formal: Ud.)

Since the verb ending of *toma* is the same for all three subjects (he, she, you), the sentence can be ambiguous if the subject pronouns are not used. To clarify the ambiguity, use subject pronouns:

Él toma muchas clases. He's taking...

Ella toma muchas clases. She's taking...

Ud. toma muchas clases. You're taking...

Subject pronouns are also used to emphasize differences between two people:

Yo tomo cuatro clases este semestre pero *ella* toma solamente dos.

I'm taking four classes this semester but *she's* taking only two.

Other meanings

It is important to realize that most verbs in Spanish in the present tense have three possible translations in English. The following sentence:

- Lorena toma sus clases por la noche.

can mean:

- Lorena *takes* her classes at night.
- Lorena *is taking* her classes at night.
- Lorena *does take* her classes at night.

This is practical to keep in mind because to form questions, one simply conjugates the verb and no “auxiliaries” (*is – does* in the examples above) are needed. Both the English examples:

- Is Lorena *taking* her classes at night?
- Does Lorena *take* her classes at night?

could be translated as:

- ¿Toma Lorena sus clases por la noche?

Negation

A final consideration is to see how to negate a sentence, or make it negative. In English to negate the sentence:

- Javier takes the bus.

we insert the auxiliary “*does*” and the word “*not*”:

- Javier *does not* take the bus.

In Spanish, the word “*no*” is simply used before the verb:

- Javier *no* toma el autobús.

14. AR ending verbs part 2

-AR ending verbs: a pattern

The conjugation pattern that we saw for the verb “tomar = to take” can be applied to all regular *-ar* ending verbs. The idea of “taking off the verb ending” and then adding other endings to give the verb a subject (yo, tú, ella, etc.) is fundamental to Spanish. The column in the table below “regular *-ar* verb endings” is what you need to make sentences with *-ar* ending verbs:

Regular *-ar* ending verbs

	Subject pronouns	Regular <i>-ar</i> verb endings		
Singular	yo	-o	I ____	
	tú	-as	you ____	familiar
	él	-a	he ____s	
	ella	-a	she ____s	
	Ud.	-a	you ____	formal
Plural	nosotros	-amos	we ____	
	vosotros	-áis	you ____	fam. (Spain)
	ellos	-an	they ____	masculine
	ellas	-an	they ____	feminine

Subject pronouns	Regular -ar verb endings	
Uds.	-an	you ---

As we saw before, taking off the *-ar* ending of *tomar* and adding the “yo” form ending *-o*, gives us “I take”: *tomo*. We can do the same for all regular *-ar* ending verbs and we’ll have “I ___”:

-Ar verbs: yo form examples

Infinitive	Infinitive	yo form: o	Possible translations to English
tomar	to take	tomo	I take, I’m taking, do I take
hablar	to speak	hablo	I speak, I’m speaking, do I speak
trabajar	to work	trabajo	I work, I’m working, do I work

Taking off the *-ar* and adding *-as* gives us the *tú* form, or “you” (familiar):

-Ar verbs: tú form examples

Infinitive	Infinitive	tú form: -as	Possible translations to English
tomar	to take	tomas	you take, you’re taking, do you take
hablar	to speak	hablas	you speak, you’re speaking, do you speak
trabajar	to work	trabajas	you work, you’re working, do you work

The idea is the same for all subjects: take off the *-ar* and add the appropriate ending that matches the subject:

<i>Ella</i> habla español muy bien.	She speaks Spanish very well.
<i>Uds.</i> trabajan mañana.	You guys are working tomorrow.
Nosotros hablam <u>os</u> inglés.	We speak English.
¿Él toma clases los sábados?	Does he take classes on Saturdays?
<i>Ellos</i> no hablan de ella.	They don't talk about her.
<i>Vosotras</i> trabaj <u>áis</u> mucho.	You (pl./f. Spain) work a lot.
¿Toma Ud. un taxi?	Are you (formal) taking a taxi?

Note (*ojo*): in the examples above, I put the subject pronouns (*ella*, *Uds.*, etc.) *in italics* as a reminder that it is not necessary to use them if it is clear who we are speaking about from the context. When the context is clear you can omit the subject pronouns and the meaning doesn't change:

Habla español muy bien. She speaks Spanish very well.

Context: you asked me about María's Spanish and the above was my answer.

Trabajan mañana. You guys are working tomorrow.

Context: someone in your group asked me when you all are working and the above was my response.

Common -ar ending verbs

Infinitivo	Infinitive	Infinitivo	Infinitive
aceptar	to accept	invitar	to invite
amar	to love	lavar	to wash
ayudar	to help	limpiar	to clean
bailar	to dance	llamar	to call

Infinitivo	Infinitive	Infinitivo	Infinitive
buscar	to look for	llegar	to arrive
cambiar	to change	llorar	to cry
caminar	to walk	matar	to kill
cantar	to sing	mirar	to look at, to watch
cenar	to have dinner	necesitar	to need
comprar	to buy	olvidar	to forget
cocinar	to cook	pagar	to pay
desayunar	to have breakfast	pasar tiempo	to spend time
desear	to desire	pintar	to paint
dibujar	to draw	practicar	to practice
enseñar	to teach	preguntar	to ask
entrar	to enter	preparar	to prepare
entregar	to turn in	regresar	to return
enviar	to send, to mail	saludar	to greet, say hello to
escuchar	to listen (to)	terminar	to finish
esperar	to wait, to hope for	tocar	to touch, to play (instr.)
estudiar	to study	tomar	to take, to drink
explicar	to explain	trabajar	to work
fumar	to smoke	tratar de	to try
ganar	to win, to earn	usar	to use
gritar	to shout	viajar	to travel
hablar	to speak	visitar	to visit

¿Cómo se dice...?:

Let's try out some sentences: use the verbs from the list above to translate the sentences below. Some vocabulary you might need:

mucho=much, a lot; más=more; nunca=never;
mañana=tomorrow; hoy=today

1. I don't travel to Mexico much.
2. They're finishing tomorrow.
3. You need to work more (tú).
4. Do you guys return today? (Uds.)
5. We don't cook.
6. She never cries.
7. Does he teach Spanish?

Traducciones:

1. Yo no viajo a México mucho.
2. Ellos terminan mañana.
3. Tú necesitas trabajar más.
4. ¿Regresan Uds. hoy?
5. Nosotros no cocinamos.
6. Ella nunca llora.
7. ¿Enseña él español?

Grammar Details:

#3 from above: Tú necesitas trabajar más.

This sentence has two verbs: “necesitar” and “trabajar”. When two verbs appear together without a change in subject, only the first verb is conjugated, and the second is left in the infinitive. So “necesitas” is conjugated in the *tú* form with the corresponding *-as* ending, but “trabajar” doesn't change—it stays in the infinitive.

In each of the sentences below the first verb (v1) is conjugated while the second verb (v2) appears in the infinitive:

Marta desea (v1) enseñar (v2) inglés. Marta desires to teach English.
Necesitamos (v1) comprar (v2) leche. We need to buy milk.
Ellos tratan de (v1) cantar (v2) bien. They try to sing well.
Yo necesito (v1) entregar (v2) la tarea. I need to hand in the homework.

The same structure—the second verb staying in the infinitive—also happens in English as shown in the examples above (desires to teach / need to buy).

15. The verb GUSTAR: “to like”

A different kind of verb

The verb “gustar” is another *-ar* ending verb, but it conjugates differently than regular verbs in that it doesn’t use the conjugation pattern “-o, -as, -a, -amos, -áis, -an” in the expected manner. This is because the verb “gustar” literally means “to be pleasing” to someone. So instead of having a direct translation for “I like the book”, the structure in Spanish would be “to me is pleasing the book”, which of course sounds strange in English; perhaps less so if we said “the book is pleasing to me”.

Me	gusta	el libro
To me	is pleasing	the book
The book is pleasing to me		

To phrase another way, when you want to say the equivalent of:

Someone	likes	something
---------	-------	-----------

The sentence structure in Spanish will look like this:

To someone	is pleasing	something
------------	-------------	-----------

For practical purposes, there are two verb endings of “gustar”:
gusta: for one thing or an action (verb) that someone likes to do
gustan: for two or more things that someone likes

Examples with GUSTAR

Let's compare literal translations and how it more likely would be expressed in English. In the following examples, the singular form “gusta” is used because a verb follows.

Me	gusta	nadar (verb)
To me	is pleasing	to swim
	I like	to swim

(Note: in English the verb after “like” is often expressed in the “-ing” form: “swimming”)

Another example:

Te	gusta	mirar televisión (verb)
To you	is pleasing	to watch TV
	You like	to watch TV.

The singular form “gusta” is also used when we like just one thing:

Les	gusta	su clase de español (1 class)
To them	is pleasing	their Spanish class
	They like	their Spanish class.

Again, “gusta” because a reference is made to just one university:

Nos	gusta	la universidad (1 university)
To us	is pleasing	the university
	We like	the university.

However, when what we like is plural—in this case “classes”—then the plural form “gustan” is used:

Me	gustan	todas mis clases (classes, plural)
To me	are pleasing	all of my classes
		I like all of my classes.

Below, plural “gustan” is used because the reference is made to Mondays in general. Also, notice the position of “no” appearing before the pronoun “le” to negate an idea.

No le	gustan	los lunes (Mondays, plural)
To her	are not pleasing	Mondays
		She doesn't like Mondays.

And again, the plural form “gustan” is used because the reference is to “mountains”:

¿Te	gustan	las montañas? (plural mountains)
To you	are pleasing	the mountains?
		Do you like the mountains?

If a person's name is used then we need to add “a” (to) in front of the person's name because we are expressing “something is pleasing to John”. The pronoun “le” is still used:

A John le	gusta	trabajar en la mañana.
To John	is pleasing	to work in the morning
		John likes to work in the morning.

The same idea (adding “a”) applies when we refer to someone by their title:

A la profesora le	gusta	enseñar
To the professor	is pleasing	to teach
		The professor likes to teach.

The following table summarizes what we need “to express likes” in Spanish:

Gustar

Indirect object pronouns	I.Obj. pronouns (Spanish)	gustar ending: 1 thing or verb	gustar ending: two or more things	How it really sounds in English:
to me	me	gusta	gustan	I like
to you	te	gusta	gustan	you like (tú)
to him	le	gusta	gustan	he likes
to her	le	gusta	gustan	she likes
to you	le	gusta	gustan	you like (Ud.)
to us	nos	gusta	gustan	we like
to you (fam.pl/ Spain)	os	gusta	gustan	you like (plural-Spain)
to them (m)	les	gusta	gustan	they like
to them (f)	les	gusta	gustan	they like (f)
to you (pl)	les	gusta	gustan	you like (Uds.)

¿Cómo se dice...?:

Try to express these sentences in Spanish before looking at the answers that follow.

1. I like to work at home.
2. They like study at night.
3. We don't like the party.
4. Does Juan like the books?

5. María likes to dance.
6. We like dogs! (perros = dogs)
7. I like cats. (gatos = cats)
8. You don't like to travel? (tú form)

Traducciones:

1. Me gusta trabajar en casa.
2. Les gusta estudiar por la noche.
3. No nos gusta la fiesta.
4. ¿A Juan le gustan los libros?
5. A María le gusta bailar.
6. ¿Nos gustan los perros!
7. Me gustan los gatos.
8. ¿No te gusta viajar?

16. Asking questions

Yes / No question formation

A “yes / no question” is simply a question that elicits a yes or no response. There are several ways to ask “yes / no questions” in Spanish:

Rising Intonation

When a speaker makes a statement (a declarative sentence), it is natural for the voice to fall, or trail off, at the end of the sentence.

Statement Julia estudia en casa. ↓ Julia studies at home. ↓

Statement Tú bailas con tus amigos. ↓ You dance with your friends. ↓

A declarative sentence in Spanish can be made into question without changing the word order simply by using a rising intonation of the voice at the end of the sentence. OJO: Remember, Spanish doesn't use auxiliaries (do/does) for question formation.

Question ¿Julia estudia en casa? ↑ Does Julia study at home? ↑

Question ¿Tú bailas con tus amigos? ↑ Do you dance with your friends? ↑

For written Spanish, a question begins with an upside-down question mark (¿) and ends with a regular one at the end of the question.

Subject / verb inversion

Another way to form a “yes / no question” is to invert the subject (s) and verb (v) word order of a declarative sentence. Look again at the statement “Julia studies at home”:

s/v	Subject	Verb	
Statement	Julia	estudia	en casa.

v/s inverted	Verb	Subject	
Question:	¿Estudia	Julia	en casa?

The subject can appear at the very end of the question as well:

s at end	Verb		Subject
Question	¿Estudia	en casa	Julia?

Adding tag questions

A third way of asking a “yes / no question” is to add a tag at the end of a statement. Tags are simple phrases that attempt to confirm what was just stated. Examples in English include: don’t you? / isn’t he? / right?, among others.

Julia estudia en casa, ¿verdad?	Julia studies at home, right?
Tú bailas con tus amigos, ¿no?	You dance with your friends, don’t you?

OJO: To answer a “yes / no question” in the negative in Spanish, the word “no” is typically used twice because there is no equivalent for the word “not” in English. The first “no” answers the question and the second is the equivalent of “not”:

¿Estudia Julia en casa? Does Julia study at home?

No, no estudia en casa. No, she does not study at home.

Of course, it’s not always necessary to respond fully as in the previous example—one could simply respond with “no”.

Forming information questions

Questions that elicit specific information differ from “yes / no questions” in that there is no rise in voice at the end of the question. To form information questions, we need some new vocabulary:

Interrogative words

¿Cómo?	How?	¿Adónde?	Where to?
¿Cuál?	Which? Which one?	¿De dónde?	Where from?
¿Cuáles?	Which ones?	¿Por qué?	Why?
¿Cuándo?	When?	¿Qué?	What?
¿Cuánto/a?	How much?	¿A qué hora?	At what time?
¿Cuántos/as?	How many?	¿Quién?	Who?
¿Dónde?	Where?	¿Quiénes?	Who? (plural)

To make questions, begin with the interrogative word and then form a statement by conjugating the verb. Again, Spanish does not have an equivalent of the auxiliaries “do/does” and “am/is/are”; it

is sufficient to conjugate the verb ending that corresponds to the subject. As we saw previously, subjects can follow conjugated verbs when forming questions. Compare the examples that follow.

¿Cuándo estudian Javier y Daniela?	When do Javier and Daniela study?
¿Adónde viajas tú?	Where do you travel (to)?
¿Por qué trabajamos con ellos?	Why are we working with them?
¿Cuántas horas trabaja Eduardo?	How many hours does Eduardo work?
¿Quién es ella?	Who is she?
¿Cuál de los dos te gusta?	Which of the two do you like?
¿Qué necesitan los niños?	What do the kids need?
¿Cuánto es?	How much is it?
¿Cómo es?	How is it?

OJO: For written Spanish, all interrogative words have a written accent over one of the vowels. These written accents are a visual indicator to the reader that a question is coming. The accented vowels for question words will always be “á / é / ó”, and not “í / ú” (although other words can have an accented “í / ú”). For two syllable question words (¿cuán-do?) the accented vowel always occurs in the first syllable.

¿Cómo se dice...?:

Let's practice making questions: use the interrogative words from the above and -ar ending verbs to translate the sentences below. Ojo: Remember, don't be thrown off by auxiliaries (do/does) and the -ing form of verbs; just conjugate the main verb needed according to the subject of each question. Some vocabulary you might need:

Por = per / tiempo = time / matemáticas = math / you guys = Uds.

1. Where does Marta work?
2. How many hours do they study per day?
3. What time do you have breakfast (tú)?
4. Who teaches the math class?
5. Why do you guys ask?
6. What is he looking for?
7. Who are you guys?
8. How much time do we need?

Traducciones:

1. ¿Dónde trabaja Marta?
2. ¿Cuántas horas estudian ellos por día?
3. ¿A qué hora desayunas tú?
4. ¿Quién enseña la clase de matemáticas?
5. ¿Por qué preguntan Uds.?
6. ¿Qué busca él?
7. ¿Quiénes son Uds.?
8. ¿Cuánto tiempo necesitamos?

17. The verb ESTAR: “to be”

Another verb “to be”

Several verbs in Spanish can take on the meaning of “to be”; we already looked at the verb “ser” and its conjugation pattern. We used “ser” to express where we are from and to identify our professions or status as students. The other primary verb in Spanish that means “to be” is the verb “estar”. These two verbs—ser and estar—are not interchangeable in Spanish. There are several uses of the verb “estar”:

- to express how people are doing—their health and feelings (Mary is sad)
- to talk about the location of people, places and things (John is at home)
- to describe the condition of something (The plate is broken)
- to express “in the moment” actions—the progressive tense—or the -ing form of verbs (I am talking, she is working)

Notice that “estar” is an *-ar* ending verb, but it is slightly different in the “yo” form because of the *-oy* ending. Also, all conjugations except the “yo” and “nosotros” forms have a written accent over the letter “a”. In time, you will learn more about the rules of written accented vowels in Spanish.

Estar: to be

ESTAR	to be (singular)	ESTAR	to be (plural)
(yo) <u>estoy</u>	I am	(nosotros) <u>estamos</u>	We are

ESTAR	to be (singular)	ESTAR	to be (plural)
(tú) <u>estás</u>	You are (familiar)	(vosotros) <u>estáis</u>	You are (Spain)
(él) <u>está</u>	He is	(ellos) <u>están</u>	They are
(ella) <u>está</u>	She is	(ellas) <u>están</u>	They are (fem)
Ud. <u>está</u>	You are (formal)	(Uds.) <u>están</u>	You are (L.Am)

Two common uses of the verb “estar”:

In time we will look at all the uses of the verb “estar”; but let’s begin with two:

i. to express health and feelings:

Estoy enfermo. (male speaker)	I’m sick.
Ellos no están contentos	They are not happy.
María está triste.	María is sad.
¿Estás bien?	Are you OK?

2. to express location:

¿Dónde está el baño?	Where is the bathroom?
Juan no está.	Juan isn’t here.
Estoy a la derecha de Ud.	I am to the right of you.
Estamos lejos de la ciudad.	We are far from the city.

Health and feelings vocabulary (adjectives)

aburrido/a	bored	enojado/a	mad; angry
avergonzado/a	embarrassed	feliz	happy
cansado/a	tired	ocupado/a	busy
contento/a	happy	preocupado/a (por)	worried
enamorado/a (de)	in love	triste	sad

Location vocabulary (prepositions)

a la derecha (de)	to the right of	cerca (de)	near
a la izquierda (de)	to the left of	con	with
al lado (de)	next to	en	in; on; at
allí, allá	there, over there	encima (de)	on top of
aquí	here	entre	between
debajo (de)	under(neath)	lejos (de)	far from
delante (de) / enfrente (de)	in front of	sin	without
detrás (de)	behind	sobre	on; over

OJO: Notice that many prepositions have the word “de” after them: “a la derecha de” / “cerca de”. Prepositions with “de” after them can be used both with and without the “de”. The idea is that “de” is needed if you continue to express something after it. Compare these like sentences:

Los libros están debajo de la mesa.	The books are under the table.
Los libros están debajo.	The books are underneath.

In the first sentence above, “la mesa” is mentioned so we need to use “debajo de”. But in the second, there is no mention of what the

books are under, so the “de” isn’t used. And in the sentences below, “a la derecha de” is used because we mention the other object, “la mesa”. But in the last sentence, we don’t say what “la silla” is to the right of, and so “de” is left off.

La silla está a la derecha de la mesa.

The chair is to the right of the table.

La silla está a la derecha.

The chair is to the right.

18. Los números 100+

Visit [los números: pronunciación](http://www.languageguide.org/spanish/numbers/) to hear how numbers are pronounced in Spain.

(<http://www.languageguide.org/spanish/numbers/>)

Los números 100 para arriba (the numbers 100 and up)

100 cien	500 quinientos	2.000 dos mil
101 ciento uno	600 seiscientos	10.000 diez mil
102 ciento dos	700 setecientos	350.000 trescientos cincuenta mil
200 doscientos	800 ochocientos	570.400 quinientos setenta mil cuatrocientos
300 trescientos	900 novecientos	1.000.000 un millón (de)
400 cuatrocientos	1.000 mil	6.000.000 seis millones (de)

Things to remember with numbers:

1. “Cien” (100) changes to “ciento” beginning with 101 and up to 199.

- 110 ciento diez
- 130 ciento treinta
- 165 ciento sesenta y cinco

2. Gender with hundreds

All the hundreds ending in “-cientos” agree in gender with the noun that follows, meaning the ending vowel “o” changes to “a” before a word that is feminine:

doscientas mujeres (f)	200 women
trescientas treinta personas (f)	330 people
quinientos cincuenta libros (m)	550 books

3. How to express years in Spanish

In English, years are conventionally expressed using two “double digit” numbers. The year 1963 is expressed “nineteen sixty-three” and 1492 is read as “fourteen ninety-two”. In Spanish, years are expressed using “mil...” or “dos mil...”.

- 1963: mil novecientos sesenta y tres (one thousand nine hundred sixty-three)
- 1492: mil cuatrocientos noventa y dos
- 2015: dos mil quince

4. A thousand, one thousand, thousands:

“Mil” means both “a thousand” and “one thousand”, so it’s not necessary to use “un” before “mil”. The plural form of “mil” is “miles” and is used to express “thousands”. Similarly, the plural form “cientos” is used to express “hundreds”:

- Hay miles de estudiantes en la universidad.
- There are thousands of students at the university.

5. Periods instead of commas

Periods are used in Spanish to indicated thousands and millions where commas are the norm in English:

10.850	diez mil ochocientos cincuenta
4.300.00	cuatro millones trescientos mil

¿En qué año...? (In what year...?)

Años históricos: match up the years from numbers 1-6 below with the letters a-f that follow.

1. ¿...Cristóbol Colón llega a las Américas?
2. ¿...es Barak O'bama presidente de los Estados Unidos?
3. ¿...es la Segunda Guerra Mundial (WW2)?
4. ¿...es la Guerra Civil de los Estados Unidos?
5. ¿...Alexander Graham Bell inventa el teléfono?
6. ¿...aterrizan el primer hombre en la luna (moon)?

a. 1876	mil ochocientos setenta y seis
b. 1969	mil novecientos sesenta y nueve
c. 1861-1865	mil ochocientos sesenta y uno al sesenta y cinco
d. 2008-2016	dos mil ocho a dos mil dieciseis
e. 1492	mil cuatrocientos noventa y dos
f. 1939-1945	mil novecientos treinta y nueve al cuarenta y cinco

PART III
LECCIÓN 3

- La familia
- Professions
- Possessive adjectives: my, your...
- ER / IR verbs
- TENER (to have) / VENIR (to come)

19. Vocabulario: la familia

Being able to talk about your family and ask others about theirs is a great way to initiate conversations. A few things to keep in mind: frequently, the difference between a male and female family member is reflected with the final vowel change from “o” to “a”: change “hijo = son” to “hija = daughter”. When the plural forms are used, the meaning typically includes both male and female: “los hijos = children” and “los padres = parents” (and not “fathers” plural).

Visit **la familia** to hear the pronunciation for family members (from Spain).

(<http://www.languageguide.org/spanish/vocabulary/family/>)

La familia

los miembros de la familia	family members
el abuelo / la abuela	grandfather / grandmother
los abuelos	grandparents
el bebé / la bebé	baby
los bisabuelos	great-grandparents
el cuñado / la cuñada	brother-in-law / sister-in-law
el esposo / la esposa	husband / wife
el gemelo / la gemela	twin
el hermano / la hermana	brother / sister
el hermanoastro / la hermanastra	stepbrother / stepsister
el hijo / la hija	son / daughter
el hijastro / la hijastra	stepson / stepdaughter
la madre / la mamá	mother/ mom
la madrastra	stepmother

los miembros de la familia	family members
el medio hermano / la media hermana	half-brother / half-sister
el nieto / la nieta	grandson / granddaughter
el novio / la novia	boyfriend / girlfriend
la nuera	daughter-in-law
el padre / el papá	father / dad
el padrastro	stepfather
los padres	parents
los parientes	family members
el primo / la prima	cousin
el suegro / la suegra	father-in-law / mother-in-law
el sobrino / la sobrina	nephew / niece
el tío / la tía	uncle / aunt
el yerno	son-in-law

Frases útiles (useful phrases)

¿Cuántos hermanos tienes?	How many brothers and sisters do you have?
¿Dónde vive(n) tu(s)...?	Where do (does) your...live?
¿Dónde vive(n) su(s)...?	Where do (does) your...live? (using Ud. form)
¿Quién es mayor?	Who's older?
¿Quién es el mayor (la mayor)?	Who's the oldest?
¿Quién es menor?	Who's younger?
¿Quién es el menor (la menor)?	Who's the youngest?
Es el benjamín de la familia.	He's the baby of the family.
Es la benjamina de la familia.	She's the baby of the family.
El hijo / la hija del medio	Middle child

¿Cómo es tu (su)...?

What's your...like?

¿Cuántos años tiene...?

How old is...?

¿Cómo se dice...?:

Now you try out some phrases: use the family vocabulary from the chart above to express the following. You may have to review regular -ar ending verbs.

Vocabulary: viven = live; conmigo = with me; asiste a = attends; universidad = college;

1. My grandparents live in California.
2. My boyfriend's sister works with me.
3. Do your children study a lot? (talking to a friend)
4. Her sister attends college.
5. His aunt and uncle are visiting tomorrow.
6. Does your grandmother cook well? (talking to friend)
7. What does your daughter need?
8. Where are your parents traveling to?
9. Who is your brother dancing with?
10. My cousins Susan and Sarah don't speak Spanish.

Traducciones:

1. Mis abuelos viven en California.
2. La hermana de mi novio trabaja conmigo.
3. ¿Estudian mucho tus hijos?
4. Su hermana asiste a la universidad.
5. Sus tíos visitan mañana.
6. ¿Cocina bien tu abuela?
7. ¿Qué necesita tu hija?

8. ¿Adónde viajan tus padres?
9. ¿Con quién baila tu hermano?
10. Mis primas Susan y Sarah no hablan español.

Grammar details:

#1 from above: Mis abuelos viven en California.

Notice “mi” meaning “my” is pluralized to “mis”, which agrees with “abuelos” (plural).

#2 from above: La hermana de mi novio trabaja conmigo.

Spanish doesn't use apostrophes to express possession, so “my boyfriend's sister” has to sound like “the sister of my boyfriend”.

#3 from above: ¿Estudian mucho tus hijos?

Typically, to form a question, the subject “tus hijos” will follow the verb “estudian”, although it's not incorrect to say “Tus hijos estudian mucho?” You could also end the question with “mucho”: ¿Estudian tus hijos mucho?

#5 from above: Sus tíos visitan mañana.

The plural form “tíos” can mean both aunt and uncle. You could also say “Los tíos de él” to express “his aunt and uncle” and then there is no ambiguity caused by the use of “su” (which could also mean “her” and “your”).

#8 and # 9 from above: ¿Adónde viajan tus padres? / ¿Con quién baila tu hermano?

Prepositions such as “to” and “with” cannot end a question in Spanish—they appear before the question word.

#10 from above: Mis primas Susan y Sarah no hablan español.

The feminine “primas” must be used referring to two females.

20. Vocabulario: las profesiones

For most occupations, change the “o” ending to “a”, or add “a” to “or” endings to refer to a female. Use the corresponding male / female article (el-la / un-una) as needed. Some “o” endings for the professions don’t change to refer to a female. Refer to the examples after the chart.

Las profesiones (occupations)

las profesiones	occupations	las profesiones	occupations
abogado/a	lawyer	juez/a	judge
el actor / la actriz	actor	mecánico/a	mechanic
el / la artista	artist	médico/a	doctor
arquitecto/a	architect	mesero/a	waiter / waitress
autor/a	author	el / la periodista	journalist
bombero/a	fireman	el / la piloto	pilot
cantinero/a	bartender	pintor/a	painter
carpintero/a	carpenter	plomero/a	plumber
científico/a	scientist	el / (la mujer) policía	policeman
cirujano/a	surgeon	el / (la mujer) político(a)	politician
contador/a	accountant	profesor/a	professor
cocinero/a	cook	el / la recepcionista	receptionist
el / la dentista	dentist	el / la salvavidas	lifeguard
diseñador/a	designer	secretario/a	secretary

las profesiones	occupations	las profesiones	occupations
doctor/a	doctor	el / la soldado	soldier
enfermero/a	nurse	trabajador/a de fábrica	factory worker
farmacéutico/a	pharmacist	traductor/a	translator
fotógrafo/a	photographer	vendedor/a	salesperson
ingeniero/a	engineer	veterinario/a	veterinarian
jardinero/a	landscaper		

OJO: a few observations about gender with professions:

- Nouns ending with -ista do not change for gender: el dentista / la dentista
- The use of the definite article “la” with “policía” and “política” changes the meaning of these words from occupations to something else:
- “la policía” means “the police department”, or the idea of police in general. To refer to a female office, “la mujer policía” is used.
- Similarly, “la política” means “politics”. To refer to a female politician “la mujer política” is used.

Using SER with professions

To say what one does for a living, use the verb “ser” (to be); however, the indefinite article “a / an” (un / una) is omitted in Spanish.

Ella es doctora.	She’s a doctor.
Él es policía.	He’s a policeman.
Yo quiero ser abogado.	I want to be a lawyer.
Ana estudia para ser veterinaria.	Ana is studying to be a veterinarian.

However, if you want to qualify the profession, then the indefinite article is used:

Ella es una profesora interesante. She's an interesting professor.

Él es un juez justo. He's a fair judge.

Yo quiero ser una actriz famosa. I want to be a famous actor (actress).

¿Cómo se dice...?:

Now you try out some sentences: use the professions vocabulary from the charts above to translate the sentences below.

Some vocabulary you might need: trabajador = hardworking; desear = desire / want; or = o

1. Javier is a very hardworking carpenter.
2. My niece is an accountant.
3. The nurses are very nice.
4. My daughters are studying to be designers.
5. She's an intelligent author.
6. The boys want to be police officers or firefighters.
7. He's a good artist.

Traducciones:

1. Javier es un carpintero muy trabajador.
2. Mi sobrina es contadora.
3. Las enfermeras son muy simpáticas.
4. Mis hijas estudian para ser diseñadoras.
5. Ella es una autora inteligente.
6. Los niños desean ser policías o bomberos.
7. Él es un buen artista.

Grammar Details:

#1 from above: Javier es un carpintero muy trabajador.

The article “un” is used because we’ve qualified “carpintero” with “trabajador”; descriptive adjectives like “trabajador” follow the noun they describe.

#2 from above: Las enfermeras son muy simpáticas.

If the group of nurses consisted of male and females, then the sentence would change to: “Los enfermeros son muy simpáticos”.

#7 from above: Él es un buen artista.

The adjective “bueno” can also follow the noun: “Él es un artista bueno”.

21. Possessive adjectives

In Brief:

The use of these adjectives is similar between English and Spanish, with the exception that Spanish has plural forms, but English doesn't.

Possessive Adjectives

Singular	Plural	In English
mi	mis	my
tu	tus	your (fam.)
su	sus	his
su	sus	her
su	sus	your (formal)
su	sus	its
su	sus	their
nuestro(a)	nuestros(as)	our
vuestro(a)	vuestros(as)	your (fam; Spain)

Possessive adjectives appear immediately before a noun and they agree in number with the noun. If the noun that follows is singular, use the singular form of the possessive adjective. If the noun is plural, then a plural possessive adjective must be used:

Singular and Plural Possessive Adjectives

Singular	In English	Plural	In English
mi libro	my book	mis libros	my books
tu clase	your class	tus clases	your classes
su amigo	her friend	sus amigos	her friends

The “nuestro” and “vuestro” forms will agree with the noun that follows in both number (sg / pl) and gender (m / f). It doesn’t matter *who* is speaking, or to *whom* one is speaking; what controls the use of the masculine and feminine forms is whether the noun itself is masculine or feminine:

Nuestro and vuestro agreement

Singular	In English	Plural	In English	Nouns
nuestro <u>o</u> libro	our book	nuestro <u>s</u> libros	our books	libro = m
nuestra <u>a</u> clase	our class	nuestra <u>s</u> clases	our classes	clase = f
vuestro <u>o</u> libro	your book	vuestro <u>s</u> libros	your books	libro = m
vuestra <u>a</u> clase	your class	vuestra <u>s</u> clases	your classes	clase = f

OJO: “vuestro” (your) and its variances are used in Spain only. In the Spanish of the Americas, “su/sus” (your) is used.

“Su” and “sus” have multiple meanings

Singular	Plural	Possible meanings
su	sus	his
		her

Singular	Plural	Possible meanings
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your (formal)

its

their

When the context is clear there generally isn't any ambiguity. For example, if we have been talking about my friend Lorena's class schedule and I say "her English class is at nine", I could simply say "su clase de inglés es a las nueve" and there wouldn't be any confusion—you would know that "su" refers to Lorena. But without any real context the same phrase "su clase de inglés es a las nueve" could have several meanings: "his-her-your (formal)-their...class". If you want to avoid possible confusion, use the following structure:

To clarify ambiguity of "su/sus":

To clarify ambiguity of "su/sus"

article: the + noun + of + pronoun

el, la, los, las + X + de + él, la, Ud., ellos, ellas, Uds.

Clarifying "su/sus" examples

If context is clear:	To avoid any ambiguity:	English meaning is the same for both:
<u>su</u> libro	el libro <u>de ella</u>	<u>her</u> book
<u>sus</u> libros	los libros <u>de ella</u>	<u>her</u> books
<u>su</u> profesor	el profesor <u>de Ud.</u>	<u>your</u> professor
<u>sus</u> profesores	los profesores <u>de Ud.</u>	<u>your</u> professors
<u>su</u> clase	la clase <u>de ellos</u>	<u>their</u> class

If context is clear:	To avoid any ambiguity:	English meaning is the same for both:
<u>sus</u> clases	las clases <u>de ellos</u>	<u>their</u> classes

OJO: In English, we use an apostrophe “s” to show possession (John’s class), but apostrophes do not exist in Spanish. Spanish does the following instead:

Equivalent of ‘s

article: the	+	noun	+	of	+	person
la	+	clase	+	de	+	John = John’s class

More examples:

Los estudiantes de la profesora	The professor’s students
Las clases de Susana	Susana’s classes
El libro de mi amigo	My friend’s book

A final note: when talking directly to one person and addressing him or her in the Ud. form, you could use “su/sus” to express “your”. But notice that the same forms in Spanish are used if you want to express “your” and are addressing a group of people. Again, the singular/plural agreement occurs between “su” and the noun that follows it:

“Su” and “sus” meaning “your” examples:

<u>su</u> clase	<u>your</u> class	talking to 1 person- Ud.
<u>sus</u> clases	<u>your</u> classes	talking to 1 person- Ud.

su clase your class talking to a group- Uds.
(the group has just 1 class)

sus clases your classes talking to a group- Uds.
(the group has 2 or more)

22. Vocabulario: descripciones

Descriptive adjectives

When we describe people, places or things (nouns), we use descriptive words such as “tall” or “slow” (adjectives) to do so. For example, we could say “Mary is tall” or “the car is slow”. The previous sentences use the verb “to be” to make the connection between the noun and the adjective. We could also use the noun and adjective immediately together in phrases such as “the tall girl” and “the slow car”. In Spanish, the equivalent adjectives need to agree with the noun they describe in gender (masculine / feminine) and in number (singular / plural). Let’s look at these examples:

Mary es alta.	Mary is tall.
La chica alta es mi amiga.	The tall girl is my friend.
El carro es lento.	The car is slow.
No me gusta el carro lento.	I don’t like the slow car.

The adjective “alta” ends in an “a” because in both cases it describes a female: Mary and “la chica”. The adjective “lento” ends in an “o” because it describes “carro”, and nouns ending in “o” are masculine. We say that the adjectives in these cases agree in gender with the noun they describe.

Adjectives must also agree with the noun in number. Let’s pluralize the sentence “Mary es alta” by adding her tall sister, and let’s say that I don’t like slow cars in general:

Mary y su hermana son altas.	Mary and her sister are tall.
No me gustan los carros lentos.	I don’t like slow cars.

In the case of Mary and her sister, the adjective “alta” is pluralized

by adding “s” because there are two girls. As is done in English, the noun “carro” is pluralized by adding “s”, but so is the adjective “lento”. Both adjectives “altas” and “lentos” agree in number because they are pluralized to match the plural nouns.

OJO: Did you notice that the adjectives “alta” and “lento” follow the nouns “chica” and “carro”?

La chica alta es mi amiga. The tall girl is my friend.

No me gusta el carro lento. I don't like the slow car.

The adjective-noun word order that we're used to in English (for example, the “White House”) needs to be reversed in Spanish so that we say the equivalent of “house white” (casa blanca).

Let's look at four points to keep in mind when adjectives describe nouns:

1. Adjectives that end in “o” will change so that they agree in gender (o-a) and number (os-as) with the noun they describe.

Javier es un niño simpático. Javier is a nice boy.

Julia es una niña simpática. Julia is a nice girl.

Javier y Julia son niños simpáticos. Javier and Julia are nice kids.

Julia y Ana son niñas simpáticas. Julia and Ana are nice girls.

OJO: when there are both males and females in a group, the masculine form is used.

2. Adjectives that end in “e” and “-ista”, or a consonant, do not agree in gender, only in number—just add “s” to the vowels “e / a” and “es” to the consonant.

La solución simple The simple solution

Las soluciones simples The simple solutions

Un estudiante idealista An idealistic student (m)

Unos estudiantes idealistas Some idealistic students

La clase fácil. The easy class

3. While descriptive adjectives do follow the noun they modify, adjectives expressing quantity precede the noun (muchos / poca / tres in the following examples):

Hay muchos libros en la mesa. There are a lot of books on the table.

Muy poca gente trabaja aquí. Very few people work here.

Juan estudia con tres amigos. Juan studies with three friends.

4. The adjectives “bueno / malo / grande” can all appear either before or after the noun they describe. Before a masculine singular noun, the “o” drops off from “bueno / malo” and “grande” shortens to “gran”:

Giovani es un estudiante bueno. Giovani is a good student.

Giovani es un buen estudiante. Giovani is a good student.

Luís es mi amigo grande. Luís is my big friend.

OJO: notice the change in meaning when “gran” appears before the noun:

Luís es un gran amigo. Luís is a great friend.

Adjetivos descriptivos (descriptive adjectives)

adjetivo	adjective	adjetivo	adjective
aburrido/a	boring	interesante	interesting
alegre	happy, lively	joven	young
alto/a	tall	justo/a	fair
bajo/a	short	lento/a	slow

adjetivo	adjective	adjetivo	adjective
barato/a	cheap	lindo/a	cute
bonito/a	pretty	loco/a	crazy
bueno/a	good	malo/a	bad
caro/a	expensive	moreno/a	dark complexion
complicado/a	complicated	mucho/a	a lot, much, many
débil	weak	nuevo/a	new
delgado/a	thin	pelirrojo/a	red-headed
difícil	difficult, hard	pequeño/a	small
divertido/a	fun	pobre	poor
dulce	sweet	poco/a	few
duro/a	hard	rápido/a	quick, fast
fácil	easy	rico/a	rich
feliz	happy	rubio/a	blond
feo/a	ugly	simpático/a	nice, kind
fuerte	strong	simple	simple
gordo/a	fat	tonto/a	silly, foolish
grande	big, large	trabajador/a	hard-working
guapo/a	handsome / beautiful	tranquilo/a	calm, peaceful
injusto/a	unfair	triste	sad
inteligente	intelligent	viejo/a	old

OJO: brown-haired or brunette is commonly expressed by with “tiene pelo café” (s/he has brown hair) and dark-haired with “tiene pelo negro” (s/he has dark hair).

Nationalities

Nationalities used as adjectives follow similar rules of agreement in

gender and number as seen with descriptive adjectives. A few extra notes to keep in mind:

- Add “a” to make the nationality feminine if it ends in a consonant.
- The written accent for the masculine singular form is not used for the feminine or plural forms.
- Unlike in English, nationalities are not capitalized.

Mi amigo es inglés.	My friend is English.
Mi amiga es inglesa.	My friend is English.
Mis amigos son ingleses.	My friends are English.

OJO: Nationalities can also be used with definite articles to function as nouns:

Los brasileños hablan portugués.	Brazilians speak Portuguese.
El francés es un idioma lindo.	French is a pretty language.

Países y nacionalidades (countries and nationalities)

País	nacionalidad	en inglés
Alemania	alemán / alemana	German
la Argentina	argentino/a	Argentine
Australia	australiano/a	Australian
Bolivia	boliviano/a	Bolivian
Brasil	brasileño/a	Brazilian
Canadá	canadiense	Canadian
Chile	chileno/a	Chilean

País	nacionalidad	en inglés
la China	chino/a	Chinese
Colombia	colombiano/a	Colombian
Costa Rica	costarricense	Costa Rican
Cuba	cubano/a	Cuban
Dinamarca	danés / danesa	Danish
el Ecuador	ecuatoriano/a	Ecuadoran
Egipto	egipcio/a	Egyptian
El Salvador	salvadoreño/a	Salvadoran
España	español/a	Spanish
los Estados Unidos	estadounidense	North American (or from the U.S.)
Francia	francés / francesa	French
Guatemala	guatemalteco/a	Guatemalan
Honduras	hondureño/a	Honduran
la India	indio/a	Indian
Inglaterra	inglés / inglesa	English
Irlanda	irlandés / irlandesa	Irish
Italia	italiano/a	Italian
Irak	iraquí	Iraqi
Japón	japonés / japonesa	Japanese
Kenia	keniano/a	Kenyan
México	mexicano/a	Mexican
Nicaragua	nicaragüense	Nicaraguan
Panamá	panameño/a	Panamanian
el Paraguay	paraguayo/a	Paraguayan
el Perú	peruano/a	Peruvian
Portugal	portugués/a	Portuguese
Puerto Rico	puertorriqueño/	Puerto Rican

País	nacionalidad	en inglés
	a	
la República Dominicana	dominicano/a	Dominican
Rusia	ruso/a	Russian
Rumanía	rumano/a	Rumanian
Suiza	suizo/a	Swiss
el Uruguay	uruguayo/a	Uruguayan
Venezuela	venezolano/a	Venezuelan

OJO: the definite articles “el-la-los-las” are used with certain countries as noted in the chart above; however, their omission is common as well.

¿Cómo se dice...?:

Now you try out some phrases: use the descriptive adjective vocabulary and the nationalities from the charts above to express the following. You may have to review family vocabulary, the verb SER, and regular -ar ending verbs.

Some vocabulary you might need: asiste a = attends; conmigo = with me; universidad = college

1. My uncle is Russian.
2. My sisters are blond and my brother is red-headed.
3. His grandmother is very short.
4. Her sister attends college.
5. His aunt and uncle are visiting tomorrow.
6. Does your grandmother cook well? (talking to friend)
7. What does your daughter need?
8. Where are your parents traveling to?
9. Who is your brother dancing with?

10. My cousins Susan and Sarah don't speak Spanish.

Traducciones:

1. Mi tío es ruso.
2. Mis hermanas son rubias y mi hermano es pelirrojo.
3. Su abuela (la abuela de él) es muy baja.
4. Su hermana asiste a la universidad.
5. Sus tíos visitan mañana.
6. ¿Cocina bien tu abuela?
7. ¿Qué necesita tu hija?
8. ¿Adónde viajan tus padres?
9. ¿Con quién baila tu hermano?
10. Mis primas Susan y Sarah no hablan español.

Grammar Details:

#1 from above: Mi tío es ruso.

Nationalities in Spanish are not capitalized, so “ruso” is with small “r”.

#3 from above: Su abuela (la abuela de él) es baja.

If the context is clear, it's fine to use “su”; if not, the “la abuela de él” avoids any ambiguity.

#5 from above: Sus tíos visitan mañana.

The plural form “tíos” can mean both aunt and uncle. You could also say “Los tíos de él” to express “his aunt and uncle” and then there is no ambiguity caused by the use of “su” (which could also mean “her” and “your”).

#8 and # 9 from above: ¿Adónde viajan tus padres? / ¿Con quién

baila tu hermano?

Prepositions such as “to” and “with” cannot end a question in Spanish—they appear before the question word.

#10 from above: Mis primas Susan y Sarah no hablan español.

The feminine “primas” must be used referring to two females.

23. -ER and -IR ending verbs

Review

As mentioned previously, there are three types of verbs in Spanish: those ending in *-ar*, *-er* and *-ir*. The conjugation pattern for *-er* and *-ir* ending verbs is nearly the same, differing only in the *nosotros* and *vosotros* forms. The idea of “taking off the verb ending” and then adding other endings to give the verb a subject (*yo*, *tú*, *ella*, etc.) is the same as we did for *-ar* ending verbs. Let’s take a look at the regular *-er* ending of the verb *comer* (to eat):

Regular *-er* ending verbs:

	Subject pronouns	Comer: to eat (infinitive)	Basic meaning	Other possible meanings: –ing / questions
Singular	yo	com <u>o</u>	I eat	I’m eating / do I eat
	tú	com <u>e</u> s	you eat	you’re eating / do you eat
	él	com <u>e</u>	he eats	he’s eating / does he eat
	ella	com <u>e</u>	she eats	she’s eating / does she eat
	Ud.	com <u>e</u>	you eat	you’re eating / do you eat
Plural	nosotros	com <u>e</u> mos	we eat	we’re eating / do we eat
	vosotros	com <u>e</u> ís (Spain)	you eat	you’re eating / do you eat
	ellos	com <u>e</u> n	they eat	they’re eating / do they eat

	Subject pronouns	Comer: to eat (infinitive)	Basic meaning	Other possible meanings: -ing / questions
	ellas (f)	com <u>e</u> n	they eat	they're eating / do they eat
	Uds.	com <u>e</u> n	you eat	you're eating / do you eat

Notice the possibilities of present tense conjugations in Spanish. For example, “tú comes” has three equivalents in English (the subject pronoun *tú* isn't required):

Tú comes con ella todos los días.	You eat with her every day. (to talk about habitual actions)
Tú comes al mediodía mañana.	You're eating at noon tomorrow. (to refer to a future action)
¿Tú comes antes de clase?	Do you eat before class? (to ask a question: Spanish doesn't have an equivalent for the auxiliaries “do / does”)

Regular -ir ending verbs

	Subject pronouns	Vivir: to live (infinitive)	Basic meaning	Other possible meanings: -ing / questions
Singular	yo	viv <u>o</u>	I live	I'm living / do I live
	tú	viv <u>e</u> s	you live	you're living / do you live
	él	viv <u>e</u>	he lives	he's living / does he live
	ella	viv <u>e</u>	she lives	she's living / does she live
	Ud.	viv <u>e</u>	you live	you're living / do you live
Plural	nosotros	viv <u>imos</u>	we live	we're living / do we live

Subject pronouns	Vivir: to live (infinitive)	Basic meaning	Other possible meanings: -ing / questions
vosotros	vivís (Spain)	you live	you're living / do you live
ellos	viven	they live	they're living / do they live
ellas (f)	viven	they live	they're living / do they live
Uds.	viven	you live	you're living / do you live

Notice only the “nosotros” and “vosotros” forms differ between -er and -ir verbs:

	-er	-ir
nosotros	comemos	vivimos
vosotros	com <u>éis</u>	viv <u>ís</u>

Common -er ending verbs

Infinitivo	Infinitive	Infinitivo	Infinitive
aprender (a + inf)	to learn	creer (en)	to think, to believe (in)
beber	to drink	deber (+ inf)	should, must
comer	to eat	leer	to read
comprender	to understand	prometer	to promise
correr	to run	vender	to sell

Common -ir ending verbs

Infinitivo	Infinitive	Infinitivo	Infinitive
abrir	to open	escribir	to write
asistir (a)	to attend	permitir	to permit, to allow
compartir	to share	recibir	to receive
decidir (+ inf)	to decide	subir	to go up, get on, get in
definir	to define	sufrir	to suffer
discutir	to argue	vivir	to live

OJO (note): Remember, it is not necessary to use the subject pronouns (ella, Ud., etc.) if it is clear who we are speaking about from the context. They are included in the examples below for clarity.

Ellas viven en otro estado.	They live in another state.
Ud. cree que es fácil.	You think it's easy.
Nosotros abrimos a las siete.	We open at seven.
¿Él comprende todo?	Does he understand everything?
Yo aprendo a bailar.	I'm learning to dance.
Vosotros debéis trabajar más.	You (pl. Spain) should work more.
¿Vives cerca?	Do you live nearby?

¿Cómo se dice...?:

Now you try out some sentences: use the verbs from the -er and -ir lists above to translate the sentences below.

Some vocabulary you might need: poemas=poems; universidad=college; más tarde=later

1. They read lots of books.

2. Julia writes poems.
3. Do you attend college? (tú)
4. We're eating with them later.
5. I must study more.
6. You guys don't run in the morning.
7. What do they think?

Traducciones:

1. Ellos **leen** muchos libros.
2. Julia **escribe** poemas.
3. ¿Tú **asistes** a la universidad?
4. **Comemos** con ellos más tarde.
5. Yo **debo** estudiar más.
6. Uds. no **corren** por la mañana.
7. ¿Qué **creen** ellos?

Grammar Details:

#3 from above: ¿Tú asistes a la universidad?

Did you put the “a” after the verb “asistes”? Certain verbs take a corresponding preposition after them, and sometimes they don't translate to anything specific in English. It's best to memorize these verbs and their corresponding prepositions; in this case “asistir a” = “to attend” (school, class).

#5 from above: Yo debo estudiar más.

Did you remember that when two verbs appear together and there is no change in subject the first verb is conjugated (debo) but not the second (estudiar)?

#7 from above: ¿Qué creen ellos?

When we form a question that elicits information, the position of the subject pronoun (ellos), if used, frequently follows the conjugated verb.

24. Tener y venir (“to have” and “to come”)

Review of verbs:

Recall that “regular verbs” are classified into three types based on their endings: -ar, -er and -ir verbs. The term “regular verbs” is used in the sense that the majority of verbs in Spanish follow a specific conjugation pattern dealing with verb endings. The stems of regular verbs (tom-, com- and viv- in the examples below) stay the same for all conjugations of tomar, comer and vivir:

Infinitive	Stem	Ending
tomar: to take	tom-	-ar
comer: to eat	com-	-er
vivir: to live	viv-	-ir

The term “irregular verbs” simply means that the stem of the verb will also change for certain conjugations, while the verb ending still conjugates as expected.

Infinitive	Stem	Ending
tener: to have	ten-	-er
venir: to come	ven-	-ir

Tener:

The verb “tener: to have” is one of the most common verbs in

Spanish, used mainly to talk about things we possess and to explain what we have to do. “Tener” is also used in a number of idiomatic expressions in Spanish. Notice that the stem of “tener” (ten-) has an added “g” for the “yo” form: “tengo”. The “tú / Ud. / ellas” forms change their stem from “e to ie”. Yet the “nosotros y vosotros” conjugations have no stem change. However, the verb endings are the same that we have seen for regular -er ending verbs:

Tener: to have

Subject pronouns	Singular	Basic meaning	Subject pronouns	Plural	Basic meaning
yo	tengo	I have	nosotros/as	tenemos	we have
tú	ti <u>en</u> es	you have	vosotros/as	ten <u>éis</u>	you have (Sp.)
él	ti <u>en</u> e	he has	ellos	ti <u>en</u> en	they have
ella	ti <u>en</u> e	she has	ellas	ti <u>en</u> en	they have (f)
Ud.	ti <u>en</u> e	you have	Uds.	ti <u>en</u> en	you have

I. Tener: used to express possession

Yo tengo cuatro clases.	I have four classes.
¿Tiene Marisela una familia grande?	Does Marisela have a big family?
¿Tienen Uds. amigos de México?	Do you guys have friends from Mexico?
La universidad tiene un campus bonito.	The university has a pretty campus.
¿Con quién tienes clases?	Who do you have classes with?
No tenemos suficiente dinero.	We don't have enough money.

2. Tener: used to express obligation

Remember that when two verbs are used together with no change of subject, the first verb is conjugated (necesita / esperan below), but the second verbs are not (trabajar / viajar):

Mateo necesita trabajar. Mateo needs to work.

Ellos esperan viajar más. They hope to travel more.

Generally when using a two-verb structure, nothing separates the two verbs. However, when “tener” is used with a second verb (to express obligation: have to do something), the word “que” is inserted after “tener” and before the second verb. In this structure “que” has no literal meaning in English.

“tener que”

Structure	Equivalent in English
tener + que + verb (inf.)	has/have to do something
Tengo que trabajar mañana.	I have to work tomorrow.
Tenemos que estudiar para el examen.	We have to study for the test.
¿Por qué tienes que llegar temprano?	Why do you have to arrive early?
Raúl tiene que comer al mediodía.	Raúl has to eat at noon.

3. Tener: used in idiomatic expressions

In Spanish, there are a number of expressions used with the verb “tener” (to have) where in English the equivalents are expressed with

the verb “to be”. So instead of saying “I am hungry”, in Spanish you say “I have hunger”, or “tengo hambre”. When it’s someone’s birthday we say in English “She’s 18 years old”, but in Spanish it sounds like “She has 18 years”, or “Ella tiene dieciocho años”.

The important thing to remember with these expressions is to use the verb “tener” even though you may already know that “ser/estar” mean “to be”. Also, in English one might say “we’re *very* hungry” before dinner, but with tener expressions, the word “mucho” (much) is used: the literal equivalent would be “we have *much* hunger”, or “tenemos *mucha* hambre”. The literal meanings might sound strange, but you’ll get used to using “tener” to express the following:

Expressions with tener

Expression	Equivalent in English	Literal meaning
tener (mucho) calor	to be (very) hot	to have (much) heat
tener (mucho) frío	to be (very) cold	to have (much) cold
tener (mucha) hambre	to be (very) hungry	to have (much) hunger
tener (mucha) sed	to be (very) thirsty	to have (much) thirst
tener (mucho) sueño	to be (very) sleepy	to have (much) sleep
tener (muchos) celos	to be (very) jealous	to have (much) jealousy
tener (mucha) prisa	to be in a (big) hurry	to have (much) hurry
tener (mucho) miedo de	to be (very) afraid of	to have (much) fear
tener razón	to be right	to have (much) right
tener (mucho) éxito	to be (very) successful	to have (much) success
tener (mucha) suerte	to be (very) lucky	to have (much) luck
tener (muchas) ganas de	to (really) feel like	to have (much) desire
tener # años	to be # years old	to have # years

OJO: Did you notice that for several of the expressions “mucho” ends in an “a” (mucho hambre) or “as” (muchas ganas)? That because the word “mucho” agrees in gender and number with the noun that follows.

¿Cómo se dice...?:

Now you try out some sentences: use the verb tener and the expressions from the list above to express the ideas below.

Some vocabulary you might need: muchos = lots; arañas = spiders

1. Lorena has a big house.
2. Diego and his friend have a lot of time.
3. Do you have class on Monday? (tú)
4. I don't have to read the book.
5. How many verbs do we have to learn?
6. They are very cold.
7. She's ten years old.
8. Are you guys afraid of spiders? (Uds.)

Traducciones:

1. Lorena tiene una casa grande.
2. Diego y su amigo tienen mucho tiempo.
3. ¿Tienes clase el lunes?
4. No tengo que leer el libro.
5. ¿Cuántos verbos tenemos que aprender?
6. Ellos tienen mucho frío.
7. Ella tiene diez años.
8. ¿Tienen Uds. miedo de las arañas?

Venir

The verb “venir” means “to come” and it follows tener’s pattern for the changes in the stem, but since it’s an -ir ending verb, the “nosotros” and “vosotros” forms differ.

Venir: to come

Subject pronouns	Singular	Basic meaning	Subject pronouns	Plural	Basic meaning
yo	vengo	I come	nosotros/as	venimos	we come
tú	vi <u>en</u> es	you come	vosotros/as	venís	you come (Sp.)
él	vi <u>en</u> e	he comes	ellos	vi <u>en</u> en	they come
ella	vi <u>en</u> e	she comes	ellas	vi <u>en</u> en	they come (f)
Ud.	vi <u>en</u> e	you come	Uds.	vi <u>en</u> en	you come

Do you come to class every day?	¿Viene Ud. a clase cada día?
Ellos no vienen a la fiesta.	They aren’t coming to the party.
Vengo a la universidad los martes.	I come to the university on Tuesdays.
¿Cuándo viene Marta?	When is Marta coming?

OJO: note these useful time references with venir and possible translations:

El lunes que viene	Next Monday (the coming Monday)
La semana que viene	Next week (the week that’s coming)
El año que viene	Next year (the year coming up)

PART IV

LECCIÓN 4

- Sports and hobbies
- Places in the city
- The verb IR (to go)
- Stem-changing verbs
- Verbs with irregular “yo” forms

25. Vocabulario: los deportes y pasatiempos

Los deportes (sports)

Los deportes	Sports	Los deportes	Sports
el/la aficionado/a	fan (of a team)	ganar	to win
el/la árbitro/a	the referee	la gimnasia	gymnastics
el balón	ball (can be inflated)	el gimnasio	gym, gymnasium
el baloncesto	basketball	el golf	golf
el básquetbol	basketball	el hockey sobre hielo	ice hockey
el béisbol	baseball	el judo	judo
el boxeo	boxing	el/la jugador/a	the player
el campeón / la campeona	the champion	jugar a...	to play (a sport or game)
el campeonato	the championship	el karate	karate
el ciclismo	cycling	la lucha libre	wrestling
la derrota	the loss, defeat	nadar	to swim
el fútbol	soccer	la natación	swimming
el fútbol americano	football	la pelota	ball (non-inflated)
la cancha	the court	perder (e/ie)	to lose
empatar	to tie	practicar deportes	to play sports
el empate	the tie	el tenis	tennis
el/la entrenador/a	the coach	la victoria	the win

Los deportes	Sports	Los deportes	Sports
el estadio	the stadium	el vóleibol	volleyball
el equipo	the team	el voleiplaya	beach volleyball

OJO: A few things to keep in mind:

The verb “jugar” is followed by “a” when you play a game or sport:

Mario juega al béisbol los viernes. Mario plays baseball on Fridays.

¿Quieres jugar a los naipes? Do you want to play cards?

A “balón” is generally larger than a “pelota”:

Un balón de fútbol A soccer ball

Una pelota de golf A golf ball

Los pasatiempos (pastimes)

Los pasatiempos	Hobbies / Pastimes	Los pasatiempos	Hobbies / Pastimes
acampar	to camp, to go camping	hacer una caminata	to go on a hike, go for a walk
el ajedrez	chess	hacer snowboard	to snowboard
el alpinismo	mountain climbing	ir de excursión	to go for a hike, to go on a trip
andar en bicicleta	to bicycle, to go for a bike ride	ir en bote	to go boating
andar en patineta	to skateboard	el jardín	garden
las artes marciales	martial arts	la jardinería	gardening
el baile	dance	jugar a cartas (naipes)	to play cards
el billar	pool (billiards)	jugar a	to play

Los pasatiempos	Hobbies / Pastimes	Los pasatiempos	Hobbies / Pastimes
		videojuegos	videogames
el boliche, jugar a boliche	bowling, to go bowling	navegar por (en) la red	to surf the web
bucear	to (scuba) skin-dive	el parque	the park
cantar	to sing	la pesca	fishing
cazar	to hunt	pescar	to fish
cocinar	to cook	la piscina, la alberca	swimming pool
coser	to sew	la pintura	painting
la costura	sewing	sacar (tomar) fotos	to take pictures
el crucigrama	a crossword puzzle	salir con amigos	to go out with friends
los dardos	darts	surfear	to surf
escalar montañas	to climb mountains	el tiempo libre	free time
esquiar	to ski	tocar	to play (instruments)
el esquí acuático	water skiing	tomar el sol	to sunbathe
la fotografía	photography	ver televisión	watch tv
la guitarra	the guitar	los videojuegos	videogames

OJO: A few things to keep in mind:

- Remember the difference between:

jugar deportes to play sports

tocar instrumentos to play instruments

- Some “adventure activities” will use the verb “hacer” (to do) plus the phrase borrowed from English.

Hacer rafting	to go rafting
Hacer whitewater	to go whitewater rafting
Hacer canopy	to zipline (through the forest canopy)

Frases útiles (useful phrases)

Frases útiles	Useful phrases
¿Qué te gusta hacer en tu tiempo libre?	What do you like to do in your free time?
¿Cuál es tu deporte favorito?	What's your favorite sport?
¿Qué deportes practicas?	What sports do you play?
¿Quieres jugar a...?	Do you want to play...?
¿Cuáles son tus pasatiempos?	What are your hobbies?
Quisiera... + (verbo)	I'd like to... + (verb)
¡Vamos a...+ (verbo)	Let's...+ (verb)
¿Quién quiere...+ (verbo) ?	Who wants to...+ (verbo)?

26. Vocabulario: en la ciudad

La ciudad (the city)

Lugar	Place	Lugar	Place
el aeropuerto	airport	el estacionamiento	parking lot
el apartamento, el departamento, el piso (Esp.)	apartment	la estación de policía	police station
la avenida	avenue	la estatua	statue
el banco	bank	la fábrica	factory
la biblioteca	library	la gasolinera	gas station
el café	cafe	el hospital	hospital
la calle	street	el hotel	hotel
el callejón	alley	la iglesia	church
la catedral	cathedral	el mercado	market
el cementerio	cemetery	el museo	museum
el centro	downtown	el parque	park
el centro comercial	mall	el puente	bridge
el cine	movie theater	el restaurante	restaurant
el correo	post office	el supermercado	supermarket
el edificio	building	la tienda	store
la escuela	school	el vecindario, el barrio	neighborhood

Tiendas (stores / shops)

Many individual store names are based on what they sell. For example, “pan” means “bread” and a place where they sell bread, a bakery, is “panadería”. A place where you can buy fruit is “frutería”.

Tienda	Store / Shop	Tienda	Store / Shop
la carnicería	butcher shop	la licorería	liquor store
la dulcería	candy store	la mueblería	furniture store
la farmacia	pharmacy, drug store	la panadería	bakery
la ferretería	hardware store	la papelería	stationary store
la frutería	fruit shop	la pastelería	cake / pastry shop
la heladería	ice-cream shop	la peluquería	hairdresser
la joyería	jewelry store	la tienda de música	music store
la juguetería	toy store	la tienda de deportes	sporting goods store
la lavandería	laundry	la tienda de ropa	clothing store
la librería	book store	la zapatería	shoe store

27. The verb Ir: “to go”

Ir

The verb “ir” (to go) is another common and very practical verb in Spanish; it’s used to express where you’re going and to talk about plans—what you’re “going to do”. However, take off its “ending” and there’s nothing left! It is another irregular verb, but look at the endings and you’ll see something familiar—they are very similar to -ar ending verbs, and as with the verbs “ser/estar” the “yo” form has the -oy ending:

Ir: to go

Subject pronouns	Singular	Basic meaning	Subject pronouns	Plural	Basic meaning
yo	voy	I go	nosotros/as	vamos	we go
tú	vas	you go	vosotros/as	vais	you go (Sp.)
él	va	he goes	ellos	van	they have
ella	va	she goes	ellas	van	they have (f)
Ud.	va	you go	Uds.	van	you go

Ojo: Recall that a conjugated verb in the present tense frequently has three possible meanings; for example, the “tú” form “vas” can mean:

- You go
- You’re going

- You do go

The same form “vas” can be used to ask questions, and no auxiliaries (are/do below) need to be added:

¿Cuándo vas a la tienda? When are you going to the store?

¿Vas a la playa mucho? Do you go to the beach much?

This flexibility of meaning holds true for all the conjugations of ir:

Infinitive	Possible Statements	Possible Questions
voy	I go, I'm going	Do I go? / Am I going?
vas	you go, you're going	Are you going? / Do you go?
va	she goes, she's going	Is she going? / Does she go?
vamos	We go, we're going	Are we going? / Do we go?
vais	you go, you're going (pl / Spain)	Are you going / Do you go?
van	You guys go, you're going (pl)	Are you going / Do you go?
van	They go, they're going	Are they going? / Do they go?

A speaking context will normally make the specific meaning clear. If we are talking about who all is going to a party (una fiesta), and I suddenly ask:

- ¿Van Catalina y Maite a la fiesta?

The meaning of that would be:

- *Are Catalina and Maite going to the party?*

If I wanted to know whether Catalina and Maite go to lots of parties, I might ask:

- ¿Van Catalina y Maite a muchas fiestas?

Even though the first part of each question (¿Van Catalina y Maite...?) is the same, the latter question would mean:

- Do *Catalina and Maite* go to lots of parties?

1. Ir: used to express where one is going

Because we always go to a place, typically “a” (to) is going to follow “ir”. Oftentimes, we say we’re going to *the* bank, or to *the* pool, and we need to use “the” (el/la). So this is a good time to see one of the two contractions that exist in Spanish. When you say you’re going “to the...” and the place (noun) is feminine, you would use “a la”:

Voy a la fiesta. I’m going to the party.

But notice if the place (noun) you’re going to is masculine, the “a el” contracts to “al”:

Voy al parque. I’m going to the park.

This contraction (a + el = al) only happens when “a” appears before the singular “el”. Do you see the contractions in the following sentences?

Yo voy al banco más tarde.	I’m going to the bank later.
Ellos van a la playa el sábado.	They’re going to the beach on Saturday.
¿Por qué va Ariana al hospital?	Why is Ariana going to the hospital?
¿Vas a la casa de Jorge?	Are you going to Jorge’s house?
Vamos a la piscina para nadar.	We’re going to the pool to swim.

2. Ir: used to express what one is going to do

To talk about your upcoming plans, you can use “ir” in a two-verb structure, with “a” separating the verbs; we conjugate “ir” and leave the second verb in the infinitive:

“Ir a”

Structure ir + a + verb (inf.)	Equivalent in English "going to do something"
¿A qué hora vas a comer?	What time are you going to eat at?
Vamos a terminar a las cuatro.	We're going to finish at four.
¿Va a ir Ana también?	Is Ana going to go too?
¿Adónde van a viajar?	Where are they going to travel to?
No voy a trabajar este fin de semana.	I'm not going to work this weekend.
¿Qué vas a hacer? (hacer = to do?)	What are you going to do?

¿Cómo se dice...?:

Let's try out some sentences: use the verb “ir” to express the following sentences in Spanish.

Some vocabulary you might need: concierto = concert; con frecuencia = often; ahora = now; esto = this

1. (At) what time is Silvia going to work?
2. Why aren't they going to the concert?
3. My class is going to be interesting.
4. My classes are going to be interesting.
5. Does Miguel go to the store often?

6. You're going to understand this. (Ud.)
7. Who's going to eat now?
8. How many books are we going to buy?

Traducciones:

1. ¿A qué hora va a trabajar Silvia?
2. ¿Por qué no van al concierto (ellos)?
3. Mi clase va a ser interesante.
4. Mis clases van a ser interesantes.
5. ¿Va Miguel a la tienda con frecuencia?
6. Ud. va a comprender esto.
7. ¿Quién va a comer ahora?
8. ¿Cuántos libros vamos a comprar?

28. Stem-changing verbs I

Intro:

We saw before that the verb “tener” has changes to both the stem and the ending. For example, recall that the “e” from the stem “ten-” changes to an “ie” for the “tú” form: tienes (you have). In fact, there are three primary types of “stem-changing verbs” that exist in the present tense in Spanish. Let’s take a brief look at an example of each in the “tú” form:

Three types of stem-changing verbs

Type of change	Infinitive	Stem	Tú form	Equivalent
from e: ie	querer: to want	quer-	quieres	you want
from o / u: ue	dormir: to sleep jugar: to play	dorm- jug-	duermes juegas	you sleep you play
from e: i	pedir: to ask for	ped-	pides	you ask for

The pattern for all three types of stem-changing verbs is that the “yo, tú, él-ella-Ud., ellos-ellas-Uds.” forms always undergo the stem change, but the “nosotros / vosotros” forms never do:

Stem-changing verb pattern:

Stem-change?	Stem-change?
yo (yes)	nosotros (no)
tú (yes)	vosotros (no)

Stem-change?	Stem-change?
él (yes)	ellos (yes)
ella (yes)	ellas (yes)
Ud. (yes)	Uds. (yes)

Stem-changing verbs: e:ie

The verb “querer” (to want, to love) is one of the most practical verbs in the language. “Querer” can be used to say what you and others want, to ask what someone wants to do, and to invite someone to do something. Don’t forget: the auxiliaries “do/does” are built into the meaning of the conjugated forms, so to ask “Do you want to...?” is simply a matter of conjugating the verb in the “tú” form “¿Quieres...?”. Another meaning of “querer” is “to love”—very practical as well!

Querer: to want; to love

Subject pronouns	Singular	Basic meaning	Subject pronouns	Plural	Basic meaning
yo	qu <u>ie</u> ro	I want	nosotros/ as	queremos	we want
tú	qu <u>ie</u> res	you want	vosotros/as	quer <u>e</u> ís	you want (Sp.)
él	qu <u>ie</u> re	he wants	ellos	qu <u>ie</u> ren	they want
ella	qu <u>ie</u> re	she wants	ellas	qu <u>ie</u> ren	they want (f)
Ud.	qu <u>ie</u> re	you want	Uds.	qu <u>ie</u> ren	you want

Javier quiere viajar a España. Javier wants to travel to Spain.
 ¿Qué quiere hacer Ud.? What do you want to do?

¿Quieres bailar?	Do you want to dance?
Quieren ir con nosotros.	They want to go with us.
No queremos.	We don't want to.
Quiero un trabajo mejor.	I want a better job.
Ella quiere mucho a sus hijos.	She loves her children a lot.

OJO: Let's take another look at the last example: "Ella quiere mucho a sus hijos".

Did you notice the "a" that comes right before "sus hijos"? Spanish uses a mechanism many call "the personal a" that doesn't exist in English. Nor is the word "a" (which means "to" in other contexts) translated into anything specific in English. The idea is this: when you have a grammatical structure "subject-verb-object" and the "object" is a person or reference to a person, "a" comes right before mention of the person. A few more examples:

Examples of the personal "a"

Subject	Verb	Object
El papá	entiende	a su hijo.
The dad	understands	his son.
Los niños	creen	a sus padres.
The children	believe	their parents.

When the object is not a person, no "a" is necessary:

No personal “a”

Subject	Verb	Object
El papá	entiende	la situación.
The dad	understands	the situation.

To continue with more e:ie stem-changing verbs...

Common e:ie stem-changing verbs

calentar	to heat up	encender	to turn on, to light
cerrar	to close, to shut	entender	to understand
comenzar	to begin, to start	mentir	to lie
confesar	to confess	pensar	to think
convertir	to convert	perder	to lose
defender	to defend	preferir	to prefer
empezar	to begin, to start	querer	to want, to love

OJO: for the three-syllable verbs from the list above (em-pe-zar / pre-fe-rir), the e:ie stem change always occurs in the middle, or with the second syllable: the second “e” of “em-pe-zar / pre-fe-rir” undergoes the stem change.

¿Cómo se dice...?:

Now you try out some sentences: use the verbs from the e:ie stem-changing verb list above to translate the sentences below.

Some vocabulary you might need: por lo general = generally; el

sol = the sun; equipo = team; favorito = favorite; siempre = always;
menor = younger

1. She prefers to study with her friends.
2. (At) what time does Spanish class begin? (2 verbs possible)
3. What do you think? (tú)
4. Generally, the stores close at 9pm.
5. Mateo doesn't lie!
6. Why don't they understand? (with: entender)
7. The sun is warming up the day.
8. We want to have dinner at seven.
9. My favorite team always loses.
10. I always defend my younger brother.

Traducciones:

Ella prefiere estudiar con sus amigos.

1. ¿A qué hora empieza la clase de español?
2. ¿Qué piensas?
3. Por lo general, las tiendas cierran a las nueve de la noche.
4. ¡Mateo no miente!
5. ¿Por qué no entienden ellos?
6. El sol calienta el día.
7. Queremos cenar a las siete.
8. Mi equipo favorito siempre pierde.
9. Yo siempre defiendo a mi hermano menor.

Grammar Details:

#1 from above: Ella prefiere estudiar con sus amigos.

Did you remember to conjugate the first verb (prefiere) and leave the second (estudiar) in the infinitive?

#2 from above: ¿A qué hora empieza la clase de español?

A thing, in this case a class, is the subject of the sentence and one thing is always conjugated in the él/ella/Ud. (first person-singular) form of the verb.

#4 from above: Por lo general, las tiendas cierran a las nueve de la noche.

To express am/pm with time, use the expressions: “de la mañana” for am, and “de la tarde” and “de la noche” for pm.

#5 from above: ¡Mateo no miente!

Spanish uses an upside-down exclamation mark to begin the sentence.

#6 from above: ¿Por qué no entienden ellos?

When we form a question that elicits information, the position of the subject pronoun (ellos), if used, frequently follows the conjugated verb.

#10 from above: Yo siempre defiendo a mi hermano menor.

“Menor” is an adjective, and so it follows the noun it modifies: “hermano”. “Siempre” is an adverb and its position is flexible: it could follow the verb “defiendo” or it could also appear at the end of the sentence. Also, did you remember to insert the personal “a” before “mi hermano menor”?

29. Stem-changing verbs 2

O:ue and u:ue stem-changing verbs

The second type of stem-changing verbs involve those with either an “o” or a “u” in the stem, and the change is to “ue”. The pattern that we saw before remains the same; the constant is that the “nosotros / vosotros” forms do not have changes in their stems while all other forms do.

Stem-changing verb pattern

Stem-change?	Stem-change?
yo (yes)	nosotros (no)
tú (yes)	vosotros (no)
él (yes)	ellos (yes)
ella (yes)	ellas (yes)
Ud. (yes)	Uds. (yes)

Stem-changing verbs: o:ue

The verb “poder” (can, to be able to) is another practical verb that allows us to talk about one’s capacity to do something and to ask for permission. Although the chart below shows the basic meaning of each conjugation to mean “I can”, “you can”, etc., keep in mind that the other meanings are “I’m able to”, “you’re able to” and so on for the other conjugations.

Poder: can, to be able to

Subject pronouns	Singular	Basic meaning	Subject pronouns	Plural	Basic meaning
yo	puedo	I can, I'm able to	nosotros/as	podemos	we can
tú	puedes	you can	vosotros/as	podéis	you can (Sp.)
él	puede	he can	ellos	pueden	they can
ella	puede	she can	ellas	pueden	they can (f)
Ud.	puede	you can	Uds.	pueden	you can

Once again, recall that to make questions, we can simply conjugate the verb that agrees with the subject of the sentence. A rising inflection of the voice at the end of the question would signal the difference between a statement “I can” (puedo) and “Can I? (¿Puedo?):

Poder: can, to be able to

Subject pronouns	Singular	Question	Subject pronouns	Plural	Question
yo	¿Puedo?	Can I?	nosotros/as	¿Podemos?	Can we?
tú	¿Puedes?	Can you?	vosotros/as	¿Podéis?	Can you? (Sp.)
él	¿Puede?	Can he?	ellos	¿Pueden?	Can they?
ella	¿Puede?	Can she?	ellas	¿Pueden?	Can they? (f)
Ud.	¿Puede?	Can you?	Uds.	¿Pueden?	Can you?

Alma puede trabajar de

Alma can work nights.

noche.

¿Puedes ayudar ahora? Are you able to (can you) help now?

No podemos ir. We can't go.

Pueden comer si quieren. They can eat if they want to.

¿Puedo pagar más tarde? Can I pay later?

¿Podéis volver a las tres? Are you (pl-Spain) able to return at three?

Uds. pueden visitar mañana. You (pl) can visit tomorrow.

Stem-changing verbs: u:ue

The verb “jugar” (to play) seems to be the only u:ue stem-changing verb in Spanish; its meaning “to play” is used in the sense of to play games and sports. The verb “tocar” (not stem-changing) is used to express “to play” musical instruments. Notice again the “nosotros / vosotros” forms do not stem-change:

Jugar: to play (games, sports)

Subject pronouns	Singular	Basic meaning	Subject pronouns	Plural	Basic meaning
yo	juego	I play	nosotros/as	jugamos	we play
tú	juegas	you play	vosotros/as	jugáis	you play (Sp.)
él	juega	he plays	ellos	juegan	they play
ella	juega	she plays	ellas	juegan	they play (f)
Ud.	juega	you play	Uds.	juegan	you play

OJO 1: The preposition “a” (to) typically follows the verb “jugar”

before mention of a game or sport and does not have a direct equivalent in English.

Jugamos a las cartas los sábados.	We play cards on Saturdays.
¿Juegas al baloncesto?	Do you play basketball?
¡Los otros niños no juegan conmigo!	The other kids don't play with me!
Juan Carlos juega al fútbol el viernes.	Juan Carlos is playing soccer on Friday.

To continue with more o:ue and u:ue stem-changing verbs...

Common o:ue stem-changing verbs

Infinitivo	Infinitive	Infinitivo	Infinitive
almorzar	to have lunch	morir	to die
contar	to count	poder	can; to be able to
costar	to cost	probar	to taste, to try
dormir	to sleep	recordar	to remember
encontrar	to find	sonar	to ring, to sound
llover	to rain	soñar (con)	to dream (about)
morder	to bite	volar	to fly
mostrar	to show	volver	to return (to a place)

OJO 1: for a couple of the verbs listed above, the third person forms (él / ellos) are used nearly exclusively. For example, “llover” (to rain) would only be used in the third person singular form “llueve” (it rains). The need to say “I rain” or “we rain” is unlikely—perhaps possible in a poetic sense. Similarly, the verb “costar” (to cost) is likely to be used in the “it/they” forms to ask how much something costs:

¿Cuánto cuesta? How much does it cost?

¿Cuánto cuestan? How much do they cost?

¿Cómo se dice...?:

Now you try out some sentences: use the verbs from the o:ue stem-changing verb list above to translate the sentences below.

Some vocabulary you might need: examen = test; perro = dog; sandalia = sandal; típicamente = typically; cada = each; llave = key; antes de = before

1. I don't remember when the test is.
2. Do your dogs bite?
3. (At) what time do you have lunch? (tú)
4. They're returning on Sunday.
5. How much do the sandals cost?
6. How many hours do you (Ud.) sleep typically?
7. We fly to Spain each year.
8. Can she go too?
9. I can't find my keys!
10. Javier returns before 6:00pm.

Traducciones:

1. No recuerdo cuando es el examen.
2. ¿Muerden tus perros?
3. ¿A qué hora almuerzas?
4. Ellos vuelven el domingo.
5. ¿Cuánto cuestan las sandalias?
6. ¿Cuántas horas duerme Ud. típicamente?
7. Volamos a España cada año.

8. ¿Puede ir ella también?
9. ¡No puedo encontrar mis llaves!
10. Javier vuelve antes de las seis.

Grammar Details:

#6 from above: ¿Cuántas horas duerme Ud. típicamente?

When forming a question, the position of the subject pronoun (Ud.), if used, frequently follows the conjugated verb. Same thing for #8 with “ella”.

#9 from above: ¡No puedo encontrar mis llaves!

Did you remember to conjugate the first verb (puedo) and leave the second (encontrar) in the infinitive?

30. Stem-changing verbs 3

E:i stem-changing verbs

For the third type of stem-changing verbs, the “e” in the stem simply changes to “i”. All e:i stem-changing verbs happen to be -ir ending verbs. There are fewer e:i stem-changing verbs than e:ie and o:ue types, but the pattern that we saw before remains the same: the “nosotros / vosotros” forms do not have changes in their stems while all other forms do.

Stem-changing verb pattern

Stem-change?	Stem-change?
yo (yes)	nosotros (no)
tú (yes)	vosotros (no)
él (yes)	ellos (yes)
ella (yes)	ellas (yes)
Ud. (yes)	Uds. (yes)

Stem-changing verbs: e:i

The verb “pedir” (to ask for, to order) is a common e:i stem-changing verb; notice that the preposition “for” is “built-in” to the meaning of the verb and so it’s not necessary to use an equivalent of “for” after this verb. Also, keep in mind this verb means to ask for or to

request something; however, its meaning is not to ask a question (which would be the verb “preguntar”).

Pedir: to ask for, to order

Subject pronouns	singular	basic meaning	Subject pronouns	plural	basic meaning
yo	pido	I ask for	nosotros/as	pedimos	we ask for
tú	pides	you ask for	vosotros/as	pedís	you ask for (Sp.)
él	pide	he asks for	ellos	piden	they ask for
ella	pide	she asks for	ellas	piden	they ask for (f)
Ud.	pide	you ask for	Uds.	piden	you ask for

Diego pide dinero a sus padres.	Diego asks his parents for money.
¿Cuánto piden ellos?	How much are they asking for?
¿Pedimos tacos de pollo o de carne?	Should we order chicken or beef tacos?
Camila pide demasiado.	Camila is asking for too much.
Tú pides mucho.	You're asking for a lot.

Common e:i stem-changing verbs

Infinitivo	Infinitive	Infinitivo	Infinitive
competir	to compete	medir	to measure
conseguir	to get, to obtain	pedir	to ask for, to order
corregir	to correct	repetir	to repeat
decir	to say, to tell	seguir	to follow, to be next

Infinitivo	Infinitive	Infinitivo	Infinitive
impedir	to impede	servir	to serve

OJO 1: while the verb “decir” (to say, to tell) is an e:i stem-changing verb, it is also somewhat irregular in that the “yo” form is “digo”. The rest of the conjugations of “decir” follow the pattern of other e:i stem-changers. Likewise, “sigo” (without the “u”) is the “yo” form for seguir, but the other forms keep the “u”.

OJO 2: the verb “conseguir” means “to get”, but it should be avoided to express “to get mad” or “to get sick” and other physical and mental states of being. The use of “conseguir” is limited to mean “to get = to obtain” something.

¿Cómo se dice...?:

Now you try out some sentences: use the verbs from the e:i stem-changing verb list above to translate the sentences below.

Some vocabulary you might need: instrucciones = instructions; ganar = to win; niño = boy; what = lo que; comida = food; hasta = until; la verdad = the truth

1. Professor Ibáñez doesn't correct her students much.
2. The boy repeats what his dad says.
3. They follow the instructions.
4. We compete but we don't win much.
5. ¿What do you say? (tú)
6. Do I serve the food?
7. They serve food until 9:00pm.
8. Nothing impedes their progress.
9. We always tell the truth.
10. Who is next?

Traducciones:

1. La profesora Ibáñez no corrige a sus estudiantes mucho.
2. El niño repite lo que su papá dice.
3. Ellos siguen las instrucciones.
4. Nosotros competimos pero no ganamos mucho.
5. ¿Qué dices tú?
6. ¿Sirvo yo la comida?
7. Sirven comida hasta las nueve de la noche.
8. Nada impide su progreso.
9. Siempre decimos la verdad.
10. ¿Quién sigue?

Grammar Details:

#1 from above: La profesora Ibáñez no corrige a sus estudiantes mucho.

Did you remember to insert the personal “a” before “sus estudiantes”? When you have a “subject-verb-object” sentence and the “object” is a person or reference to a person, “a” comes right before mention of the person.

#2 from above: El niño repite lo que su papá dice.

The question word “¿qué?” in Spanish does mean “what?”. But when the word “what” in English can be replaced with “the thing that”, then Spanish uses “lo que”. For example: I don’t understand what (the thing that) he says = No entiendo lo que dice.

#10 from above: ¿Quién sigue?

“Seguir” (to follow, to continue) has another meaning: “to be next”. This latter meaning can be used to express “What’s next?” (¿Qué sigue?), or Gabriel is next (Gabriel sigue), as in “he’s next in line”.

31. Verbs with irregular “yo” forms

Intro:

With the verbs “tener” and “venir” we saw that the “yo” forms have a “-go” ending, while the other conjugations do not have a “g” in them. “Estar” ends in “-oy” for the “yo” form but the other conjugations—accents aside—are what you would expect for an -ar ending verb. In fact, there are a number of verbs that have something different in the “yo” form, but a common characteristic of these verbs is that the irregularity occurs only in the “yo” form. The other forms of these verbs conjugate as expected.

Yo form ends in -go

Let’s begin by looking at the most common verb in this category: “hacer” (to do, to make). “Hacer” is practical because of its two meanings, and because it is the second verb to talk about plans: What are you going **to do**? We have **to do** more. He needs **to make** preparations. What does she want **to make**?

Hacer: to do; to make

Subject pronouns	Singular	Basic meaning	Subject pronouns	Plural	Basic meaning
yo	hago	I do, make	nosotros/ as	hacemos	we do, make

Subject pronouns	Singular	Basic meaning	Subject pronouns	Plural	Basic meaning
tú	haces	you do, make	vosotros/as	hacéis	you do, make (Sp.)
él	hace	he does, makes	ellos	hacen	they do, make
ella	hace	she does, makes	ellas	hacen	they do, make (f)
Ud.	hace	you do, make	Uds.	hacen	you do, make

OJO: Let's take a moment to review other possible meanings for a verb in the present tense, using just the “tú” form.

Alternative meanings: hacer

Subject pronoun	Hacer: to do, to make	Basic meaning	Other possible meanings: _-ing / questions
tú	haces	you do	you're doing / do you do?
tú	haces	you make	you're making / do you make?

English has the auxiliary “do” and the verb “to do” and so to make a question both are used at times. However, in Spanish, the verb is simply conjugated in the correct form: “tú” in the example below:

¿Cuándo haces tu tarea? When do you do your homework?
 Hago mi tarea por la noche. I do my homework at night.

Let's move on to other common verbs with the -go ending for the “yo” form.

Infinitive	Poner:	Salir:	Traer:
Subject pronouns	to put, to place	to leave, to go out	to bring
yo	pongo	salgo	traigo -igo (extra "i")
tú	pones	sales	traes
él	pone	sale	trae
ella	pone	sale	trae
Ud.	pone	sale	trae
nosotros	ponemos	salimos	traemos
vosotros	ponéis	salís	traéis
ellos	ponen	salen	traen
ellas	ponen	salen	traen
Uds.	ponen	salen	traen

No queremos hacer nuestra tarea.	We don't want to do our homework.
Yo traigo comida a la fiesta.	I'm bringing food to the party.
Ana sale con su novio.	Ana is going out with her boyfriend.
¿Qué haces con ellos?	What are you doing with them?
¿Dónde pongo los libros?	Where do I put the books?
¿Quién va a traer a los niños?	Who is going to bring the kids?
¿A qué hora sales de tu trabajo?	(At) what time do you leave work?
Yo no salgo hasta las seis.	I don't get off (leave) until six.
¿Qué tienes que hacer mañana?	What do you have to do tomorrow?
No tengo nada que hacer.	I don't have anything to do.

Other verbs with -go for "yo" ending:

caer	to fall: similar to "traigo", so "caigo" (I fall)
decir	to say, to tell: digo

oir to hear: additional changes: (**oigo**, oyes, oye, oímos, oís, oyen)

suponer to suppose: **supongo**

valer to be worth: **valgo**

¿Cómo se dice...?:

Now you try out some sentences: use the verbs from the charts above to translate the sentences below.

Some vocabulary you might need: cada = every; que = that; suficiente = enough; antes de = before; conmigo = with me; anything = nada (for #10 below)

1. I don't bring my books to class every day.
2. Do you go out with your friends Friday nights?
3. I suppose that we have enough time.
4. ¿How much is it worth?
5. I do my homework before class.
6. Where do we put the tables?
7. Who is bringing Carlos home today?
8. Why do they do their homework on Sundays?
9. Do you want to go out with me? (tú)
10. I don't hear anything.

Traducciones:

1. No traigo mis libros a clase cada día.
2. ¿Sales con tus amigos los viernes por la noche?
3. Supongo que tenemos suficiente tiempo.
4. ¿Cuánto vale?
5. Hago mi tarea antes de clase.
6. ¿Dónde ponemos las mesas?

7. ¿Quién trae a Carlos a casa hoy?
8. ¿Por qué hacen su tarea los domingos?
9. ¿Quieres salir conmigo?
10. No oigo nada.

Grammar Details:

#2 from above: ¿Sales con tus amigos los viernes por la noche?

Did you remember to use “los” with “viernes”? To express, “on” a day of the week, Spanish uses the word “the”. In this case “Friday nights” is plural, so the plural form “los” is used.

#3 from above: Supongo que tenemos suficiente tiempo.

The word “que” (not to be confused with the question word “qué”) without the accent mark over the “e” means “that” and is used to join two phrases together. If you can insert the word “that” between two phrases in English, then you must insert “que” in Spanish. For example, “I think she’s right” can also be expressed “I think that she’s right”. In Spanish, the equivalent would have to have “que”: Creo que ella tiene razón.

#7 from above: ¿Quién trae a Carlos a casa hoy?

Did you remember to insert the personal “a” before “Carlos”?

#8 from above: ¿Por qué hacen su tarea los domingos?

The singular possessive “su” is used even though “their” seems plural. “Su” always agrees with the noun that follows.

#9 from above: ¿Quieres salir conmigo?

Subject pronouns are used after the preposition “con” (with):

con él	with him
con nosotras (f)	with us
con ellos	with them

con Uds. with you (pl)

Exception: the subject pronouns “yo” and “tú” are not used after “con”; rather:

conmigo with me

contigo with you

#10 from above: No oigo nada.

Mathematicians tell us that two negatives make a positive, but in Spanish using two negatives is good grammar! “Nada” means “nothing”, so literally what you’re saying here is “I don’t hear nothing”. Your English grammar teacher would take off points for that, while the Spanish teacher says “¡muy bien!” for the equivalent en español.

El Fin