

Spanish 001

The picture on the front of this book was taken by Scarlett Sabine “*Chuchi*” my granddaughter on our first , grandma and granddaughter, trip to Puerto Rico in July 2016.

Allamanda cathartica, commonly called golden trumpet,^[2] common trumpetvine,^[2] and yellow allamanda,^[2] is a species of flowering plant of the genus [Allamanda](#) in the family [Apocynaceae](#). It is native to [Brazil](#). This plant is cited in [Flora Brasiliensis](#) by [Carl Friedrich Philipp von Martius](#).

It does not twine, nor does it have [tendrils](#) or aerial roots. It can be pruned into a [shrub](#) form. If not pruned it can sprawl to a height of 20 feet.^[3]

The city of [Canóvanas, Puerto Rico](#) has adopted this species, known locally as canario amarillo, as its official flower.^[4]

https://en.wikipedia.org/wiki/Allamanda_cathartica#cite_note-3



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Introduction

For both, the teacher and student alike, this Spanish I book is intended for a first-year, college Elementary Spanish I level. It also attempts to make the study of a language in this case, Spanish, more than another required subject. Eliminating the artificial limitation of the traditional textbook, offers the teacher and the student the ability to tailor the content to their own needs. Also, this book tries to show the value of learning a second language from a high quality pedagogical criteria at a low cost solution.

Features include:

- Clearly defined objectives in communication, culture, and grammar are given at the start of each chapter, and summary exercises.
- Many activities are provided in a practical context in which to practice.
- Concise grammar explanations address the level of language acquisition for non-major language students. Carefully chosen communicative goals focus on low to intermediate ACTFL oral proficiency skills.
- The book recycles material on a regular basis to encourage the student to see the value of continual learning progression rather than testability.

SECTION I: INTRODUCTION

Chapter 1

Basic Vocabulary

Learning Objectives

Communication

By the end of this chapter, students will be able to:

- Meet and greet others in the proper Spanish pronunciation and common greetings
- Talk about the calendar and the dates structures in Spanish
- Count to 100 and tell time
- Identify some body parts
- Talk about your family members

Culture in the Spanish-speaking world

By the end of this chapter, students will be able to:

- Know where Spanish is spoken and by how many people
 - Pew Hispanic Org
- Identify Spanish speaking countries' geography
 - España
 - México
 - Puerto Rico
 - República Dominicana
 - Cuba

Topic 1 Common Greetings

Saludos Greetings

A table that displays common Spanish greetings, followed by the English translation.

Hola	Hello
Buenos días	Good morning
Buenas tardes	Good afternoon
Buenas noches	Good evening
¿Cómo está usted?	How are you? (Formal)
¿Cómo estás tú?	How are you? (Informal)
(Muy)Bien	(Very)Good
(Muy)Mal	(Very)Bad
¿Qué tal?	How is it going?
¿Cómo se llama?(formal)	What are you called?(formal)
¿Cómo te llamas?(informal)	What are you called?(informal)
Me llamo...	My name is...
Mucho gusto.	Nice to meet you.

PRACTÍCALO...

1. Hola, buenos días, ¿Cómo estás?
Buenos días, estoy bien, ¿y tú?
Bien, ¿y tú?
¿Cómo te llamas?
Me llamo... ¿y tú?
Me llamo...
2. Hola, buenas tardes, ¿cómo está usted?
Buenas tardes, bien gracias, ¿y usted?
¿Cómo se llama usted?
Me llamo... ¿y usted?
Me llamo...
Hasta pronto.

Despedidas Goodbyes

A table that displays Spanish goodbyes, followed by the English translation.

Adiós	<i>Goodbye</i>
Hasta luego	<i>So long</i>
Hasta pronto	<i>See you soon</i>
Hasta mañana	<i>Until tomorrow</i>



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Expresiones de cortesía

Courtesy Expressions

A table that displays spanish courtesy expressions, follow by the english translation.

Por Favor	<i>Please</i>
Lo Siento	<i>I am sorry</i>
Con Permiso	<i>Excuse me</i>
Gracias	<i>Thank you</i>
Muchas Gracias	<i>Thank you very much</i>
De nada	<i>You're welcome</i>
Perdón	<i>Pardon me</i>



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Acentos

In Spanish many words have written accentuation or *Acentos*.

To place the *Acentos* over the vowels, use the following keyboard shortcuts for international symbols.

Press *Alt* and the following number simultaneously and let go of the keys.

Alt 0225 á	Alt 0193 Á
Alt 0233 é	Alt 0201 É
Alt 0237 í	Alt 0205 Í
Alt 0243 ó	Alt 0211 Ó
Alt 0250 ú	Alt 0218 Ú
Alt 164 ñ	Alt 165 Ñ
Alt 168 ¿	



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Write a conversation.

Úsalo

Using the following examples, choose the appropriate expressions and introduce yourself to two classmates. Write a greeting under Estudiante 1 column. Follow with an appropriate response under Estudiante 2 column.

PLEASE NOTE For this activity you will need to complete the exercise in a word document or a page of notebook paper. It is not available as an interactive exercise like the activities above.

1. Hola / Adiós / Hasta luego
2. Buenos días / Buenas tardes / Buenas noches
3. ¿Cómo estás / ¿Cómo está usted?
4. ¿Cómo te llamas? / ¿Cómo se llama usted?

ESTUDIANTE 1

Ejemplo: Hola

ESTUDIANTE 2

Buenas tardes



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Topic 2 The Alphabet

GUIDE TO PRONUNCIATION

The Spanish alphabet is very similar to the English alphabet with the exception of ñ. The pronunciation of each letter is precise, and the pronunciation of the words is produced by adding the sounds of each individual letter.

The VOWELS	
A a	Like in <u>ba</u> na <u>na</u>
E e	Like in ol <u>e</u>
I i	Like in <u>Indi</u> ana
O o	Like in <u>lo</u> co
U u	Like in <u>Ur</u> ug <u>u</u> ay

A table that displays the exceptions of the Spanish alphabet, followed by examples of the exception in pronunciation.

The EXCEPTIONS	
C c	c elery and c ilantro
G g	h ello and h istory
H h	silent
J (h)	h ill
ll (y)	y es
ñ (ny)	cany on
qu (k)	k ing
v (b)	b urro
z (s)	s ail

A table that displays letters of the Spanish alphabet, followed by examples of how they are pronounced.

Letra	Nombre	Ejemplos
A	a	Panamá, Caracas
B	be	Bogotá, Bolivia
C	ce	C ancún, C olombia, C uba • (before a, o, or u like the English {k})
		c elery, c ilantro • (before “e” or “i” like the English {s})
Ch	che	Chile, Machu Picchu
D	de	domingo, diciembre
E	e	Ecuador, enero
F	efe	febrero
G	ge	G ato, G ómez, G ustavo, • (before a, o, or u like the English {g})
		Ge neroso, G ibraltar • (before e or i like the English {h}) –
H	hache	Honduras, hermano (SILENT)
I	i	isla, invierno
J	jota	{h} junio, jueves
K	ka	kayak, kiwi
L	ele	lunes, Lima
LI	elle	quesadilla, llave
M	eme	marzo, mayo
N	ene	noviembre, norte
Ñ	eñe	España, niño
O	o	octubre, otoño
P	pe	Perú, primavera
Q	cu	(only in combinations of QUE or QUI) qué, quién
R	ere	Rosa, República
S	ese	sábado, septiembre
T	te	tener, tú,
U	u	universo, universidad
V	ve	(like the English {b}) – viernes, verano
W	doble v	(only in words of foreign origin) – Washington, William
X	equis	(like the English {x}) – México
Y	ye	Yo, Yolanda
Z	zeta	(like the English {s}) – Azul, Zona

COGNATES AND PRONUNCIATION PRACTICE

PRACTÍCALO

Some words in Spanish are long and might have some letters combinations that you are not familiar or are not found in the English language.

Syllables are important for knowing how the letters combine together for correct pronunciation, as well as when a word may need an orthographic accent or not.

As often as possible, create each syllable with a consonant followed by a vowel.

sá'-ba-do

ma'-no

ca'-ra

The **cognates*** list below, will facilitate the pronunciation in Spanish and help you identify some words you already know from their English counterparts.

*Cognates are words in two languages that share a similar meaning, spelling, and pronunciation.

A table that displays pronunciation examples of spanish words, broken up into syllables

fa-bu-lo-so	de-li-cio-so
ma-ra-vi-llo-so	ner-vi-o-so
mag-ní-fi-co	es-tú-pi-do
cu-rio-so	re-li-gi-o-so
po-pu-lar	fu-rio-so
fan-tás-ti-co	a-par-ta-men-to

PRACTÍCALO

What is the most important name in the world?

Write **your** first **name** and look for the name of each letter.

Spell your name in Spanish.

Ejemplo: ¿Como te llamas?

Me llamo Anita. **A-ene-i-te-a.**

¿Cómo te llamas?



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Topic 3 Geography



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A table that has a countries listed in the left column, empty spaces in the middle two columns for continent and capital (to be answered), and the appropriate nationality for the country in the right column.

País	Continente	Ciudad Capital	Nacionalidad
Argentina	América del Sur	Buenos Aires	argentino/argentina
Bolivia	–	–	boliviano/boliviana
Chile	–	–	chileno/chilena
Colombia	–	–	colombiano/colombiana
Ecuador	América del Sur	Quito	ecuatoriano/ecuatoriana
Paraguay	–	–	paraguayo/paraguaya
Perú	–	–	peruano/peruana
Uruguay	–	–	uruguayo/uruguaya
Venezuela	–	–	venezolano/venezolana
Costa Rica	–	–	costarricense
El Salvador	–	–	salvadoreño/salvadoreña
Guatemala	–	–	guatemalteco/guatemalteca
Honduras	–	–	hondureño/hondureña
Nicaragua	América Central	Managua	nicaragüense
Panamá	–	–	panameño/panameña
México	América del Norte	Ciudad de México	mexicano/mexicana
Cuba	–	–	cubano/cubana
Puerto Rico	–	–	puertorriqueño/puertorriqueña
República Dominicana	–	–	dominicano/dominicana
España	–	–	español/española
Guinea Ecuatorial	África	Malabo	guineano ecuatoriano /guineana ecuatoriana

- Russia, Kazakhstan, Azerbaijan, Georgia and Turkey are transcontinental countries.
- Egypt is a transcontinental country.



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Topic 4 Calendar

LOS DÍAS, LOS MESES Y LAS ESTACIONES DEL AÑO

EL DÍA/LOS DÍAS *DAYS*

lunes, martes, miércoles, jueves, viernes, sábado y domingo

Always written in lower case, unless they start a sentence.

EL MES/LOS MESES *MONTHS*

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

Always written in lower case, unless they start a sentence.

LAS ESTACIONES DEL AÑO *SEASONS*

el invierno, la primavera, el verano y el otoño

Always written in lower case, unless they start a sentence.

VOCABULARIO

A table that displays spanish vocabulary words, followed by the english translation.

el calendario	<i>the calendar</i>
la semana	<i>the week</i>
el fin de semana	<i>the weekend</i>
los días de la semana	<i>the days of the week</i>
el mes y los meses	<i>the month and the months</i>

PRACTÍCALO...

¿Cuál día de la semana es tu favorito?

Es el viernes.
¿En qué mes es tu cumpleaños?
Es en octubre.
¿Cuál es tu estación favorita?
Es el verano.



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ÚSALO...

Pregunta a un compañero de clase, en español (*Ask a classmate in Spanish*)

- ¿Qué día es hoy?
- ¿Qué día es mañana?
- ¿Cuáles son los meses del año en español?
- ¿Cuál es tu mes favorito? *What is your favorite month?*
- ¿Cuál es el mes de tu cumpleaños? *What is your birthday month?*
- ¿En qué mes empiezan las clases? *In what month classes start?*
- ¿En qué mes termina el semestre? *In what month the semester is over?*
- ¿Cuándo tienes vacaciones? *When do you have vacation?*



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ÚSALO...

Completa las siguientes oraciones con el siguiente vocabulario: (Complete the sentences with the following vocabulary words.)

A table that displays Spanish vocabulary for temperature and the English translation.

caliente / *HOT*

fresco / *Cool*

frío / *Cold*

- Enero es (is) .
- es caliente.
- Mayo es .
- es frío.
- es .
- es .
- es .
- es .
- es .
- es .
- , y son (are) .
- y son .
- , y son .

Pregunta a alguien. (Ask someone)

¿Es febrero frío o caliente?

¿Es marzo fresco o frío?

¿Es caliente o fresco?

¿Es o ?

Topic 5 Numbers

LOS NÚMEROS Y LA HORA

NÚMEROS *NUMBERS*

A table that displays the Spanish numbers for zero through ten.

0 cero

1 uno

2 dos

3 tres

4 cuatro

5 cinco

6 seis

7 siete

8 ocho

9 nueve

10 diez

A table that displays the Spanish numbers for eleven through twenty.

11 once

12 doce

13 trece

14 catorce

15 quince

16 dieciséis

17 diecisiete

18 dieciocho

19 diecinueve

A table that displays the Spanish numbers for twenty one through thirty.

veinte
*21 veintiuno
22 veintidós
23 veintitrés
24 veinticuatro
25 veinticinco
26 veintiséis
27 veintisiete
28 veintiocho
29 veintinueve

A table that displays the Spanish numbers for thirty one through thirty nine.

30 treinta
31 treinta y uno
32 treinta y dos
33 treinta y tres
34 treinta y cuatro
35 treinta y cinco
36 treinta y seis
37 treinta y siete
38 treinta y ocho
39 treinta y nueve

A table that displays number ranges in which numbers within that range are written out in two words in spanish.

Numbers Written in Two Words
Treinta(30)
Cuarenta(40)
Cincuenta(50)
Sesenta(60)
Setenta(70)
Ochenta(80)
Noventa(90)

A table that displays number ranges in which numbers within that range are written out in one word in spanish.

Numbers Written in One Word
Once (11-19)
Veinte (20)

A table that displays examples of numbers that are written as one word, and numbers that are written in two words.

Example(s)
Treinta y uno(31) <i>Diecisiete(17)</i>
Cuarento y dos(42) <i>Veintitrés(23)</i>
Cincuenta y cinco(55)
Sesenta y seis(66)
Setenta y siete(77)
Ochenta y ocho(88)
Noventa y nueve(99)

There are two common ways to identify numbers.

- **Cardinal numbers**, to express numbers such as the list above, and
- **ordinal numbers** to express order.
 - There are **three** books on the table
 - John is **third** on the line

The cardinal number **21 veintiuno** if followed by a masculine noun such as; 21 libros, 21 años, 21 carros, the “o” is eliminated and becomes veintiún.

SOME COMMON ORDINAL NUMBERS

A table that displays ordinal numbers, followed by the corresponding spanish spelling of the number.

1st First	1ro Primero/a
2nd Second	2do Segundo/a
3rd Third	3ro Tercero/a
4th Fourth	4to Cuarto/a

PRACTÍCALO...

Tengo 21 años.El mes de septiembre tiene 30 días.

El año tiene 52 semanas.

Un día tiene 24 horas.

Una hora tiene 60 segundos

ESCRÍBELO...

Los números en tu vida *Numbers in your life.*

Número de estudiante cinco-tres-ocho-nueve-siete-cinco-dos-cero

Número de teléfono Número de la casa (house)

Número del código (code) postal
 Número del código de área
 Número de la licencia de manejar (driver's license)

LA HORA *THE TIME*

¿Qué hora es?
 Is used to ask *What time is it?*
 All times begin with Son las...
 Except for Es la una...

En punto (*on the dot*) O'clock

1:00

Es la una (en punto)

2:00

Son las dos...tres...cuatro...*and so on*
 To express a time *after* the hour,

- state the hour and add the letter **"y"**,
- then the minutes

1:20

Es la una **y** veinte.

2:15

Son las dos **y** quince.

4:19

Son las cuatro **y** diecinueve.

Also...

1:15

Es la una **y cuarto**/quince.

2:30

Son las dos **y media**/treinta.

4:45

Son las cuatro **menos cuarto**.

Como expresar la hora...

- de la mañana A.M.
- de la tarde P.M.
- de la noche P.M.
- 12:00 A.M. la medianoche
- 12:00 P.M. el mediodía

Son las siete de la mañana (7:00 A.M.)

Es la una de la tarde (1:00 P.M.)

Son las ocho de la noche (8:00 P.M.)

Son las doce de la medianoche (12:00 A.M.)

Son las doce del mediodía (12:00) P.M.

¿**A** qué hora es la clase de español?
(to tell at what time something happens)

1:00 P.M. Es **a la** una de la tarde.

2:15 P.M. Es **a las** dos y quince de la tarde.

Practícalo

Listen as your instructor says a time of the day. Draw the in the clock and then write in full sentences in Spanish.

Escríbelo

Use a la o a las to answer the following questions.

Fill in the blanks in a Word Doc. or a page of notebook paper.

1. ¿A qué hora es la clase de español?

1. ¿A qué hora almuerzas (have lunch)?

1. ¿A qué hora estudias (you study)?

1. ¿A qué hora llegas a casa (arrive home)?

Úsalo

A. Work with a classmate and express the time in full sentences.

1. 6:48 A.M.
2. 1:17 P.M.
3. 9:33 A.M.
4. 5:15 P.M.

B. Ask a classmate at what time the following events take place.

1. La fiesta (8:00 P.M.)
2. La clase de español (3:05 P.M.)
3. La siesta (12:00 P.M.)

¿Qué hora es?

¿Qué hora es? = *What time is it?*

- Es la... (*always use with one "1" [una]*)
- Son las...

¿A qué hora...? = *At what time...?*

- A la... (*always use with one "1" [una]*)
- A las...

Ejemplos: ¿Qué hora es?

12:00 AM

- Son las doce de la mañana
- Es la medianoche (*midnight*)

12:00 PM

- Son las doce del mediodía
- Es el mediodía (*noon*)

1:10 PM

- Es la una y diez de la tarde

4:15 PM

- Son las cuatro y quince de la tarde
- Son las cuatro y **cuarto** de la tarde

2:25 AM

- Son las dos y veinticinco de la mañana

5:30 PM

- Son las cinco y treinta de la tarde

7:45 AM

- Son las siete y cuarenta y cinco



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Topic 6 The Body Parts



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¿Cuántas manos tienes?

Tengo dos manos.

¿Cuántas piernas tienes?

¿Cuántos dedos tienes?

¿Tienes una oreja o dos orejas?

Topic 7 The Family and Possessive Adjectives

LOS ADJECTIVOS POSESIVOS POSSESSIVE ADJECTIVES

A table that displays possessive adjectives in spanish, followed by the english translation.

mi(s)	my
tu(s) (informal)	your
su(s) (formal)	your
su(s)	his, her
su(s)	its
nuestro/a(s)	our
sus	their

A table that displays examples of the "Mi" possessive adjective.

Mi

mi padre

mi madre

***mis* padres**

A table that displays examples of the "Tu" possessive adjective.

Tu

tu padre

tu madre

***tus* padres**

A table that displays examples of the "Su" possessive adjective.

Su

su padre

su madre

A table that displays examples of the "Nuestro" possessive adjective.

<i>Nuestro</i>
<i>nuestro</i> padre
<i>nuestra</i> madre
<i>nuestros</i> padres

A table that displays examples of the "Sus" possessive adjective.

<i>Sus</i>
<i>sus</i> padres
<i>sus</i> madres

Vocabulario

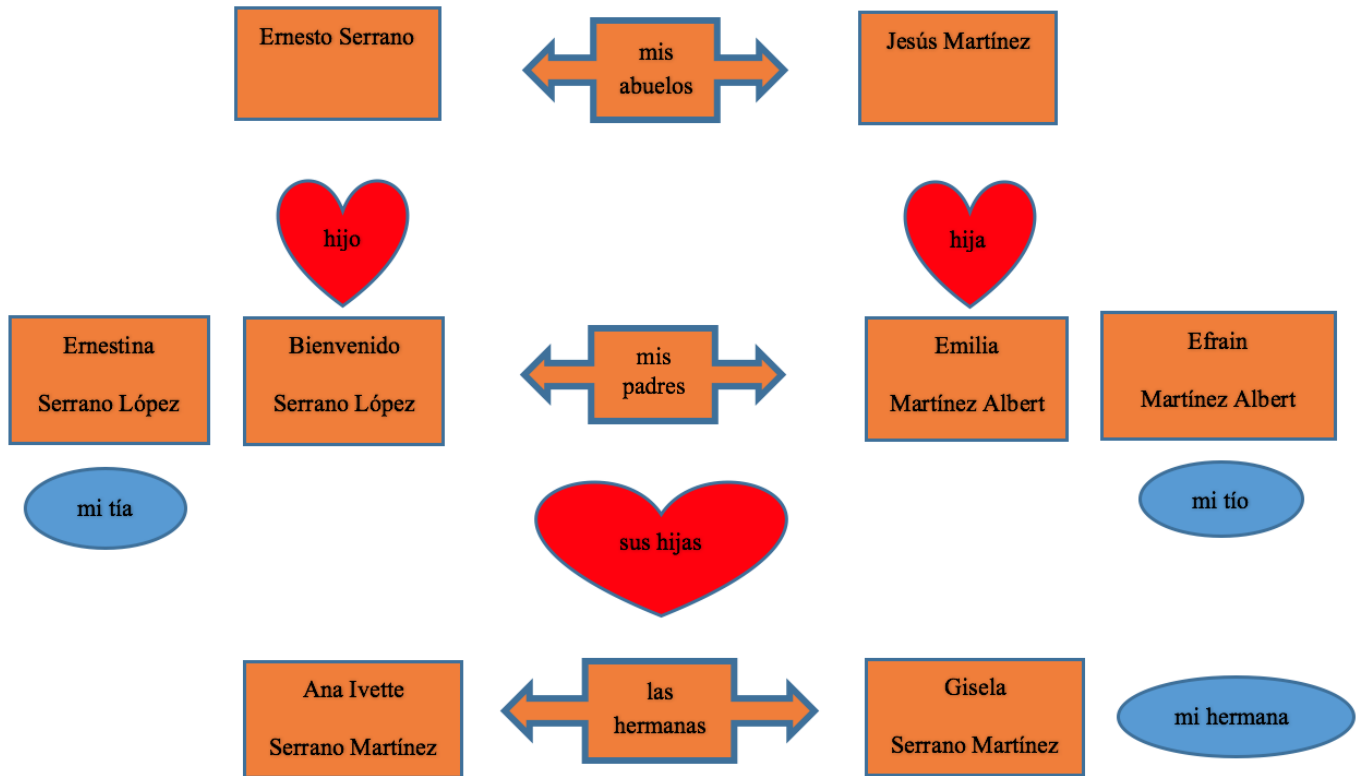
Vocabulary

A table that displays spanish vocabulary words about family members, followed by the english translation.

ESPAÑOL	ENGLISH
el abuelo / la abuela / los abuelos	<i>grandfather / grandmother / grandparents</i>
el padre / la madre / los padres	<i>father / mother / parents</i>
el hermano / la hermana / los hermanos	<i>brother / sister / siblings</i>
el tío / la tía / los tíos	<i>uncle(s) / aunt(s)</i>
el primo / la prima / los primos	<i>cousin(s)</i>
el esposo / la esposa / los esposos	<i>husband / wife / spouses</i>
el hijo / la hija / los hijos	<i>son / daughter / children</i>
el sobrino / la sobrina / los sobrinos	<i>nephew(s) / niece(s)</i>
casado / casada	<i>married</i>
divorciado	<i>divorced</i>

Practícalo...

I. Use the model of **my** family tree below to design your own tree.



An image of what an average sized family tree might look like.

Mi padre se llama Bienvenido. Los padres de **mi** padre se llaman Ernesto y Monse. Ellos son **mis** abuelos, son de Puerto Rico. Son puertorriqueños.

Mi madre se llama Emilia. Los padres de **mi** madre se llaman Jesús y Leonor.

Tengo una hermana. **Mi** hermana se llama Gisela.

Mi abuela Leonor tiene dos (2) nietas, Ana y Gisela.

Mi madre tiene un (1) hermano. Él es **mi** tío y se llama Efraín.

Mi padre tiene una (1) hermana. Ella es **mi** tía y se llama Ernestina.

Mis abuelos, Ernesto y Monse tienen dos (2) hijos, Ernestina y Bienvenido.

Mis abuelos, Jesús y Leonor tienen dos hijos, Emilia y Efraín.

Nuestra familia es pequeña. **Nuestra** familia es puertorriqueña.

Escríbelo...

II.

Fill in the blanks in a Word Doc. or a page of notebook paper.

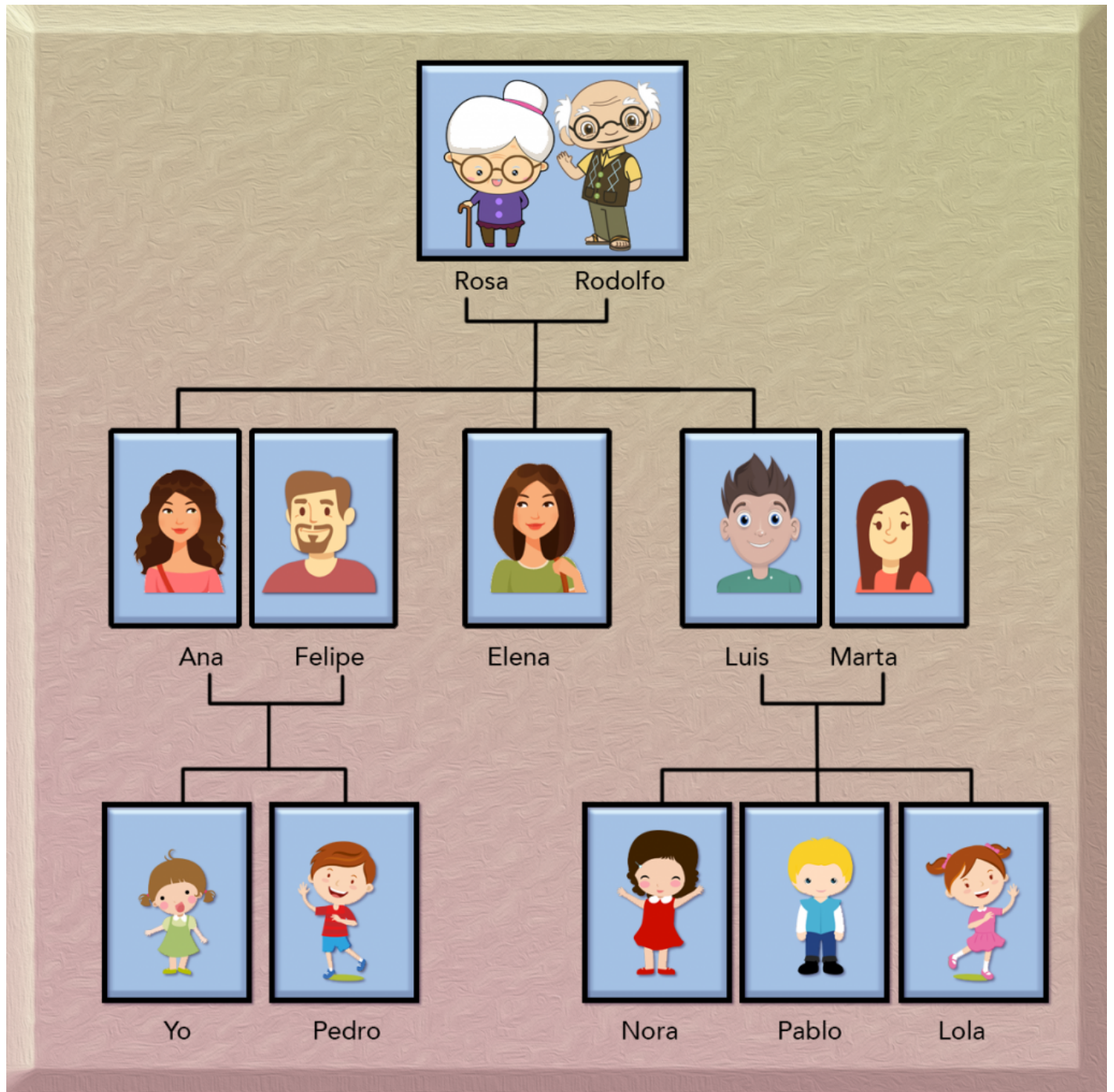
A table that displays a question in Spanish, followed by the beginning of a response with a blank space to be filled, making the response correct.

¿Cómo se llama tu padre?	Mi padre se llama .
¿Cuántos años tiene tu padre?	Mi padre tiene años.
¿Cómo se llama tu madre?	Mi madre se llama .
¿Cuántos años tiene tu madre?	Mi madre tiene años.
¿Cómo se llaman los padres de tu madre?	Mis abuelos se llaman .
¿Cómo se llaman los padres de tu padre?	Mis abuelos se llaman .
¿Tienes hermanos <i>siblings</i> ?	Tengo hermanos/as.
¿Cómo se llaman tus hermanos?	Mi hermano se llama.
¿Cómo es tu familia?	Mi familia (no) es .

Úsalo...

III. With a classmate, take turns and ask each other the questions above from exercise.

LA FAMILIA

*La Familia*



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://psu.pb.unizin.org/spanish001fa16/?p=175#h5p-43>

SECTION II: ELEMENTS OF A SENTENCE

Chapter 2 Articles, Nouns, Adjectives, and Nationality Adjectives

Articles, Nouns, Adjectives,
and Nationality Adjectives

Learning Objectives

Communication (what students will be able to do):

By the end of this chapter, students will be able to:

- Identify and properly apply the gender and number rules of:
 - Nouns in the singular/plural and masculine/feminine forms
 - Articles in the singular/plural and masculine/feminine forms
 - Adjectives and nationality adjectives in the singular/plural and masculine/feminine forms
- Increase Spanish vocabulary about the classroom and university related words.

Culture (what students will know about the Spanish-speaking world):

- Identify demographic and cultural information about
 - Guatemala <https://youtu.be/L73ecXcV0fc>
 - El Salvador <https://youtu.be/yZmSuQSyTIU>
 - Honduras <https://youtu.be/xApFQ9g19T8>
 - Nicaragua <https://youtu.be/2W8nvFuzhzQ>
 - Costa Rica <https://youtu.be/YHcba6goDGI>
 - Panamá <https://youtu.be/7B8YUU1Kma8>

Topic 1 Gender and Number of Definite and Indefinite Articles

GÉNERO Y NÚMERO DE LOS ARTÍCULOS

The English language has **two** kinds of articles.

A table that shows the two kinds of english articles, followed by an example of the article.

Definite Article	The Spanish book.	The red apple.
Indefinite Article (any)	A book.	An apple.

The Spanish language has the **two** articles as well, but they are characterized:

- by gender and number
- both articles, **definite** or **indefinite**, must agree with the noun.

El libro verde.

El is the definite article, **libro** is the noun, **verde** is the adjective, very specific.
Notice that all three, the article, the noun, and the adjective are masculine/singular.

Un libro.

Un is the indefinite article, **libro** is the noun.
Notice that both, the indefinite article and the noun, are masculine/singular.

Los libros verdes.

Los is the definite article, **libros** is the noun, **verdes** is the adjective, very specific.
Notice that all three, the definite article, the noun and the adjective are masculine/plural.

A table that displays definite and indefinite articles for gender singular and gender plural.

Article	Gender Singular	Gender Plural
DEFINITE	el/la (the)	los/las
INDEFINITE	un/una (a,an)	unos, unas

Topic 2 Gender and Number of the Nouns

GÉNERO Y NÚMERO DE LOS SUSTANTIVOS (NOMBRES)

A **noun** is a person, place, or thing. In Spanish, nouns are characterized by

- gender and number;
- in the case of gender, nouns, are NOT perceived by Spanish speakers as having male or female attributes;
- it is just a grammatical feature, masculine or feminine, singular or plural.

Los sustantivos singulares *Singular Nouns*

MASCULINO *MASCULINE*

MOST NOUNS THAT END IN **-O** ARE **MASCULINE**

A table that displays examples of nouns that are masculine.

el curso <i>course</i>	el laboratorio <i>laboratory</i>	el estadio <i>stadium</i>	el horario <i>schedule</i>
el amigo <i>friend</i>	el maestro <i>teacher</i>	el baño <i>bathroom</i>	el libro <i>book</i>
el teléfono <i>telephone</i>	el teatro <i>theater</i>	el gimnasio <i>gym</i>	el escritorio <i>desk</i>

Exceptions of **SOME nouns that do not follow this common rule**: many nouns that do not end in **-o** but are **masculine**

A table that displays examples of nouns that are masculine, but do not end with an 'o'.

el arte <i>art</i>	el semestre <i>semester</i>	el trimestre <i>trimester</i>	el español <i>Spanish</i>
el reloj <i>clock</i>	el papel <i>paper</i>	el lápiz <i>pencil</i>	el examen <i>test/exam</i>
el café <i>coffee</i>	el autobús <i>bus</i>	el hospital <i>hospital</i>	el hombre <i>man</i>

Some nouns that end in **-a** or **-ma** that are **masculine**

A table that displays examples of nouns that are masculine, but end with an 'a', or an "ma".

el día <i>day</i>	el idioma <i>language</i>	el planeta <i>planet</i>
el drama <i>drama</i>	el mapa <i>map</i>	el poema <i>poem</i>
el programa <i>program</i>	el problema <i>problem</i>	el sistema <i>system</i>

FEMENINO FEMININE

MOST NOUNS THAT END IN -A ARE FEMININE

A table that displays examples of nouns that are feminine.

la biblioteca <i>library</i>	la cafetería <i>cafeteria</i>	la librería <i>bookstore</i>	la prueba <i>quiz</i>
la tarea <i>homework</i>	la geografía <i>geography</i>	la biología <i>biology</i>	la música <i>music</i>
la física <i>physics</i>	la pluma <i>pen</i>	la silla <i>chair</i>	la mesa <i>table</i>

Exceptions of **SOME nouns that do not follow this common rule**: many nouns that do not end in **-a** but are **feminine**

A table that displays examples of nouns that are feminine, but do not end with an 'a'.

la clase <i>class</i>	la mujer <i>woman</i>	la luz <i>light</i>	la noche <i>night</i>
la mano <i>hand</i>	la suerte <i>luck</i>	la radio <i>radio</i>	la piel <i>skin</i>

Some nouns that end in **-ción, -sión, -dad, -tud** or **-tad** that are **feminine**

A table that displays examples of nouns that are feminine.

la lección <i>lesson</i>	la conversación <i>conversation</i>	la universidad <i>university</i>
la verdad <i>truth</i>	la actitud <i>attitude</i>	la amistad <i>friendship</i>

A table that displays singular nouns, followed by the plural version of the noun.

Singular	Plural
la clase	las clases
una clase	unas clases
la lección	las lecciones
una lección	unas lecciones
el problema	los problemas
un problema	unos problemas
la luz	las luces
una luz	unas luces
la noche	las noches
una noche	unas noches
el hospital	los hospitales
un hospital	unos hospitales

To make a noun plural:

- add s if it ends in a **vowel, a,e,i,o,u**

- la clase = la clases
- add **-es** if it ends in a **consonant**
 - el hospital = los hospitales
- add -es if it ends in í or ú
 - el jabalí = los jabalíes
- add -ces if it ends in -z (eliminate the -z first)
 - la luz = las luces

Remember *The article must agree with the noun in number as well*

Práctico



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<https://psu.pb.unizin.org/spanish001fa16/?p=62#h5p-17>



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Escríbelo...

Write your answers in a Word Doc. or on a page of notebook paper.

I. Write 8 masculine nouns that end in **-o**.

II. Write 8 feminine nouns that end in **-a**.



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<https://psu.pb.unizin.org/spanish001fa16/?p=62#h5p-32>

ÚSALO...

Write your answers in a Word Doc. or on a page of notebook paper.

- I. *List 6 things you commonly see in a classroom*
- II. *List 6 things you commonly have in your mochila (backpack)*

Topic 3 Gender and Number of Adjectives

GÉNERO Y NÚMERO DE LOS ADJETIVOS

An adjective describes a noun.

A Spanish adjective agrees in gender and number with the noun it modifies, and ALMOST always follow the noun it describes.

LOS COLORES COLORS

negro/a
blanco/a
rojo/a
rosado/a
morado/a
amarillo/a
anaranjado/a

GENDER NEUTRALS

azul
verde
marrón
gris

EL LIBRO NEGRO CHECKLIST

- Sentence order: article noun adjective (adjective/noun)
- Gender: masculine
- Number: singular



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Adjectives that do not end in **-o** have the same form for describing both, masculine and feminine nouns.

A table that displays adjectives that do not end in 'o', and have the same form for describing both, masculine and feminine nouns

El taco excelente	La comida excelente
El poema interesante	La clase interesante
El carro gris	La mochila gris
El libro verde	La mesa verde

Gender specific **adjectives** to describe things, yourself and others.

A table that displays gender specific adjectives in Spanish, followed by the English translation.

barato/a <i>inexpensive</i>	pequeño/a <i>small</i>	feo/a <i>ugly</i>	rico/a <i>rich</i>
caro/a <i>expensive</i>	fantástico/a <i>fantastic</i>	viejo/a <i>old</i>	gordo/a <i>fat</i>
estupendo/a <i>terrific</i>	sincero/a <i>sincere</i>	simpático/a <i>nice</i>	tacaño/a <i>stingy</i>
delgado/a <i>thin</i>	guapo/a <i>handsome/beautiful</i>	hermoso/a <i>beautiful</i>	

A table that displays examples of gender specific adjectives with nouns.

La casa maravillosa	El libro maravilloso
La chica estupenda	El chico estupendo
La mochila amarilla es hermosa	El carro rojo es hermoso

Other **adjectives**

A table that displays examples of other adjectives.

agradable <i>pleasant</i>	alegre <i>happy</i>	triste <i>sad</i>	debil <i>weak</i>
fuerte <i>strong</i>	frágil <i>fragile</i>	grande <i>big</i>	horrible <i>horrible</i>
joven <i>young</i>	pobre <i>poor</i>	difícil <i>difficult</i>	inteligente <i>intelligent</i>

A table that displays examples of other adjectives.

La chica agradable	El chico agradable
La mujer joven	El hombre joven

Escríbelo...



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LOS ADJETIVOS Y EL VERBO SER

ADJECTIVES AND THE VERB SER

SER (TO BE)

A table that displays examples of the verb "Ser" and its usage with nouns.

Yo	soy
Tú	eres
Usted, él, ella	es
Nosotros	somos
Ustedes, ellos(as)	son

The verb *ser* (to be), in Spanish is used with **adjectives** that describe **basic, characteristics or inherent qualities** of the noun they modify.

A table that displays usage examples of the verb "Ser" with nouns.

Soy alta. **I am** tall.

Eres inteligente. **You** are smart.

El perro **es** grande. The dog **is** big.

ESCRÍBELO...

To describe yourself, choose five adjectives from below and form five sentences. Don't forget gender.

- alto
- rico
- simpático
- inteligente
- listo
- feo
- sincero
- estudioso

- joven
- viejo



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Topic 4 Nationality Adjectives

ADJETIVOS DE NACIONALIDAD

MOST ADJECTIVES OF NATIONALITY IN SPANISH ARE GENDER SPECIFIC

A table displaying gender specific nationalities of North America.

Norte América

Norteamericano/ -a

Canadiense

Estadounidense

Mexicano/ -a

A table displaying gender specific nationalities of Central America.

Centro América

Centroamericano/ -a

guatemalteco/ -a

hondureño/ -a

salvadoreño/ -a

nicaragüense

costarricense

panameño/ -a

A table displaying gender specific nationalities of South America.

Sur América

Suramericano/ -a

Venezolano/ -a

colombiano/ -a

peruano/ -a

ecuatoriano/ -a

boliviano/ -a

chileno/ -a

argentino -a

uruguayo/ -a

paraguayo/ -a

A table displaying gender specific nationalities of the Caribbean.

El Caribe

caribeño/ -a
puertorriqueño/ -a
cubano/ -a
dominicano/ -a

A table displaying gender specific nationalities of Europe.

Europa

europeo/ -a
español/ -a

A table displaying gender specific nationalities of Africa.

África

africano/ -a
ecuatoguineano/ -a

Otros...

italiano/a irlandés/a francés/a inglés/a ruso/a alemán/a polaco/a chino/a coreano/a indio/a japonés/a *vietnamita iraquí iraní* palestino/a

- The verb *Ser* is used to describe where you and others are from.

Soy puertorriqueña.

Eres cubano.

Usted es peruana. **Él es** mexicano. **Ella es** dominicana.

Somos norteamericanos.

Ustedes son bolivianos. **Ellos son** colombianos. **Ellas son** dominicanas.

Practícalo...

Mi familia es norteamericana.

Soy estadounidense.

La profesora es caribeña.

Los estudiantes son hondureños.

Somos polacos.

Mis abuelos son irlandeses.

Mi amiga es norteamericana.

Eres dominicana.

Escríbelo...



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Chapter 3 Subject Pronouns, Ser, Estar, Interrogative Words & Gustar

Chapter 3

Pronouns, Ser, Estar, Interrogative Words and Gustar

Learning Objectives

Communication (what students will be able to do):

By the end of this chapter, students will be able to:

- Describe and write about yourself and others by applying and correctly using the rules of:
 - The verb *Ser*
 - The verb *Estar*
 - The verb *Gustar*
- Increase Spanish vocabulary about personal characteristics, professions and related words.
- Communicate by asking and answering basic questions.

Culture (what students will know about the Spanish-speaking world):

- Identify demographic and cultural information about
 - Venezuela
 - Colombia
 - Ecuador
 - Perú

Topic 1 Subject Pronouns

PRONOMBRES DEL SUJETO

A table that displays first, second, and third person subject pronouns for both singular and plural. Followed by the spanish translation of the subject pronoun

1st Person Singular	I	1ra Persona Singular	yo
2nd Person Singular	you	2da Persona Singular	tú
3rd Person Singular	he, she, it	3ra Persona Singular	*usted, él, ella
1st Person Plural	we	1ra Persona Plural	nosotros/as
3rd Person Plural	they	3ra Persona Plural	*ustedes, ellos/as

- There is NOT a subject pronoun for *IT*
- **Usted and ustedes** are commonly abbreviated in writing, *ud* and *uds*. They are NOT interchangeable.
- **Tú** is the familiar form used when addressing friends, relatives, children, animals or anyone with whom you are on a first-name basis.
- **Usted** is the formal form used to address people for the first time, in business situations, and with someone you might not know well.
- The verbs system in Spanish indicates person, number, and tense, therefore pronouns are usually omitted.
- When used, pronouns are used to:
 - show emphasis = **Yo tengo el libro.** *I have the book.*
 - clarify ambiguity on the third person forms =
 - **Ella** tiene el libro. *She has the book.*
 - **Ellos** tienen el libro. *They have the book.*



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Esríbelo...



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Topic 2 Ser (to be) and Estar (to be)

LOS VERBOS SER Y ESTAR

A table that displays Spanish subject pronouns, followed by the correct form of "Ser" to use with the specified pronoun.

Ser	
yo	soy
tú	eres
Ud, él, ella	es
nosotros	somos
Uds, ellos/as	son

A table that displays Spanish subject pronouns, followed by the correct form of "Estar" to use with the specified pronoun.

Estar	
yo	estoy
tú	estás
Ud, él, ella	está
nosotros	estamos
Uds, ellos/as	están

Ser and *Estar* means to be. *Ser* and *Estar* in Spanish are used to express different concepts.

Carmen *is* smart.

(description)

Carmen es inteligente.

Carmen *is* here.

(location)

Carmen está aquí.

Ser is used to express the following concepts:

- **Description** inherent qualities that define a person or thing
 - Name, physical, personality or characteristic descriptions,
 - El nombre de mi perro **es** Nene. *The name of my dog is Nene.*

- Nene **es** pequeño. *Nene is small.*
- Nene **es** inteligente y viejo. *Nene is smart and old.*
- Occupation, religion, and relationship to other people
 - Juan **es** doctor. *Juan is a doctor.*
 - Ellos **son** católicos. *They are Catholics.*
 - Serena **es** mi amiga. *Serena is my friend.*
- **Origin** the place a person is from
 - **Soy** de Panamá. *I am from Panamá.*
- **Material** something is made from
 - La mesa **es** de metal. *The table is made of metal.*
- **Time and dates**
 - **Son** las 2:10 de la tarde. *It is 2:10 in the afternoon.*
 - **Es** viernes 21 de noviembre. *It is Friday the 21st of November.*
- **Ownership**
 - El libro **es** de la maestra. *The book belongs to the teacher.*

Practícalo...



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Estar is used to express location, changing moods or condition, health and personal opinion

- **Location** describes where someone or something is physically located
 - El libro **está** en la mesa. *The book is on the table.*
- **Changing moods and health**
 - **Estoy** triste. *I am sad.*
 - **Estoy** enferma. *I am sick.*
- **Personal opinion**
 - La clase **está** aburrida. *The class is boring.*

Practícalo...



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Escríbelo...



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Úsalo...

Answer the following questions using your personal information and the appropriate form of **ser** and **estar**.

1. ¿Cómo estás?
2. ¿Cómo eres?
3. ¿Eres estudiante o profesor?
4. ¿Dónde están los libros

Topic 3 Interrogative Words

PALABRAS INTERROGATIVAS

All interrogative words have a written **accent** and an **inverted question mark** at the beginning of the question as well.

¿Cómo? *How?* ¿Dónde? *Where?*

¿De dónde? *From where...?*

¿Adónde...? *To where?*

¿Quién? ¿Quiénes? *Who?*

¿Qué? *What?*

¿Cuál? *Which, which one?*

¿Cuáles? *Which ones?*

¿Por qué? *Why?*

¿Cuánto? *How much?*

¿Cuántos? ¿Cuántas? *How many?*

¿Cuándo? *When?*

You have been introduced to some of the interrogative words in past chapters. *Can you identify which ones?*

Practícalo...

A table of Spanish vocabulary words pertaining to questions, followed by the English translation.

¿Cómo?	<i>How?</i>
¿Dónde?	<i>Where?</i>
¿De dónde?	<i>From where?</i>
¿Adónde?	<i>(To)Where?</i>
¿Quién?	<i>Who? (singular)</i>
¿Quiénes?	<i>Who?(plural)</i>
¿Qué?	<i>What?</i>
¿Cuál?	<i>Which, which one?</i>
¿Cuáles?	<i>Which ones?</i>
¿Por qué?	<i>Why?</i>
¿Cuánto?	<i>How much?</i>
¿Cuántos/-as?	<i>How many?</i>

A table of questions written in Spanish, followed by the English translation of the question.

¿Cómo estás tú?	How are you?
¿Dónde está el baño?	Where is the bathroom?
¿De dónde es la maestra?	From where is the teacher?
¿Adónde vas?	Where are you going?
¿Quién está en la cafetería?	Who is in the cafeteria?
¿Quiénes están en la cafetería?	Who is in the cafeteria?
¿Qué día es hoy?	What day is today?
¿Cuál es tu clase favorita?	What is your favorite class?
¿Cuáles son los meses del año?	What are the months of the year?
¿Por qué estudiamos español?	Why do we study Spanish?
¿Cuánto cuesta el libro?	How much is the book?
¿Cuántos estudiantes hay?	How many students are there?
¿Cuántas mesas hay?	How many tables are there?

Escríbelo...



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<https://psu.pb.unizin.org/spanish001fa16/?p=359#h5p-31>

Usalo...

Answer the following questions in Spanish. Follow the examples and change the information to fit your answers.

1. ¿Qué estudias en la universidad? Biología.
2. ¿Qué necesitas en tu clase de Biología? Un microscopio.
3. ¿Con quién vives? Con mis padres.
4. ¿A qué hora llegas a casa? A las nueve de la noche.

Topic 4 Gustar

EL VERBO GUSTAR

THE VERB *GUSTAR* MEANS “TO BE PLEASING TO”, IN ENGLISH. IN SPANISH, IT MEANS “TO LIKE”.

- The verb *gustar* **ALWAYS** uses a pronoun.
- *Gustar*, is an affirmative statement.
- To express “dislike” or “**no me gusta**” place the “**no**” before the pronoun.

Singular

Plural

A table that displays singular examples of using the verb “Gustar”, followed by the English translation.

Me gusta la clase de Biología.	I like the Biology class
---------------------------------------	---------------------------------

No me gusta la clase de Biología.	I don't like the Biology class.
--	--

A table that displays plural examples of using the verb “Gustar”, followed by the English translation.

Me gustan las clases de ciencia.	I like science classes.
---	--------------------------------

No me gustan las clases de ciencia.	I don't like science classes.
--	--------------------------------------

Gustar
and
Indirect Object Pronouns

A table that displays singular indirect object pronouns that accompany the verb “Gustar”, followed by the plural counterpart.

gusta (singular)	gustan (plural)
Yo	Me
Tú	Te
Ud./él/ella	Le
Nosotros/as	Nos
Uds./ellos/as	Les

Me gusta la clase de biología (I like the biology class)

- The verb *gustar* must agree in number, singular or plural, in this case la clase (singular).
- The indirect object Me signals to whom the class is pleasing.
- **Me gustan** las clases de ciencias. (Literal translation: Science classes are pleasing to me.)
 - *I like* science classes.

Practícalo...

Read outloud to practice “**me gusta**” (I like) or “**no me gusta**” (I don’t like).

1. Me gusta la clase de español. No me gusta la clase de español.
2. Te gusta el libro de biología. No te gusta el libro de biología.
3. ¿(Ud./él/ella) Le gusta la computadora? ¿No le gustan las computadoras?
4. Nos gusta el chocolate. No nos gusta el chocolate.
5. Les gusta el perro. No nos gusta el perro.

Escríbelo...



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A verb as the subject

- When the verb **gustar** is used with another verb, the additional verb is used in the ***infinitive** form.

Me gusta ***hablar**. I like ***to talk**.

Me **gusta** ***caminar**. I like ***to walk**.
 Me **gusta** ***nadar**. I like ***to swim**.

When to use the "A" phrase

- To emphasize the indirect object pronoun **itself**.
A mí me gusta bailar.
- To clarify the meaning of **le/les**.
A él le gustan las quesadillas.
A ellos les gusta estudiar.
- To place **names** and nouns
A Sofia le gusta leer.
A la chica le gusta la pizza.
- To **answer** or make a **question**
 ¿**A quién** le gusta estudiar?
A mí no me gusta estudiar.
- ALWAYS place **"NO"** between
 "A mí, tí, etc." and the Indirect Object Pronoun.
 A mi **no** me gusta correr.

Gustar and "A" + Indirect Object Pronouns

A table that displays examples of "A" + Indirect Object Pronouns

A mí	me
A tí	te
A (Ud./él/ella)	le
A nosotros/as	nos
A(Uds./ellos/as)	les

Verbs like *gustar*

A table that displays examples of verbs like “gustar”, followed by the English translation

encantar	<i>to be enchanting, to like very much</i>
interesar	<i>to be interesting (to)</i>
preocupar	<i>to worry</i>
fascinar	<i>to fascinate, to be fascinating (to)</i>
molestar	<i>to bother; to annoy</i>
importar	<i>to be important (to), to matter</i>

ESCRÍBELO



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SECTION III: THE SPANISH VERBS

Chapter 4 Spanish Verbs

Chapter 4

Spanish Verbs

Learning Objectives

Communication (what students will be able to):

By the end of this chapter, students will be able to:

- Identify, conjugate and apply the rules of the 4 different kinds of verbs in the present tense.
 - The regular verbs
 - The irregular verbs
 - The stem-changing verbs
 - The reflexive verbs

Culture (what students will know about the Spanish-speaking world):

- Identify demographic and cultural information about Bolivia, Chile y Argentina.

Topic 1 Present Tense of Regular Verbs

LOS VERBOS REGULARES Y EL PRESENTE

Present Tense of Regular Verbs			
A table that displays the present tense of regular verbs and the appropriate ending			
<i>Pronoun</i>	-ar	-er	-ir
yo	-o	-o	-o
tú	-as	-es	-es
Ud./él/ella	-a	-e	-e
nosotros	-amos	-emos	-imos
Uds./ellos/as	-an	-en	-en

The anatomy of a Spanish verb.

The verb in its **infinitive** form indicates the action or state of being, with no reference to who or what performs the action or when it is done (present, past or future tense).

- The verb has two parts
 - The stem
 - The ending

Stem <u>HABL</u>
Ending AR
<u>HABL</u> AR <i>To Speak</i>

- Infinitives in English are indicated by to: *to speak, to eat, to live*. In Spanish, all verbs in the

infinitive have three endings:

- -ar **Hablar** to *spea*k
- -er **Comer** to *eat*
- -ir **Vivir** to *live*

- To conjugate a verb means to give the various forms of the verb the corresponding subject:
 - *I speak, you speak, he/she speaks, etc.*
Yo **hablo**, tú **hablas**, él/ella **habla**, etc.
 - *I eat, you eat, he/she eats, etc.*
Yo **como**, tú **comes**, él/ella **come**, etc.
 - *I live, you live, he/she lives, etc.*
Yo **vivo**, tú **vives**, él/ella **vive**, etc.
- There are three classifications of verbs.
 - Regular
when conjugated into a person or tense, the stem is not impacted
 - Irregular
when conjugated, first person singular has a "g" or a "y"
 - Stem-Changing
when conjugated, there are changes IN the stem
- The conjugated verbs in Spanish indicate person and tense, therefore, a personal pronoun is not needed unless you need to clarify the subject:
él, ella, ellos/as.

COMMON REGULAR -AR VERBS IN THE PRESENT TENSE

A table of spanish -ar words in the present tense, and the english translation.

necesitar to need	ahorrar to save	alquilar to rent	apagar to turn off	arreglar to arrange	ayudar to help
bailar to dance	practicar to practice	borrar to erase	buscar to look for	llegar to arrive	caminar to walk
descansar to rest	celebrar to celebrate	mirar to look	estudiar to study	comprar to buy	contestar to answer
desear to want	disfrutar to enjoy	escuchar to listen	llorar to cry	trabajar to work	repasar to review

COMMON REGULAR -ER VERBS IN THE PRESENT TENSE

A table of spanish -er words in the present tense, and the english translation.

aprender <i>to learn</i>	beber <i>to drink</i>	comer <i>to eat</i>	comprender <i>to understand</i>	correr <i>to run</i>
prender <i>to turn on</i>	romper <i>to break</i>	toser <i>to cough</i>	vender <i>to sell</i>	leer <i>to read</i>

COMMON REGULAR -IR VERBS IN THE PRESENT TENSE

A table of spanish -ir words in the present tense, and the english translation.

abrir <i>to open</i>	añadir <i>to add</i>	asistir <i>to attend</i>	describir <i>to describe</i>
--------------------------------	--------------------------------	------------------------------------	--

A table of spanish -ir words in the present tense, and the english translation.

discutir <i>to discuss</i>	escribir <i>to write</i>	interrumpir <i>to interrupt</i>
--------------------------------------	------------------------------------	---

Practícalo...

Read aloud the following phrases and identify the endings

A table that displays spanish phrases meant to be read out loud

Hablo español en la clase.	Como vegetales todos los días.	Vivo en Pensilvania
Ayudas a tu amiga.	Comprendes el vocabulario.	Asistes a la clase.
Baila muy bien.	Bebe café caliente.	Escribe poemas.
Compramos un carro rojo.	Aprendemos a leer.	Abrimos el libro.
Trabajan en la oficina.	Leen la revista.	Discuten la lección.



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Topic 2 Present Tense Irregular Verbs

LOS VERBOS IRREGULARES

Present Tense Endings

A table that displays irregular verb present tense endings.

Pronoun	-ar	-er	-ir
*YO	-o	-o	-o
tú	-as	-es	-es
Ud./él/ella	-a	-e	-e
nosotros	-amos	-emos	-imos
Uds./ellos/as	-an	-en	-en

IRREGULAR VERBS IN THE PRESENT TENSE

An irregular verb, while in its infinitive form, might look like a regular verb, when conjugated into a person or tense, the presence of a **"g"** or a **"y"** when conjugated, but only in the **first person singular**.

Estar(to be)

A table that displays subject pronouns and how they are used with the irregular verb "Estar".

Yo	estoy	bien.
Tú	estás	bien.
Ud./él/ella	está	bien.
Nosotros	estamos	bien.
Uds./ellos/as	están	bien.

Salir(to go out)

A table that displays subject pronouns and how they are used with the irregular verb "Salir".

Yo	salgo	temprano de la clase.
Tú	sales	temprano de la clase.
Ud./él/ella	sale	temprano de la clase.
Nosotros	salimos	temprano de la clase.
Uds./ellos/as	salen	temprano de la clase.

- Other common irregular verbs with a **"g"** in the **yo** form:
 - hacer* (to do, make) **yo hago**, haces, hace, hacemos, hacen
 - poner* (to put) **yo pongo**, pones, pone, ponemos, ponen
 - traer* (to bring) **yo traigo**, traes, trae, traemos, trae
- Ser* (to be) and *Ir* (to go) are irregular verbs not only on the **yo** form, but on all other forms as well;

A table that shows pronoun forms and how they are used with "Ser" and "Ir".

Pronoun	Ser (to be)	Ir (to go)
Yo	soy	voy
Tú	eres	vas
Ud./él/ella	es	va
Nosotros	somos	vamos
Uds./ellos/as	son	van

- Most verbs that end in a vowel + **-cer**, **c** changes to **zc**, in the **yo** form.
 - agradecer* (to thank) **yo agradezco**, agradeces, agradece, agradecemos, agradecen
 - conocer* (to know) **yo conozco**, conoces, conoce, conocemos, conocen
 - crecer* (to grow) **yo crezco**, creces, crece, crecemos, crecen
 - obedecer* (to obey) **yo obedezco**, obedeces, obedece, obedecemos, obedecen
 - ofrecer* (to offer) **yo ofrezco**, ofreces, ofrece, ofrecemos, ofrecen
 - paracer* (to seem) **yo parezco**, pareces, parece, parecemos, parecen
- Verbs that end in **-ucir** have the **-zco** in the **yo** form ending as well.
 - conducir* (to drive) **yo conduzco**, conduces, conduce, conducimos, conducen

- *producir* (to produce) **yo produzco**, produces, produce, producimos, producen
- *reducir* (to reduce) **yo reduzco**, reduces, reduce, reducimos, reducen
- *traducir* (to translate) **yo traduzco**, traduces, traduce, traducimos, traducen

Topic 3 Present Tense of Stem-Changing Verbs

LOS VERBOS CON CAMBIOS EN LA RAIZ

THE ANATOMY OF A SPANISH VERB.

The verb in its **infinitive** form indicates the action or state of being with no reference to who or what performs the action or when it is done (past, present or future tense).

- The verb two parts
 - The stem
 - The ending

Stem <u>PENS</u>
Ending -AR
<u>PENSAR</u> To think

- Change in
 - The stem form **-e** to **-ie**, except for nosotros.
 - The ending of an **-ar** ending in the present tense remains the same.

<u>PENSAR</u> To think
Stem

PIENS
Ending -o -as -a *pensamos -an

PRACTÍCALO...

Practice outloud similar stem changing from **-e** to **-ie** verbs that ends in **-ar**.

A table that displays pronouns, how they are used with verbs that end in -ar, and how the stem changes.

Pronoun	Cerrar (to close)	Empezar (to begin)
(yo)	Cierro el libro	Empiezo la clase
(tú)	Cierras el libro	Empiezas la clase
(Ud./él/ella)	Cierra el libro	Empieza la clase
(nosotros)	Cerramos el libro	Empezamos la clase
(Uds./ellos/as)	Cierran el libro	Empiezan la clase



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Some common stem-changing verbs

- **-AR endings** with stem-changing from **o** to **ue**, except for *NOSOTROS* form are:
 - almorzar (to lunch)
 - recordar (to remember)
 - encontrar (to find)
- **-ER endings** with stem-changing from **e** to **ie**, except for *NOSOTROS* form are:
 - querer (to want)
 - tener (to have) **tengo* in the *yo* form
 - entender (to understand)

- **-ER endings** with stem-changing from **o** to **ue**, except for *NOSOTROS* form are:
 - **poder** (to be able)
 - **volver** (to return)
- **-IR endings** with stem-changing from **e** to **i**, except for *NOSOTROS* form are:
 - **servir** (to serve)
 - **repetir** (to repeat)
 - **pedir** (to ask for, to request)
 - **seguir** (to follow, to continue)
- **-IR endings** with stem-changing from **e** to **ie**, except for *NOSOTROS* form are:
 - **preferir** (to prefer)
 - **mentir** (to lie)
- **-IR endings** with stem-changing from **o** to **ue**, except for *NOSOTROS* form are:
 - **dormir** (to sleep)
 - **morir** (to die)

Topic 4 Reflexive Verbs

LOS VERBOS REFLEXIVOS

A table that displays reflexive pronouns.	
Yo	me
Tú	te
Ud./él/ella	se
Nosotros	nos
Uds./ellos/as	se

Reflexive pronouns and verbs

- In the Spanish language there is a kind of verbs called the reflexive verbs
- These verbs have an object pronoun called the reflexive pronoun that indicates the same person as the subject
- Reflexive verbs are characterized by having the reflexive pronoun “se” attached to the end of a verb in the infinitive such as:
 1. acostarse (to go to bed) acostar**SE** stem-changing verb/-ar ending
 2. dormir**se** (to fall to sleep) dormir**SE** stem-changing verb/-ir ending
 3. despertarse (to awake) despertar**SE** stem-changing verb/-ar ending
 4. levantarse (to get up from) levantar**SE** regular verb/-ar ending
- The **reflexive pronoun** se must agree with the subject of the verb.
- The reflexive pronoun **precedes** the conjugated verb in the simple tense.

Checklist for acostarse

verb ending ⇒

-ar (o, as, a, amos, an)

kind of verb ⇒ stem-changing from o to ue

person ⇒ yo, tú, Ud./él/ella, nosotros, Uds./ellos/as

Me acuesto, **te** acuestas, **se** acuesta, **nos** acostamos, **se** acuestan temprano (early).

Checklist for dormirse:

verb ending ⇒

-ir (o, es, e, imos, en)

kind of verb ⇒ stem-changing from o to ue

person ⇒ yo, tú, Ud./él/ella, nosotros, Uds./ellos/as

Me duermo, **te** duermes, **se** duerme, **nos** dormimos, **se** duermen tarde (late)

Checklist for despertarse:

verb ending ⇒

-ar (o, as, a, amos, an)

kind of verb ⇒ stem-changing from e to ie

person ⇒ yo, tú, Ud./él/ella, nosotros, Uds./ellos/as

Me despierto, **te** despiertas, **se** despierta, **nos** despertamos, **se** despiertan temprano (early).

Checklist for levantarse

verb ending ⇒

-ar (o, as, a, amos, an)

kind of verb ⇒ regular

person ⇒ yo, tú, Ud./él/ella, nosotros, Uds./ellos/as

Me levanto, **te** levantas, **se** levanta, **nos** levantamos, **se** levantan temprano (early).

- Most reflexive verbs can be used as non-reflexive.
 - Yo despierto a mi hermano por las mañanas. *I wake up my brother in the mornings.*
 - Yo me despierto temprano.
I wake up early.

- The **se** of the infinitive must agree with the subject of the verb when using two verbs. For example, dormirse.
 - **Me** quiero dormir/Quiero dormirme.

I want to fall to sleep.

Remember that in Spanish the reflexive pronoun reflects the subject doing something to or for himself, herself, or itself. Many English verbs that describe **one's daily routine** are expressed in Spanish with a **reflexive construction**.

PRACTÍCALO...

Using the following questions and verbs, form complete sentences using reflexive verbs to tell your best friend what you do every day.

¿Cuál es tu rutina diaria?

What is your daily routine?

¿Qué haces todas las mañanas?

What do you do every morning?

¿Qué haces todas las noches?

What do you do every night?

A table that displays spanish reflexive verbs, and the english translation.

acostarse to go to bed	afeitarse to shave	bañarse to take a bath	cepillarse los dientes to brush one's teeth
despertarse to wake up	dormirse to fall asleep	ducharse to take a shower	levantarse to get up, to stand up
secarse to dry yourself	ponerse to put on	vestirse to get dressed	peinarse to brush one's hair

Chapter 5 The Future of Ir, the Verb Tener, and Idiomatic Expressions

Chapter 5

The Future of *Ir*, the Verb *Tener*, and Idiomatic Expressions

Learning Objectives

Communication (what students will be able to do):

By the end of this chapter you will be able to:

- Identify, conjugate and apply the rules of:
 - The verb *Ir*
 - The present tense of the verb *Tener* and idiomatic expressions
 - The present progressive verbs
 - Communicate by making plans for the near future

Culture (what students will know about the Spanish-speaking world):

By the end of this chapter, students will be able to:

- Identify demographic and cultural information about Uruguay, Paraguay and Guinea Ecuatorial.

Topic 1 The Verb "Ir"

EL VERBO IR

Future Actions, Where are you going?

- *Ir* is an **irregular** verb used in Spanish to express *to go*.
 - **Voy** a la clase. *I am going to class.*
- The first person plural, **nosotros**, is also used to express *let's go*.
 - **Vamos** a la clase de español. *Let's go to Spanish class.*
- The verb **ir** is followed by the preposition **a** to indicate where someone is going (to).
 - Rosa **va a** la biblioteca.
- When **a** is followed by **el** (masculine definite article), it contracts to **al**; **a + el = al**.
- Jorge **va al** gimnasio. (**el** gimnasio)
 - Nosotros **vamos al** hospital. (**el** hospital)

Ir + a+ place

voy
vas
va
vamos
van

}

a la biblioteca

Future Actions, What are you going *to do*?

- To describe actions in the near future, Spanish uses **ir + a + infinitive**.

}

Ir + a + infinitive

voy

vas

va

vamos

van

a **estudiar**

PRACTÍCALO...

Read out loud the following sentences

A table that displays spanish sentences to be practiced saying out loud.

Voy a la clase de matemáticas.	No voy a estudiar para el examen de biología.
Vas al gimnasio todos los días.	No vas a caminar los sábados.
El va a la cafetería.	No va a la librería, va a la biblioteca.
Vamos a tomar café.	No vamos a almorzar.
Van a la casa a descansar.	No van a dormir.

ESCRÍBELO...



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Topic 2 The Verb Tener

EL VERBO TENER

Tener (to have)

- The verb **tener** has an irregular conjugation on the first person singular, **yo**, and the stem changes from “e” to “ie” in all forms **except** for the first person plural nosotros.
- As in English, **tener** is used to indicate possession.
 - Tengo un bolígrafo rojo. *I have a red pen.*
- **Tener que + infinitive** is used to express obligation (to have to).
 - **Tengo que** leer el libro de Gabriel García Márquez.
 - **Tienes que** limpiar tu cuarto.

Tener

A table that displays pronouns, followed by the corresponding form of the verb “Tener”.

yo	tengo
tú	tienes
Ud./él/ella	tiene
nosotros	tenemos
Uds./ellos/as	tienen

PRACTÍCALO...

Read the following sentences out loud.

¿Qué tienes que hacer mañana?

1. Mañana (no) tengo que escribir una composición.
2. Mañana (no) tengo que estudiar.
3. Mañana (no) tengo que practicar el tenis.
4. Mañana (no) tengo que levantarme temprano.

Other expressions with *tener*

- There are other expressions that use *tener*, but in English use the verb *to be*.
 - ¿**Tienes** hambre? *Are you hungry? (literally, do you have hunger?)*
No **tengo** hambre. *I am not hungry.*
 - ¿Cuántos años **tienes**? *How old are you?*
Tengo 20 años. *I am 20 years old.*

- Many of these expressions refer to things we might feel (hunger, thirst, cold, etc.)

A table that displays spanish expressions, followed by the english translation.

tener frío <i>to be cold</i>	tener calor <i>to be hot</i>
tener hambre <i>to be hungry</i>	tener sed <i>to be thirsty</i>
tener prisa <i>to be in a hurry</i>	tener cuidado <i>to be careful</i>
tener miedo <i>to be afraid</i>	tener sueño <i>to be sleepy</i>
tener razón <i>to be right</i>	

ESCRÍBELO...

Answer the following questions in various situations using complete sentences in Spanish.

1. ¿Cuántos hermanos tienes?
2. ¿Cuántos años tiene tu mamá?
3. ¿Tienes sueño en la mañana?
4. ¿Tienes miedo de los insectos?
5. ¿Tienes frío en julio?
6. ¿No tienes calor en agosto?



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Topic 3 The Present Progressive

EL PRESENTE PROGRESIVO

Estar + -ando/-iendo

estoy
estás
está
estamos
están

}

hablando
comiendo
escribiendo

The present progressive

- In Spanish the present progressive is used to indicate that an action is happening **right now**.
 - Julia **está comiendo** ahora mismo. Julia is **eating** right now.
- The present progressive is formed with the verb **estar** plus the **present participle** (el gerundio), **-ando** for verbs that end in **-ar**, and **-iendo** for verbs that end in **-er** or **-ir**.

A table that displays examples of how the present progressive is formed.

(hablar)	Estoy hablando por teléfono.	I am talking on the phone.
(comer)	Estoy comiendo pizza.	I am eating pizza.
(escribir)	Estoy escribiendo una carta.	I am writing a letter.

- The ending of the present participle **never** changes; it always ends in **-o**.

- In English, a present participle is a verb that ends in **-ing**.
- Verbs like leer and oír are conjugated with a **"y"** as follows

A table that displays two examples of how the present participle is formed

<i>leer</i>	le + iendo = leyendo
<i>oír</i>	o + iendo = oyendo

- Present participle of *-ir* stem-changing verbs.

A table that displays the present participle of *-ir* stem-changing verbs.

<i>preferir</i>	prefiero	prefiriendo
<i>pedir</i>	pido	pidiendo
<i>dormir</i>	duermo	durmiendo
<i>servir</i>	sirvo	sirviendo
<i>vestirse</i>	* me visto	vistiendo

- Position of reflexive pronouns when using the present progressive is as follows:
 - **Before** the conjugated form of *estar*.
 - **Me estoy** vistiendo. *I am getting dressed.*
 - Attached to the **end** of the present participle.
 - Estoy vistiend**ome**.

PRÁTICALO...



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Grammar Explanations

The grammar explanations on this book site were based on many years of listening to our students' needs for relevant and practical content and teaching.

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Appendix 1

Glossary of Grammar Terms

- Adjective** A word that describes a noun or pronoun.
La chica es **inteligente**. *The young lady is smart.*
- Article** A determiner that sets off a noun.
el libro *the book*
- Definite article** An article that indicates a specific noun.
el bolígrafo *the pen*
- Indefinite article** An article that indicates an unspecified noun.
un carro *a car*
- Infinitive** The form of a verb that has not been conjugated into a tense, person or mood.
Jaime va a **comprar** una manzana.
Jaime is going to buy an apple.
- Noun** A word that denotes a person, place, thing, or idea.
maestro, universidad, mesa, Juan
teacher, university, table, Juan
- Number**
- Cardinal number** A number that indicates an amount.
dos libros, **cuatro** estudiantes
two books, four students
- Ordinal number** A number that indicates position in a series.
la **primera** estudiante, la **tercera** silla
the **first** student, the **third** chair
- Person** The form of a pronoun or verb that indicates the person involved in an action.
1st person singular **I yo**
2nd person singular **you tú**
3rd person singular **he, she, it, usted/él/ella**
1st person plural **we nosotros**
3rd person plural **they ustedes/ellos/as**
- Preposition** A word or phrase that specifies the relationship of one word (usually a noun or pronoun) to another.
cerca de la cafetería *near the cafeteria*
antes de la clase *before class*
- Present Participle** The verb form that ends in **-ing** in English and with the verb **estar** in Spanish to form the progressive.
hablando *talking*

comiendo *eating*

escribiendo *writing*

Progressive The verb that expresses continuing or developing action.

Carmen **está caminando**. *Carmen is walking.*

Juan y Julio **están estudiando**. *Juan and Julio are studying.*

Nosotros **estamos durmiendo**. *We are sleeping.*

Pronouns A word that refers to a person (I, you, we, etc.) or that is used in place of one or more nouns.

Interrogative A pronoun used to ask a question.

¿**Quién** es el maestro? *Who is the teacher?*

Reflexive A pronoun that represents the same person as the subject of the verb.

Me miro en el espejo. *I look at myself in the mirror.*

Tense The form of a verb indicating time: present, past or future.

Gisela **era, es** y siempre **será** mi hermana.

Gisela was, is, and always will be my sister.

Verb A word that reports an action or state.

Juan **escucha** música. *Juan listens to music.*

Reflexive verb A verb whose subject and object are the same.

Alba **se peina**. *Alba brushes her hair (herself).*