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### Spanish I: Beginning Spanish Language and Culture

Matthew Dean

*Humboldt State University*

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# SPANISH I

## BEGINNING SPANISH LANGUAGE AND CULTURE



MATTHEW DEAN

HUMBOLDT STATE UNIVERSITY PRESS

SPANISH I

BEGINNING SPANISH  
LANGUAGE AND CULTURE

MATTHEW DEAN

HUMBOLDT STATE UNIVERSITY PRESS

Dr. Matthew Dean grew up speaking only English. As an undergraduate, he began his exploration of Spanish, fell in love with the language and cultures, and never looked back. He began teaching Spanish at San Diego State University in 1997. Currently, he is Professor of Spanish in the Department of World Languages and Cultures at Humboldt State University. He has taught all levels of Spanish language, literature, and culture, and directed several study abroad programs. As a non-native Spanish speaker, Dr. Dean understands the struggles of the language learner. He has taught Spanish to thousands of community college and university students and invites you to start your language adventure today.



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## Public Review

*Spanish I: Beginning Spanish language and Culture* is an excellent digitally-free alternative to the high-priced college Spanish textbook and, being an open-access textbook, it affords instructors flexibility and versatility. It offers a comprehensive introduction to the study of the Spanish language as it affords students a solid foundation by guiding them through the learning process in a non-intimidating way. The explanations of the inner-workings of the language are clear and to the point, being very evident that the author never loses sight that the intended audience are learners at a beginning level with no or very little previous experience with the language. The presentation of grammatical points and vocabulary are short, well-paced, and followed by individual practice at home and interpersonal practice in class. These activities are well thought out and effective as to consolidate knowledge and use, both of which are recycled throughout the sections and chapters as students advance.

This textbook follows the ‘flipped classroom’ approach. In this teaching/learning model, students gain first-exposure to new material outside of class (“Para estudiar en casa” and “Para practicar en casa” sections in the textbook) and then use class time to practice what they have learned by “using” the language to communicate with their peers (“Para practicar en clase” section in the textbook and capstone task at the end of each chapter). This approach allows for students to take more control over their learning process and the progress they are making.

The textbook structure supports the flipped classroom methodology as follows:

- a. All five chapter have the same structure, with the same amount of sections, therefore students become familiar with the organization of the text and learn how to use it quickly and effectively.
- b. At the beginning of every chapter the learning objectives for the whole chapter are clearly stated; then, every section is preceded by the specific learning objective(s) tackled in that section. Therefore, students know exactly what they are expected to achieve, and can gage for themselves if they have.
- c. All the sections within the chapters Include pertinent and succinct introductions, preparing the student to what is going to be presented. At the same time, these introductions establish a sense of progression, linking what is coming up with what has already been learnt.

-Dr. Susan Rubio

Dr. Susana Rubio is Professor of Spanish Studies and serves as Chairperson of the Department of Languages and Cultures at Molloy College. She joined Molloy College's faculty in fall 2001. She previously taught at the University of the South in Sewanee, TN, and at the University of Richmond, VA. Prof. Rubio specializes in twentieth century literature and film. Other areas of interest include Teaching Foreign Languages Methodology, Translation, and Hispanic Cultural Studies. She holds a Ph.D. from Stony Brook University, and a *Licenciatura en Filología Hispánica* from the Universidad Complutense de Madrid, Spain.

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Thank you to Kyle and Humboldt State University Press. It has been great working with you.

A special thanks to my wife, Rosalba, and my children, Nicolás and Ellena. I love you.

This book was inspired by students who took Spanish classes with me over many years, especially those who studied abroad with me in Spain (in 2016, 2018, and 2019-2020). I miss you guys.

-Dr. Matthew Dean

## To Instructors and Students

*Spanish I: Beginning Spanish Language and Culture* was conceived to offset some of the financial burdens that community college and university students face today. This digitally-free alternative to the high-priced college Spanish textbooks contains solid explanations and varied practice of vocabulary, grammar, and culture topics. It can be adopted and used digitally without cost to the student or the instructor. This text is also available cheaply for print-on-demand through Amazon.

This textbook contains themed chapters, which are divided into 8 sections. Each section has its own set of learning objectives, and is further separated into three types of assignments, ***Para estudiar en casa*** (with detailed explanations), ***Para practicar en casa*** (homework exercises), and ***Para practicar en clase*** (paired and group classwork activities). The explanations and primary input are written to be easily comprehensible. The individual exercises are geared towards acquisition of form and function, and the communicative classwork exercises promote interpersonal exchanges between students. The digital copy includes some embedded audio files, and we are developing a website to house many more resources.

This textbook is published with specific Creative Commons Copyrights that permit the modification (remix, tweak, and build upon) of any and all parts of this text, provided that there is attribution to the author. It has already been used successfully for online and face-to-face classes. It is expected that each instructor will utilize this text to best fit their unique teaching style. This textbook is designed to be adaptable; it has an internal modular structure that allows instructors or students to easily link related topics. For example, each chapter has a section on pronunciation and those sections could be combined to create a module that would be useful for any level of Spanish. Further, instructors may elect to skip over certain materials, simply because there is more than can be effectively covered in one semester.

# **SPANISH I**

## **Beginning Spanish Language and Culture**

<b>1.En la universidad .....</b>	<b>1</b>
<b>2.La familia .....</b>	<b>62</b>
<b>3.En casa .....</b>	<b>130</b>
<b>4.De compras .....</b>	<b>192</b>
<b>5.Los pasatiempos .....</b>	<b>257</b>



# 1

## En la universidad

### 1.1 Learning Objectives:

- a. To learn about the organization of this book
- b. ¡A conocernos!
- c. To practice important words and phrases for class

### 1.2 Learning Objectives:

- a. To learn to correctly pronounce the Spanish vowels
- b. To learn to correctly pronounce the Spanish consonants
- c. To become familiar with the Spanish alphabet and phonetics

### 1.3 Learning Objectives:

- a. To learn expressions of greeting and leave-taking
- b. To understand the appropriate uses of formal and informal etiquette
- c. To learn the days of the week

### 1.4 Learning Objectives:

- a. To learn about adjective agreement
- b. To learn about the subject pronouns in Spanish
- c. To learn to conjugate the verb *SER*
- d. To learn about cognates

### 1.5 Learning Objectives:

- a. To learn the numbers 0-99 in Spanish
- b. To study the indefinite article (*a, an, or some*) and grammatical gender
- c. To acquire vocabulary related to the university and the classroom
- d. To practice using the special verb form: *hay* (*there is* and *there are*)

### 1.6 Learning Objectives:

- a. To be able to express likes and dislikes with *gustar*
- b. To understand the infinitive form of Spanish verbs
- c. To learn some Spanish verb meanings

### 1.7 Learning Objectives:

- a. To be able to ask what time it is and tell what time it is in Spanish
- b. To be able to ask at what time something will occur and tell what time something will occur

### 1.8 Learning Objectives:

- a. To learn about countries and cultures of the Spanish-speaking world
- b. To review what you learned in 1.1 -1.8

## 1.1: Para estudiar en casa

### 1.1 Learning Objectives:

- a. To learn about the organization of this book
- b. ¡A conocernos!
- c. To practice important words and phrases for class

### Introduction:

Welcome to Beginning Spanish Language and Culture (SPAN 105) at HSU! This course is designed for the true beginner. As such, we will be covering the absolute basics of Spanish a language and culture. Today we will learn about the structure of this textbook, practice some set phrases to get you started speaking Spanish right away, and learn some important vocabulary and phrases to use throughout the semester.

#### 1.1.a. To learn about the organization of this book

This text has been developed as an Open Educational Resource (OER) by the Spanish Program at Humboldt State University. We have identified specific goals for this course and, by following this textbook, you will successfully acquire the skills and knowledge needed to pass this course. Although individual instructors will personalize the content of each class session by choosing to substitute, modify, or eliminate certain activities, this book is designed as a day-to-day outline for the entire semester.

There are five chapters in this textbook and each chapter is separated into eight sections. The eight sections of each chapter are labeled in the following manner:

1.1 means chapter 1, section 1

Each section is divided into three parts: "For Study at Home," "For Practice at Home," and "For Practice in Class." Section headers look like this:

**Para estudiar en casa**

**Para practicar en casa**

**Para practicar en clase**

Before each class, students are expected to complete the homework in order to be fully prepared to participate. Homework is comprised of the first two parts (***Para estudiar en casa*** AND ***Para practicar en casa***). New content is presented in ***Para estudiar en casa*** and initial exercises are contained in ***Para practicar en casa***. Most class time will be dedicated to the exercises in ***Para practicar en clase***. Class time will be used for practice, not new content presentation.

Each section has its own set of Learning Objectives, which appear at the beginning of each part (***Para estudiar en casa***, ***Para practicar en casa***, and ***Para Practicar en clase***). There may be two to four Learning Objectives for each section and each one is labeled with a letter. These Learning Objectives are also listed in the Table of Contents at the beginning of the book.

In the ***Para estudiar en casa*** section, each Learning Objective will be addressed separately as new content is presented. For example, right now, you are below a heading that looks like this:

### 1.1.a. To learn about the organization of this book

Now that you know about the organization of this book, we will proceed to the next learning objective for 1.1.

### 1.1.b. ¡A conocernos!

*¡A conocernos!* means "let's get to know each other." Read the following model dialog between a professor and student and try to figure out what they are saying.

#### MODELO:

PROFESOR:	¿Cómo te llamas?
ESTUDIANTE:	Me llamo <i>Mateo</i> .
PROFESOR:	¿Cómo estás?
ESTUDIANTE:	Estoy <i>bien</i> .
PROFESOR:	¿De dónde eres?
ESTUDIANTE:	Soy de <i>Nueva York</i> .
PROFESOR:	¿Dónde vives?
ESTUDIANTE:	Vivo en <i>Arcata</i> .

Now, replace the given answers with your own.

PROFESOR:	¿Cómo te llamas?
ESTUDIANTE:	Me llamo _____.
PROFESOR:	¿Cómo estás?
ESTUDIANTE:	Estoy _____.

PROFESOR: ¿De dónde eres?  
 ESTUDIANTE: Soy de \_\_\_\_\_.  
 PROFESOR: ¿Dónde vives?  
 ESTUDIANTE: Vivo en \_\_\_\_\_.

If you are talking about someone else, you would use different pronouns (he or she, instead of you and I) and the verb conjugations would also be different. Since the question and answer refer to the same person, the conjugation is the same in the question and the answer. Don't worry about the conjugations yet, just try to memorize these sentences as set phrases. Let's see the same dialog as before, but this time referring to someone else, another student named Mateo.

**MODELO:**

PROFESOR: ¿Cómo se llama?  
 ESTUDIANTE: Se llama *Mateo*.  
 PROFESOR: ¿Cómo está?  
 ESTUDIANTE: Está *bien*.  
 PROFESOR: ¿De dónde es?  
 ESTUDIANTE: Es de *Nueva York*.  
 PROFESOR: ¿Dónde vive?  
 ESTUDIANTE: Vive en *Arcata*.

Before class, you should practice these sentences in ***Para practicar in casa***, which will be after the next Learning Objective of 1.1 is presented.

**1.1.c. To practice important words and phrases for class**

Think about the following words in the context of the Spanish language and culture classroom. They are words and phrases that the instructor or the students might use on any given day.

**Useful Classroom Expressions**

<b>Español</b>	<b>Inglés</b>
Repite, por favor.	Repeat, please.
No sé.	I don't know.
¿Cómo?	What?
Sí.	Yes.
No.	No.
¿Cómo se dice: _____?	How do you say: _____?
Se me olvidó.	I forgot.
Tengo una pregunta.	I have a question.
¿Cómo se escribe _____?	How do you write/spell _____?
Escuchen, por favor.	Listen, please.

Contesta en frases completas.	Answer in complete sentences.
Libro de texto	Textbook
Cuaderno	Notebook
Escuchar	To listen
En la página...	On page...
Escribir	To write
Perdón.	Pardon me.
Levántense, por favor.	Get up, please.
Más espacio, por favor.	Slower, please.
No entiendo / comprendo	I don't understand.
Otra vez, por favor.	Again, please.
¿Puedo ir al baño?	Can I go to the bathroom?
¿Me prestas un lápiz (una pluma)?	Would you lend me a pencil (pen)?
¿Puedo hablar en inglés?	Can I speak in English?
Abran el libro, por favor.	Open the book, please.
Presten atención, por favor.	Pay attention, please.
Levanten la mano.	Raise your hand.
Tarea	Homework
Contestar	To answer
Trabajen en grupos (parejas).	Work in groups (pairs).
Silencio, por favor.	Silence, please.
En la pizarra	On the board
Saquen los libros.	Take out your books.
Siéntense, por favor.	Sit down, please.

You should now proceed to ***Para practicar en casa*** to practice all the Learning Objectives of 1.1.

## 1.1: Para practicar en casa

### 1.1 Learning Objectives:

- a. To learn about the organization of this book
- b. ¡A conocernos!
- c. To practice important words and phrases for class

### A. Sections and Parts of the chapters

Answer the following questions.

1. How many sections are in each chapter? \_\_\_\_\_
2. How many parts are in each section? \_\_\_\_\_
3. What are the names of the parts of each section? \_\_\_\_\_  
\_\_\_\_\_
4. What is listed at the beginning of each section? \_\_\_\_\_
5. What parts make up the homework? \_\_\_\_\_

### B. Personal information

Answer the questions in complete sentences. Write the answers in the space provided.

1. ¿Cómo te llamas? \_\_\_\_\_
2. ¿Cómo estás? \_\_\_\_\_
3. ¿De dónde eres? \_\_\_\_\_
4. ¿Dónde vives? \_\_\_\_\_

### C. Your Best Friend (tu mejor amigo)

Answer the questions about your best friend in complete sentences. Write the answers in the space provided.

1. ¿Cómo se llama tu mejor amigo? \_\_\_\_\_
2. ¿Cómo está? \_\_\_\_\_
3. ¿De dónde es? \_\_\_\_\_
4. ¿Dónde vive? \_\_\_\_\_

**D. Who Says That?**

Write "*profesor*", "*estudiante*", or "*ambos*" (both) to indicate who would probably say the following words and phrases in class.

1. Levántense, por favor. \_\_\_\_\_
2. Siéntense, por favor. \_\_\_\_\_
3. No entiendo. \_\_\_\_\_
4. Contesta en frases completas. \_\_\_\_\_
5. No sé. \_\_\_\_\_
6. Trabajen en parejas. \_\_\_\_\_
7. ¿Cómo se dice: *house*? \_\_\_\_\_
8. No entiendo. \_\_\_\_\_
9. Presten atención, por favor. \_\_\_\_\_
10. ¿Puedo ir al baño? \_\_\_\_\_

**E. What Would You Say?**

Using the words and phrases presented, what would you say in the following situations? If more than one answer is acceptable, write all appropriate answers.

1. The instructor is speaking too fast. \_\_\_\_\_
2. You didn't hear what was said. \_\_\_\_\_
3. You want to know how to say "textbook". \_\_\_\_\_
4. You need to write something, but don't have a pen. \_\_\_\_\_
5. A classmate keeps talking when they shouldn't. \_\_\_\_\_

You have now completed the homework for 1.1. The next section will be completed in class.

## 1.1: Para practicar en clase

### 1.1 Learning Objectives:

- a. To learn about the organization of this book
- b. ¡A conocernos!
- c. To practice important words and phrases for class

### A. Interviews (entrevistas)

Ask several classmates the following questions. Answer verbally.

1. ¿Cómo te llamas?
2. ¿Cómo se llama tu mejor amigo?
3. ¿Cómo estás?
4. ¿Cómo está tu mejor amigo?
5. ¿De dónde eres?
6. ¿De dónde es tu mejor amigo?
7. ¿Dónde vives?
8. ¿Dónde vive tu mejor amigo?

### B. ¡A presentarnos!

Using the information from the previous exercise, present one of your classmates to the rest of the class. Follow the model below.

#### MODELO:

Se llama *Lynn*. Está *bien*. Es de *San Diego*. Vive en *Eureka*.

### C. Who Says That?

Group the useful words and expressions into the following categories. Write the words and expressions in the columns below according to who might say them in class.

Profesor	Estudiante	Ambos



**D. What Would You Say?**

Take turns asking a classmate what you would say in the following situations. If more than one answer is acceptable, say all possibilities. You and your partner should take turns making up situations for the last four responses.

1. You want to know how to spell "notebook".
2. You need to explain an idea, but can't do it in Spanish.
3. You didn't hear what was just said.
4. You bumped into someone.
5. You need to borrow a pencil.
6. You want to ask a question.
7. ?
8. ?
9. ?
10. ?

**E. Repaso (Review)**

Make sure that you understand and can do the following:

1. Do you understand the organization of this book?
2. Do you know some useful classroom expressions (or at least where to find them)?
3. Can you answer the following questions:
  - a. ¿Cómo te llamas?
  - b. ¿Cómo estás?
  - c. ¿De dónde eres?
  - d. ¿Dónde vives?

**Tarea (homework):**

Complete *1.2 Para estudiar en casa* and *1.2 Para practicar en casa*.

## 1.2: Para estudiar en casa

### 1.2 Learning Objectives:

- To learn to correctly pronounce the Spanish vowels
- To learn to correctly pronounce the Spanish consonants
- To become familiar with the Spanish alphabet and phonetics

### Introduction:

Pronunciation is the foundation of spoken language. Mastering pronunciation is essential to building confidence in oral communication. It is very important to practice and master each of the sounds and master their uses. If you cannot pronounce the words correctly, you will not be correctly understood. If you can pronounce the words correctly, you will be able to understand better when you hear them too.

### 1.2.a. To learn to correctly pronounce the Spanish vowels

In English, many letters represent several sounds. Sometimes this depends on regional dialects. Sometimes it depends on the other letters in the word. Vowels, for example, may have up to five sounds. In general, this is not the case in Spanish.

In Spanish, phonetics (sounds) is much simpler. There are five vowels: a e i o u (like English, sometimes y). Each vowel has only one sound associated with it. Sometimes vowels have a written accent above them (á é í ó ú). The written accent does not change the pronunciation of the vowel; the written accent only tells us which syllable to stress in the word.

The *name of the vowel* is pronounced the same and written the same as the *vowel* itself.

Vowel	Name of Vowel
a	a
e	e
i	i
o	o
u	u

Listen to the vowel sounds in this audio file.



a	e	i	o	u
a	e	i	o	u
a	la	casa	lápiz	a
e	le	estoy	élite	e

i	di	dice	ítem	i
o	lo	mono	ópera	o
u	tu	una	túnel	u
a	e	i	o	u
a	e	i	o	u

### 1.2.b. To learn to correctly pronounce the Spanish consonants

The pronunciation of Spanish consonants is much simpler than the pronunciation of English consonants. Except for dialectical differences, very few letters have more than one sound\*. Most Spanish consonants sound very similar to English.

Here is a summary of consonants that are challenging or need special attention from native English speakers. Listen to the challenging consonant sounds in this audio file.



Letter	pay special attention to:	Examples
<b>b</b>	has the same sound as the <i>v</i>	<i>tubo / tuvo</i>
<b>c</b>	sounds like an English <i>k</i> in front of the vowels: <i>a o u</i>	<i>ca co cu (que, qui)</i>
<b>c</b>	sounds like an English <i>s</i> in front of the vowels: <i>e i</i> . See the footnote*	<i>ce ci</i>
<b>d</b>	sound is produced closer to the front of the mouth almost like the English <i>th</i>	<i>todo / días</i>
<b>g</b>	sounds like an English <i>g</i> in front of the vowels: <i>a o u</i>	<i>ga go gu (gue, gui)</i>
<b>g</b>	sounds like an English <i>h</i> in front of the vowels: <i>e i</i>	<i>ge gi</i>
<b>h</b>	is never pronounced	<i>hola</i> sounds like <i>ola</i>
<b>j</b>	sounds like an English <i>h</i>	<i>jamón / Javier</i>
<b>k</b>	most words with <i>k</i> are from other languages	<i>kiosko / kiwi</i>
<b>ll</b>	not a letter, but sounds like an English <i>y</i>	<i>ella / valle</i>
<b>ñ</b>	sounds like English <i>ny</i>	<i>cañón</i>
<b>r</b>	is rolled when it's the first letter of a word or when there are two in a row	<i>Roberto / carro</i>
<b>t</b>	does not have the trill as in English <i>tree</i> , almost sounds like an English <i>d</i>	<i>todo / tu</i>
<b>v</b>	has the same sound as the <i>b</i>	<i>tubo / tuvo</i>
<b>x</b>	sounds like an English <i>x</i> but sometimes like an English <i>h</i>	<i>excelente / México</i>
<b>y</b>	sounds like an English <i>y</i> as in <i>yolk</i>	<i>yo / hoyo</i>
<b>z</b>	mostly pronounced as an English <i>s</i> . See the footnote*	<i>zapato / cabeza</i>

\*An example of dialectical differences is the letter *z* in some parts of Spain and most of the rest of the Spanish speaking world and the other parts of Spain. In parts of Spain, the letter *z* is pronounced as the *th* in English, but in most of the rest of the Spanish-speaking world it is pronounced as an English *s*. Another example is the letter *c*. In parts of Spain, when the letter *c* is in front of an *e* or *i*, it is pronounced the same as the *z* as described above (like *th* in English in parts of Spain, but like an *s* in most of the rest of the Spanish-speaking world).

### 1.2.c. To become familiar with the Spanish alphabet and phonetics

Now that you know the vowel sounds and the consonants that require special attention, here is the entire alphabet with the letter names and examples.

Letter	Letter Name	Examples
<b>a</b>	a	antes / adelante
<b>b</b>	be	benevolente / boca
<b>c</b>	ce	canción / excelente
<b>d</b>	de	durante / dinero
<b>e</b>	e	elefante / elegante
<b>f</b>	efe	fantasía / frente
<b>g</b>	ge	grande / geneología
<b>h</b>	hache	hay / hola
<b>i</b>	i	itinerario
<b>j</b>	jota	Jaime / Jorge
<b>k</b>	ka	kilo / kilómetro
<b>l</b>	ele	lección / elemental
<b>m</b>	eme	material / emoción
<b>n</b>	ene	nacional / nada
<b>ñ</b>	eñe	cañón / niño
<b>o</b>	o	otoño / octubre
<b>p</b>	pe	pequeño / poco
<b>q</b>	qu	que / quien
<b>r</b>	ere	caro / carro
<b>s</b>	ese	segundo / sección
<b>t</b>	te	tiempo / todo
<b>u</b>	u	útil / usar
<b>v</b>	uve (v de vaca / v chica)	voluntario / vacaciones
<b>w</b>	doble uve	Washington
<b>x</b>	equis	México / conexión
<b>y</b>	i griega	yo / cayó
<b>z</b>	zeta	zebra / zero

## 1.2: Para practicar en casa

### 1.2 Learning Objectives:

- To learn to correctly pronounce the Spanish vowels
- To learn to correctly pronounce the Spanish consonants
- To become familiar with the Spanish alphabet and phonetics

### A. Las vocales

- Listen to the audio file in *1.2.a Para Estudiar en Casa*.
- Practice the five vowel sounds until you have mastered them. Be sure to say them out loud.

### B. Las consonantes

- Listen to the audio file in "Para Estudiar en Casa" of 1.2.
- Practice the challenging consonant sounds until you have mastered them. Be sure to say them out loud.

### C. El deletreo (Spelling)

- Read the following examples to figure out what the questions and answers mean.

Profesora	Estudiante
¿Cómo se escribe tu nombre?	Se escribe M - A - T - E - O.
¿Cómo se escribe el nombre de tu mejor amigo (your best friend)?	Se escribe R - O - B - E - R - T - O.
¿Cómo se escribe el nombre de tu madre?	Se escribe M - A - R - Í - A.
¿Cómo se escribe el nombre del Presidente?	Se escribe T - R - U - M - P.

- Now answer the following questions (say the answers out loud).

- ¿Cómo se escribe tu nombre?
- ¿Cómo se escribe el nombre de la universidad?
- ¿Cómo se escribe el nombre de tu madre?
- ¿Cómo se escribe el nombre de tu padre?
- ¿Cómo se escribe el nombre de tu mejor amigo?

## 1.2: Para practicar en clase

### 1.2 Learning Objectives:

- To learn to correctly pronounce the Spanish vowels
- To learn to correctly pronounce the Spanish consonants
- To become familiar with the Spanish alphabet and phonetics

### A. Entrevista

Ask a classmate the following questions and write down the answers in complete sentences.

1. ¿Cómo se escribe tu nombre?

2. ¿Cómo se escribe el nombre de la universidad?

3. ¿Cómo se escribe el nombre de tu madre?

4. ¿Cómo se escribe el nombre de tu padre?

5. ¿Cómo se escribe el nombre de tu mejor amigo?

### B. Las vocales

Practice pronouncing the vowels with a classmate. Take turns with a classmate, carefully pronouncing the following words with special attention to the vowel sounds.

*cuaderno*

*entiendo*

*levanten*

*silencio*

*pizarra*

*espacio*

*página*

*texto*

*contesta*

*cómo*

*pregunta*

*favor*

### C. Las consonantes

Practice pronouncing the consonants with a classmate. Take turns with a classmate, carefully pronouncing the following words with special attention to the sounds of the consonants.

*cafetería*

*ventana*

*bibliotecaria*

*francés*

*computadora*

*psicología*

*bolígrafo*

*biología*

*gimnasio*

*silencio*

*silla*

*literatura*

*baño*

*salón*

*español*

**D. Dictado**

- Write down 5 random words.
- Spell the words as a dictation for a classmate to write down.
- Now switch roles.

**E. Reciclaje (Recycle)**

Ask and answer the following questions with a classmate.

¿Cómo te llamas?	¿Cómo se escribe tu nombre?
¿De dónde eres?	¿Cómo estás?
¿Dónde vives?	¿Cómo se escribe "Argentina"?

**F. Repaso (Review)**

Make sure that you understand and can do the following:

- Do you know the Spanish alphabet?
- Can you correctly pronounce the Spanish vowels?
- Can you correctly pronounce the Spanish consonants?
- Can you answer the following questions:
  - ¿Cómo se escribe tu nombre?
  - ¿Cómo se escribe "California"?

**Tarea (homework):**

Complete *1.3 Para Estudiar en Casa* and *1.3 Para Practicar en Casa*.

## 1.3: Para estudiar en casa

### 1.3 Learning Objectives:

- To learn expressions of greeting and leave-taking
- To understand the appropriate uses of formal and informal etiquette
- To learn the days of the week

### Introduction:

Greetings and leave-takings (saying good-bye) are important every day occurrences. Therefore it is very important to become familiar with the many ways in which we greet each other and say good-bye. Many times, we greet each other with questions like: "What's up?" or "How's it goin'?" Often, we are not expecting an answer to these questions; they function as a simple "hello." Every time we speak to someone, we choose a level of formality (we speak differently with different people). This includes the words we choose and even the way that we pronounce them. Lastly, we will learn the days of the week.

### 1.3.a. To learn expressions of greeting and leave-taking

The following are common expressions of greetings and leave takings, along with some possible responses. Many of them are interchangeable. Study them and think about when and where you might use them. Practice saying them out loud.

#### Greetings:

Español	Inglés
Hola.	Hello.
Buenos días.	Good morning.
Buenas tardes.	Good afternoon.
Buenas noches.	Good evening / night.
¿Qué tal?	How are things?
¿Cómo estás?	How are you?
¿Y tú?	And you?

#### Leave-takings:

Español	Inglés
Adiós.	Goodbye.
Hasta mañana.	Until tomorrow.
Hasta el lunes/martes/etc.	Until Monday/Tuesday/etc.



Hasta luego.	See you later.
Nos vemos.	See you.
Chao.	Chao.
Buenas noches.	Good night.
Hasta pronto.	See you soon.

### Meeting someone for the first time:

Español	Inglés
Me llamo <i>NOMBRE</i> .	My name is <i>NAME</i> .
Soy <i>NOMBRE</i> .	I'm <i>NAME</i> .
Mucho gusto.	(A) Pleasure.
Encantado (encantada)	Charmed (Charmed - when female)
Igualmente.	Likewise.
Te presento a <i>NOMBRE</i> .	This is <i>NAME</i> . (to someone - informal)
Le presento a <i>NOMBRE</i> .	This is <i>NAME</i> . (to someone - formal)
Les presento a <i>NOMBRE</i> .	This is <i>NAME</i> . (to several people)

### MODELO:

ELIZABETH: *Hola.*  
 ROBERTO: *Buenos días.*  
 ELIZABETH: *¿Cómo te llamas?*  
 ROBERTO: *Me llamo Roberto. ¿Y tú?*  
 ELIZABETH: *Me llamo Elizabeth. Mucho gusto.*  
 ROBERTO: *Encantado. Te presento a mi amigo Alejandro.*  
 ELIZABETH: *Hola. Encantada.*  
 ALEJANDRO: *Hola. Igualmente.*  
 ELIZABETH: *Hasta luego.*  
 ROBERTO: *Nos vemos.*  
 ALEJANDRO: *Adiós.*

**Cultural note:** In the Spanish-speaking world, it is very common to give hugs and kisses with greetings and leave-takings.

### 1.3.b. To understand the appropriate uses of formal and informal etiquette

In English, the subject pronoun "you" may be used as a singular "How are you?" (referring to one person) or it may be plural "How are you?" (referring to more than one person). In Spanish, there are different forms for singular and plural. In addition, there are different forms that indicate formality. The verb *ESTAR* means *TO BE*, so "how are you?" can have the several forms depending on the subject. Study the following chart and try to understand the differences.

Spanish	English	Context	How are you?
<i>tú</i>	you	informal (singular) with friends and peers	<i>¿Cómo estás?</i>
<i>usted (Ud.)</i>	you	formal (singular) used to show respect	<i>¿Cómo está?</i>
<i>vosotros/as</i>	you	informal & formal (plural of <i>tú</i> ) used only in Spain	<i>¿Cómo estáis?</i>
<i>ustedes</i>	you	informal & formal (plural of <i>usted</i> ) only Latin America	<i>¿Cómo están?</i>

**Cultural Note:** In some parts of the Spanish-speaking world, there are other pronouns to express "you", but this chart contains the most common.

When you meet people for the first time, it is best to use the formal expressions. If the situation calls for a more informal tone, someone will suggest that you "tutear." In Latin America it is more important to maintain formality, but in Spain, it is more common to be informal more quickly.

**MODELO:**

SEÑOR AMARO: *Hola chicos, ¿Cómo estáis?*  
 UNO NIÑO: *Muy bien. ¿Cómo está usted?*  
 SEÑOR AMARO: *Fenomenal.*

**Note:**

In the example above, Señor Amaro greets several children informally in Spain (using *vosotros*) and one of the children responds formally (using *usted*).

**MODELO:**

UN NIÑO: *Hola chicos, ¿Cómo están?*  
 UNA NIÑA: *Muy bien. ¿Cómo estás tú?*  
 UN NIÑO: *Bien.*

**Note:**

In the example above, one child greets several children informally in Latin America (using *ustedes*) and one of the children responds informally (using *tú*).

For more models of formal and informal greetings and leave takings, please watch this [video](#).

### 1.3.c. To learn the days of the week

The days of the week are very useful and common vocabulary items. Study the days of the week.

Los días de la semana	The Days of the Week
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

**Note:**

The days of the week are not capitalized in Spanish. Of course, if it is the first word of a sentence, it would be capitalized.

*Miércoles* and *sábado* both have tildes.

As in English, weeks are usually divided into the workdays (*los días de entresemana*) and the weekends (*los días de los fines de semana*).

Español	Inglés
Hoy es lunes.	Today is Monday.
La clase de español es los lunes, martes, miércoles, y jueves.	Spanish class is on Mondays, Tuesdays, Wednesdays, and Thursdays.
No hay clase el fin de semana.	There is no class on the weekend.
Mañana es viernes.	Tomorrow is Friday.
Nos vemos el lunes.	See you on Monday.

**MODELO:**

*¿Qué día es hoy?*

*Hoy es miércoles.*

*¿Qué día es mañana?*

*Mañana es jueves.*

*¿Qué días de la semana hay clase de biología?*

*La clase de biología es los lunes, miércoles y viernes.*

*¿Hay clase el sábado?*

*No, no hay clase el sábado.*

*¿Nos vemos el viernes?*

*Sí, nos vemos el viernes.*

## 1.3: Para practicar en casa

### 1.3 Learning Objectives:

- a. To learn expressions of greeting and leave-taking
- b. To understand the appropriate uses of formal and informal etiquette
- c. To learn the days of the week

### A. Saludos

Write at least two ways to respond to the following phrases.

#### MODELO:

Hasta mañana.      Adiós.      Hasta mañana.

1. Buenos días.	_____	_____
2. Hasta luego.	_____	_____
3. Chao.	_____	_____
4. ¿Qué tal?	_____	_____
5. Hola.	_____	_____

### B. Dialog (Diálogo)

Write a dialog between you and another student that you have not previously met. Greet him or her, ask their name, tell them your name, and ask what days they have class. Say good bye.

YO: \_\_\_\_\_  
 \_\_\_\_\_  
 YO: \_\_\_\_\_  
 \_\_\_\_\_  
 YO: \_\_\_\_\_  
 \_\_\_\_\_  
 YO: \_\_\_\_\_  
 \_\_\_\_\_  
 YO: \_\_\_\_\_  
 \_\_\_\_\_  
 YO: \_\_\_\_\_  
 \_\_\_\_\_  
 YO: \_\_\_\_\_  
 \_\_\_\_\_  
 YO: \_\_\_\_\_  
 \_\_\_\_\_

### C. Presentaciones

Using complete sentences, how would you introduce the following people? Be careful with "to whom" you are presenting (*te, le, les*).

MODELO:

Introduce Bob to a friend. \_\_\_\_\_ Te presento a Bob. \_\_\_\_\_

1. Introduce "Roberto" to a group of peers.

2. Introduce "Ana" to your best friend.

3. Introduce "Jorge" to your classmates.

4. Introduce your best friend to your professor.

5. Introduce your professor to your best friend.

### D. Tú, usted, vosotros o ustedes

Think about the following situations. Which pronoun would you likely use in each context?

1. You meet an older person for the first time. \_\_\_\_\_
2. You meet someone younger than you for the first time. \_\_\_\_\_
3. You meet an important executive of the company that you work for. \_\_\_\_\_
4. You are talking to your best friend. \_\_\_\_\_
5. You are talking to a group of peers in Spain. \_\_\_\_\_
6. You are talking to a group of peers in Latin America. \_\_\_\_\_
7. You are talking to a senior citizen that you just met. \_\_\_\_\_
8. You are talking to your professor. \_\_\_\_\_
9. You are talking to one of your classmates. \_\_\_\_\_
10. You are talking to your classmates. \_\_\_\_\_

### E. A Different "You"

Write the different meanings for the following pronouns and at least one original context in which you could appropriately use each pronoun.

Pronoun	Meanings	Original Context
tú		
ustedes		
vosotros/as		
usted		

**F. ¿Cómo estás? ¿Cómo estáis? Cómo está? Cómo están?**

Write the appropriate way to ask "how are you" in Spanish according to the context.

Context	How are you?
your best friend	
the President of the University	
your little sister	
you friend's grandfather	
your two best friends in Spain	
your two best friends in Latin America	

**G. ¿Qué día es hoy?**

Practice writing the days of the week.

1. Los días de entresemana son \_\_\_\_\_
2. Los días del fin de semana son \_\_\_\_\_
3. ¿Qué día es hoy? \_\_\_\_\_
4. ¿Qué día es mañana? \_\_\_\_\_

**H. ¿Qué día es?**

Answer the following questions according to the calendar below.

ENERO DE 2021						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

**MODELO:**

*¿Qué día es el 28 de enero de 2021? Es jueves.*

1. ¿Qué día es el 24 de enero de 2021? \_\_\_\_\_
2. ¿Qué día es el 8 de enero de 2021? \_\_\_\_\_
3. ¿Qué día es el 17 de enero de 2021? \_\_\_\_\_
4. ¿Qué día es el 13 de enero de 2021? \_\_\_\_\_
5. ¿Qué día es el 4 de enero de 2021? \_\_\_\_\_

## 1.3: Para practicar en clase

### 1.3 Learning Objectives:

- a. To learn expressions of greeting and leave-taking
- b. To understand the appropriate uses of formal and informal etiquette
- c. To learn the days of the week

### A. Entrevista

Converse with a classmate and be sure to include the following:

- greet them and ask what their name is
- ask how they are and where they are from
- ask where they live and how to spell the name of the town or city
- take your leave

#### MODELO:

ESTUDIANTE A:	Buenos días.
ESTUDIANTE B:	Hola.
ESTUDIANTE A:	¿Cómo te llamas?
ESTUDIANTE B:	Me llamo Beth. ¿Y tú?
ESTUDIANTE A:	Me llamo John.
ESTUDIANTE B:	¿Cómo estás?
ESTUDIANTE A:	Bien. ¿Y tú?
ESTUDIANTE B:	Estoy bien. ¿De dónde eres?
ESTUDIANTE A:	Soy de Naperville. ¿De dónde eres?
ESTUDIANTE B:	Soy de Riverside. ¿Cómo se escribe Naperville.
ESTUDIANTE A:	Se escribe N-A-P-E-R-V-I-L-L-E. ¿Y Riverside?
ESTUDIANTE B:	Se escribe R-I-V-E-R-S-I-D-E. ¿Dónde vives?
ESTUDIANTE A:	Vivo en Eureka. ¿Y tú?
ESTUDIANTE B:	Vivo en Arcata.
ESTUDIANTE A:	Hasta pronto.
ESTUDIANTE B:	Hasta luego.

Now, introduce that person to another classmate. When you are introduced, repeat the above instructions with your new partner.

### B. Tú, usted, vosotros, vosotras, o ustedes

Discuss with a classmate the following situations. Which pronoun would you use and why?

1. You meet your friend's mother.
2. You are talking to your former high school teacher.

3. You are talking to one of your friend's friends.
4. You meet a young child.
5. You are talking to the Chair of a Department at HSU.
6. You meet the Dean of the College at HSU.

### **C. Los días de la semana**

With a partner, take turns telling the days of the week. While taking turns, how fast can you cycle through all of them without making a mistake.

### **D. Reciclaje**

Ask and answer the following questions with a classmate. Try speaking to someone you have not worked with yet.

1. ¿Qué tal?
2. ¿Cómo te llamas?
3. ¿Cómo se escribe tu nombre?
4. ¿De dónde eres?
5. ¿Dónde vives?
6. ¿Cómo se llama tu mejor amigo?
7. Present this person to another classmate.
8. Say good-bye to them.

### **E. Repaso**

Make sure that you understand and can do the following:

1. Can you greet people appropriately in Spanish?
2. Can you say respond appropriately to different ways of saying goodbye?
3. Do you understand the different ways of saying "you" in Spanish and in what contexts they are appropriate?
4. Can you present someone to someone else?
5. Can you respond appropriately to the following?
  - a. ¿Qué tal?
  - b. Nos vemos.
  - c. Mucho gusto.

### **Tarea (homework):**

Complete 1.4: *Para Estudiar en Casa* and 1.4: *Para Practicar en Casa*.



## 1.4: Para estudiar en casa

### 1.4 Learning Objectives:

- a. To learn about adjective agreement
- b. To learn about the subject pronouns in Spanish
- c. To learn to conjugate the verb *SER*
- d. To learn about cognates

### Introduction:

Today we will learn how to describe people and things. To do this, we will work with adjectives. In Spanish, the adjective has to agree in gender and number with the noun that it modifies. We will learn the subject pronouns used to conjugate verbs in Spanish. We will conjugate the verb *SER*, which means "to be" in English. We will use the many words that you already know in Spanish, because Spanish and English have many cognates. Cognates are words that look and sound similar in two or more languages. For example, the English word "university" is similar to the Spanish word "universidad"; they sound similar and refer to the same thing.

### 1.4.a. To learn about adjective agreement

In Spanish, adjectives must agree **with the noun** in gender (masculine and feminine) and number (singular and plural). Notice how, in the chart below, the English adjective is the same for all subjects, but it is different in Spanish. The differences reflect the gender and number of the nouns they modify.

English Sentence	Spanish Sentence
He is active.	Él es activo.
She is active.	Ella es activa.
They are active. (referring to males)	Ellos son activos.
They are active. (referring to females)	Ellas son activas.

In Spanish, most adjectives have four forms:

Gender/Number	Singular	Plural
<b>Masculine</b>	activo	activos
<b>Feminine</b>	activa	activas

Here are some examples:

*Él es activo.*

*Ella es activa.*

*Ellas son activas.*

*Ellos son activos.*

Normally, we use the masculine singular form as the generic or neutral form, so, to refer to an adjective in general, it ends in an *-o* (i.e. *activo*).

Predicting gender of nouns based on the final letters of the word is not always possible. However, here are some high probability indicators:

Masculine endings	-o	taco
Feminine endings	-a, -ión, -tad, dad	casa, educación, libertad, universidad

Some adjectives do not reflect gender. They do not end in an *-o*, rather an *-e* (i.e. *inteligente*) or a consonant (*peculiar*). Since the masculine and feminine forms are the same, they only have two forms: singular and plural.

Gender/Number	Singular	Plural
<b>Masculine</b>	inteligente	inteligentes
<b>Feminine</b>	inteligente	inteligentes

To pluralize a word that ends in a consonant, we usually add "es".

Gender/Number	Singular	Plural
<b>Masculine</b>	peculiar	peculiares
<b>Feminine</b>	peculiar	peculiares

Here are examples of these types of adjectives:

*Ella es inteligente.*

*Él es inteligente.*

*Vosotras sois inteligentes.*

*Ellos son inteligentes.*

#### 1.4.b. To learn about the subject pronouns in Spanish

To conjugate a verb, we have always have a subject in English. The subject determines the form (conjugation) of the verb. Below is a chart showing the English subject pronouns and their Spanish counterparts.

English Subject Pronoun	Spanish Subject Pronoun
I	<i>yo</i>
you	<i>tú or usted*</i>
he	<i>él</i>
she	<i>ella</i>
we	<i>nosotros/as</i>
you (plural)	<i>vosotros/as (Spain) or ustedes*</i>
they	<i>ellos or ellas</i>

\*Refer to Section 1.3.b to review the differences between the various uses of the subject pronoun "you."

**Note:**

Notice how the first five pronouns are singular and the rest are plural. Also notice that there are masculine and feminine versions of "él/ella, nosotros/nosotras, vosotros/vosotras, and ellos/ellas." In Spanish, it is common to use the masculine form whenever there is at least one male in the group. A group of males would be *nosotros*, *vosotros*, or *ellos*; a group of females would be *nosotras*, *vosotras*, or *ellas*; and a mixed group would be *nosotros*, *vosotros*, or *ellos*.

**Cultural Note:**

In some places, you may see a gender-neutral version for the mixed group using the @ symbol, as in: *nosotr@s* or *ell@s*. This can also be reflected in adjectives, as in: *latin@s*. In English, we do the same, but use an X, as in *Latinx* for Latino or Latina.

### 1.4.c. To learn to conjugate the verb *SER*

To conjugate a verb, we almost always have to employ a subject pronoun in English. The subject determines the form (conjugation) of the verb. Below is the English conjugation of the verb "to be."

English Subject Pronoun	English Verb Conjugation
I	am
you	are
he	is
she	is
we	are
you (pl.)	are
they	are

Here is the equivalent conjugation in Spanish.

Spanish Subject Pronoun	Spanish Verb Conjugation
<i>yo</i>	<i>soy</i>
<i>tú</i>	<i>eres</i>
<i>él</i>	<i>es</i>
<i>ella</i>	<i>es</i>
<i>usted</i>	<i>es</i>
<i>nosotros or nosotras</i>	<i>somos</i>
<i>vosotros or vosotras</i>	<i>sois</i>
<i>ellos or ellas</i>	<i>son</i>
<i>ustedes</i>	<i>son</i>

In Spanish, we are not always required to specifically state the subject pronoun, because the verb conjugation includes that information. For example, "Soy" means "I am." It cannot

refer to any other subject, so it is unnecessary to say "yo". In fact, "yo soy" would be more like saying "I, I am," emphasizing or over-emphasizing the word "I." Occasionally we want to emphasize the subject, like when we are making a comparison. For example, "she isn't, but I am." Here it would be appropriate to say "yo soy." However, most of the time we would not state that particular subject. The following subject pronouns are usually omitted unless we want to emphasize them: *yo, tú, nosotros/nosotras*, and *vosotros, vosotras*. When the subject has been established in the conversation and it is obvious to whom we are referring, ANY subject pronoun can be omitted.

#### 1.4.d. To learn about cognates

Cognates are words that refer to the same thing, and look and sound similar in two or more languages. Nouns, verbs, adjectives, and adverbs can be cognates. This means that you already know many, many words in Spanish (even if you don't realize it yet). You can find many websites that list common Spanish/English cognates.

Today we will focus on adjectives and how we can use them with the verb *SER*. *SER* refers to characteristics of people, so if we ask "¿Cómo es la profesora?" we want to know what kind of a person she is.

Below is a list of Spanish cognate adjectives. You should be able to guess the meaning of all of them. Look up any words that you cannot understand.

#### Spanish Adjective Cognates

activo	extrovertido	independiente	perfecto
ambicioso	famoso	inteligente	positivo
arrogante	fantástico	interesante	puntual
artístico	flexible	intolerante	religioso
atractivo	generoso	introvertido	reservado
brillante	honesto	liberal	responsable
curioso	horrible	misterioso	romántico
cruel	ideal	modesto	serio
deshonesto	ignorante	muscular	sincero
eficiente	impaciente	negativo	tímido
elegante	importante	organizado	tolerante
emocional	imposible	paciente	terrible
excelente	impulsivo	peculiar	valiente

Be sure to make these adjectives agree with the nouns (or subject pronouns) they modify.

¿Cómo es ella?	Es paciente y atractiva.	(feminine singular)
¿Cómo es él?	Es romántico y modesto	(masculine singular)
¿Cómo son ellos?	Son valientes y sinceros	(masculine plural)
¿Cómo sois vosotras?	Somos elegantes y honestas.	(feminine plural)
¿Cómo eres tú?	_____	(? singular)

## 1.4: Para practicar en casa

### 1.4 Learning Objectives:

- To learn about adjective agreement
- To learn about the subject pronouns in Spanish
- To learn to conjugate the verb *SER*
- To learn about cognates

### A. Which Subject Pronoun?

Tell which subject pronoun you should use in the following contexts. Mixed group means a mixture of males and females.

#### MODELO:

You are talking *about* your mother      ella  
 You are talking to you mother      tú or usted (depends on formality)

- You are talking to a mixed group of your peers \_\_\_\_\_
- You are talking about a group of your peers (all male) \_\_\_\_\_
- You are talking to a group of female peers \_\_\_\_\_
- You are talking to your best friend \_\_\_\_\_
- You are talking about your best friend \_\_\_\_\_
- You are talking about your parents \_\_\_\_\_
- You are talking to your professor \_\_\_\_\_
- You are talking to a mixed group of professors \_\_\_\_\_
- You are talking about a mixed group of professors \_\_\_\_\_
- You are talking about a group of female professors \_\_\_\_\_

### B. Conjugate *Ser*

Provide the conjugation for each subject given. Study the conjugation, then, try to complete this without looking. Then, check your work.

#### MODELO:

ustedes      son

- vosotras \_\_\_\_\_
- ellas \_\_\_\_\_
- Roberto \_\_\_\_\_
- María y Natalia \_\_\_\_\_
- ellos \_\_\_\_\_
- tú \_\_\_\_\_
- ustedes \_\_\_\_\_
- nosotros \_\_\_\_\_

9. él y yo \_\_\_\_\_  
 10. yo \_\_\_\_\_

### C. Adjective Agreement

Make the given adjective agree with the nouns.

#### MODELO:

ellas/impulsivo      impulsivas

- |                       |       |
|-----------------------|-------|
| 1. vosotros/paciente  | _____ |
| 2. nosotras/famoso    | _____ |
| 3. ellos/muscular     | _____ |
| 4. ella/cruel         | _____ |
| 5. él y ella/generoso | _____ |
| 6. ellas/tímido       | _____ |
| 7. él y yo/emocional  | _____ |
| 8. Cristina/romántico | _____ |
| 9. Manuel/puntual     | _____ |
| 10. él/organizado     | _____ |

### D. ¿Cómo es usted?

Using the conjugations of the verb *SER* and the adjective cognates, answer the following questions in complete sentences. Try to use two adjectives for each answer and be sure to check the agreement of the adjectives.

#### MODELO:

¿Cómo es tu mamá? Es paciente y perfecta.

1. ¿Cómo es usted? \_\_\_\_\_
2. ¿Cómo es el Presidente? \_\_\_\_\_
3. ¿Cómo es tu mejor amigo o amiga (best friend)? \_\_\_\_\_
4. ¿Cómo es Brad Pitt? \_\_\_\_\_
5. ¿Cómo es Taylor Swift? \_\_\_\_\_
6. ¿Cómo son tus padres? \_\_\_\_\_
7. ¿Cómo es tu familia? \_\_\_\_\_
8. ¿Cómo sois vosotros (you and your family)? \_\_\_\_\_
9. ¿Cómo son tus profesores? \_\_\_\_\_
10. ¿Cómo eres tú? \_\_\_\_\_

## 1.4: Para practicar en clase

### 1.4 Learning Objectives:

- To learn about adjective agreement
- To learn about the subject pronouns in Spanish
- To learn to conjugate the verb *SER*
- To learn about cognates

### A. Entrevista

Converse with a classmate, ask and answer the following questions.

- ¿Cómo eres?
- ¿Cómo es tu mejor amigo?
- ¿Cómo son tus profesores?
- ¿Cómo es Jennifer Lawrence?
- ¿Cómo son tus padres?
- ¿Cómo es tu familia?
- ¿Cómo son tus amigos y tú?
- ¿De dónde eres?

### B. Adjective Agreement

Take turns with a classmate giving each other nouns and adjectives to make complete sentences. Mix and match the nouns and adjectives and see how fast you can make the sentences. Pay special attention to the conjugation of *ser* and the agreement of the adjectives. Use other nouns and adjectives that are not on the list.

#### MODELO:

ella / rico    "Ella es rica"

#### Nouns

ellos  
ellas  
nosotros  
vosotros  
nosotras  
vosotras  
él  
ella  
él y ella  
usted  
ustedes

#### Adjectives

fantástico  
liberal  
serio  
tolerante  
curioso  
eficiente  
activo  
impulsivo  
elegante  
reservado  
excelente

### C. Las personas famosas

Referencing famous people, answer the following questions, taking turns with a classmate. Be sure to check the adjective agreement.

#### MODELO:

¿Quién es atractivo?

Jennifer Lawrence es atractiva.

1. ¿Quién es talentoso?
2. ¿Quién es horrible?
3. ¿Quién es modesto?
4. ¿Quién es romántico?
5. ¿Quién es religioso?
6. ¿Quién es muscular?
7. ¿Quién es arrogante?
8. ¿Quién es generoso?
9. ¿Quién es honesto?
10. ¿Quién es flexible?

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### D. Repaso

Make sure that you understand and can do the following:

1. Do you understand and know all the subject pronouns in Spanish?
2. Can you conjugate the verb *SER*?
3. Do you understand how adjectives agree with nouns?
4. Do you understand the concept of cognates and can you give several examples of them?
5. Can you answer the following questions:
  - a. ¿Cómo eres?
  - b. ¿Cómo son tus amigos?
  - c. ¿Quién es ambicioso?
  - d. ¿Cómo es tu familia?

### Tarea (homework):

Complete *1.5 Para Estudiar en Casa* and *1.5 Para Practicar en Casa*.



## 1.5: Para estudiar en casa

### 1.5 Learning Objectives:

- To learn the numbers 0-99 in Spanish
- To study the indefinite article (*a, an, or some*) and grammatical gender
- To acquire vocabulary related to the university and the definite article
- To practice using the special verb form: *hay* (*there is* and *there are*)

### Introduction:

Today we will study numbers and university related vocabulary. In order to practice these topics, we will also work on the indefinite article and a special verb form: *hay*. Numbers in Spanish are relatively easy and the indefinite article works like an adjective (see Section 1.4.c) in that it reflects gender and number. *Hay* is a special verb form for both singular and plural that is very useful and common.

#### 1.5.a. To learn the numbers 0-99 in Spanish

To count in Spanish, use the following:

cero	diez	veinte	treinta	cuarenta	cincuenta
uno	once	veintiuno <b>or</b> veinte y uno	treinta y uno	cuarenta y uno	
dos	doce	veintidós <b>or</b> veinte y dos	treinta y dos	cuarenta y dos	sesenta
tres	trece	veintitrés <b>or</b> veinte y tres	treinta y tres	cuarenta y tres	
cuatro	catorce	veinticuatro <b>or</b> veinte y cuatro	treinta y cuatro	cuarenta y cuatro	setenta
cinco	quince	veinticinco <b>or</b> veinte y cinco	treinta y cinco	cuarenta y cinco	
seis	dieciséis <b>or</b> diez y seis	veintiséis <b>or</b> veinte y seis	treinta y seis	cuarenta y seis	ochenta
siete	diecisiete <b>or</b> diez y siete	veintisiete <b>or</b> veinte y siete	treinta y siete	cuarenta y siete	
ocho	dieciocho <b>or</b> diez y ocho	veintiocho <b>or</b> veinte y ocho	treinta y ocho	cuarenta y ocho	noventa
nueve	diecinueve <b>or</b> diez y nueve	veintinueve <b>or</b> veinte y nueve	treinta y nueve	cuarenta y nueve	

As you can see, numbers 16-19 and 21-29 have two forms. It is recommended that you use one or the other. Note that the combined forms may require written accents and the other (non-combined) forms are similar to the rest of the numbers (31-39, 41-49, etc.). Both forms are correct.

### 1.5. b. To study the indefinite article (*a, an, or some*) and grammatical gender

When we refer to non-specific nouns in English, we use what is called the "indefinite article." Non-specific is when we say things like: "a book" or "some pens." This works the same way in Spanish, although not always word for word. In Spanish, the indefinite article works like an adjective; therefore, it has to agree in gender and number. In Spanish, all nouns have gender; this is considered grammatical gender, not biological gender. This can be confusing, but all nouns are either masculine or feminine. Here is the indefinite article in Spanish.

Gender/Number	singular	plural
<b>masculine</b>	un	unos
<b>feminine</b>	una	unas

When the noun is masculine singular, use <i>un</i> :	un cuaderno	(a notebook)
When the noun is feminine singular, use <i>una</i> :	una ventana	(a window)
When the noun is masculine plural, use <i>unos</i> :	unos cuadernos	(some notebooks)
When the noun is feminine plural, use <i>unas</i> :	unas ventanas	(some windows)

In English, we sometimes say "an" instead of "a." This is because of the sound of the next word, as in "an apple," instead of "a apple." This does not occur with the indefinite article in Spanish. However, the number 21 (veintiuno) has similar forms when used with nouns: veintiún cuadernos, veinteuna ventanas.

### 1.5.c. To acquire vocabulary related to the university and the definite article

In English, the definite article (the) is used to refer to specific nouns ("the book," as opposed to "a book"). The definite article, like the indefinite article, works like an adjective and has to agree in gender and number. Here is the definite article in Spanish.

Gender/Number	singular	plural
<b>masculine</b>	el	los
<b>feminine</b>	la	las

When the noun is masculine singular, use <i>el</i> :	el cuaderno	(the notebook)
When the noun is feminine singular, use <i>la</i> :	la ventana	(the window)
When the noun is masculine plural, use <i>los</i> :	los cuadernos	(the notebooks)
When the noun is feminine plural, use <i>las</i> :	las ventanas	(the windows)

It is very important to pay attention to the gender of nouns. As we saw in 1.4.a, the last letter or letters of a word can sometimes help you to know the gender. Below is a list of high probabilities of gender based on word ending (but there are almost always exceptions!).

Masculine endings	-o	taco
Feminine endings	-a, -ión, -dad, -dad	casa, educación, libertad, universidad

Below is a list of "active" vocabulary related to the university and the classroom. "Active" vocabulary means that it is fair game for any future test or quiz. Try to memorize vocabulary *with* the definite article; this will help you to remember the gender of the noun. Many of these words are cognates and should be relatively easy to guess. Look up any words that you might not know.

Los lugares	Los objetos	Las personas	Las materias
la biblioteca	el bolígrafo	el bibliotecario	la biología
el bosque	la computadora	la bibliotecaria	las matemáticas
la cafetería	el cuaderno	el compañero de clase (de cuarto)	la psicología
la calle	el diccionario	la compañera de clase (de cuarto)	los estudios internacionales
la cancha (de tenis, de fútbol)	el escritorio	el consejero	el español
el edificio	el lápiz	la consejera	el francés
el estacionamiento	el libro de texto	el estudiante	la administración de empresas
el gimnasio	la mesa	la estudiante	las comunicaciones
la librería	la mochila	el presidente	la filosofía
la oficina	el papel	la presidenta	la literatura
la piscina	la pizarra	el profesor	el inglés
la residencia	la puerta	la profesora	la sociología
el salón de clase	la silla	el secretario	las ciencias (naturales, políticas, sociales)
la tienda	la ventana	la secretaria	la economía

1.5. d. To practice using the special verb form: hay (*there is* and *there are*)

*Hay* means "there is" and "there are." Note that this verb form is both singular and plural. Place "no" before the verb to negate it. Study the following:

English	Spanish
What is there in the classroom?	<i>¿Qué hay en el salón de clase?</i>
There are some students.	<i>Hay unos estudiantes.</i>
How many students are there?	<i>¿Cuántos estudiantes hay?</i>
There are twenty five students	<i>Hay veinticinco estudiantes.</i>
Are there two professors?	<i>¿Hay dos profesores?</i>
No, there are not (two professors).	<i>No, no hay (dos profesores).</i>
Is there a window in the classroom?	<i>¿Hay una ventana en el salón de clase?</i>
Yes, there are two.	<i>Sí, hay dos.</i>

## 1.5: Para practicar en casa

### 1.5 Learning Objectives:

- To learn the numbers 0-99 in Spanish
- To study the indefinite article (*a, an, or some*) and grammatical gender
- To acquire vocabulary related to the university and the definite article
- To practice using the special verb form: *hay* (*there is* and *there are*)

### A. Count in Spanish

- Practice saying out loud all the numbers from zero to ninety nine.
- Write out all the numbers from zero to forty. Then, check your spelling.
- Say the following equations out loud (use *y* for plus and *menos* for minus) and fill in the missing answers:

#### MODELO:

$3 + 9 = 12$     tres y nueve son doce.  
 $20 - 6 = 14$     veinte menos seis son catorce.

$5 + 2 = 7$	$10 + 8 = 18$
$21 - 4 = 17$	$33 - 2 = 31$
$55 + 1 = 56$	$46 + 3 = 49$
$64 - 2 = ?$	$78 - 3 = ?$
$84 + 4 = ?$	$93 + 6 = ?$

### B. Grammatical Gender

Write the grammatical gender of the following?

#### MODELO:

cuaderno    *masculino* \_\_\_\_\_  
 ventana    *femenino* \_\_\_\_\_

- |              |       |                    |       |
|--------------|-------|--------------------|-------|
| 1. bolígrafo | _____ | 2. gimnasio        | _____ |
| 3. ciencia   | _____ | 4. estacionamiento | _____ |
| 5. papel     | _____ | 6. calle           | _____ |
| 7. mochila   | _____ | 8. residencia      | _____ |
| 9. bosque    | _____ | 10. francés        | _____ |

**C. Indefinite Article**

Write the indefinite article for each of the following:

**MODELO:**

*un* \_\_\_\_\_ edificio

- |                     |                                     |
|---------------------|-------------------------------------|
| 1. _____ compañera  | 2. _____ consejera                  |
| 3. _____ estudiante | 4. _____ administración de empresas |
| 5. _____ español    | 6. _____ estudios internacionales   |
| 7. _____ librería   | 8. _____ profesora                  |
| 9. _____ cafetería  | 10. _____ bibliotecario             |

**D. Definite Article**

Write the definite article for each of the following:

**MODELO:**

*los* \_\_\_\_\_ edificios

- |                   |                     |
|-------------------|---------------------|
| 1. _____ silla    | 2. _____ escritorio |
| 3. _____ papeles  | 4. _____ lápiz      |
| 5. _____ mesas    | 6. _____ puertas    |
| 7. _____ biología | 8. _____ tiendas    |
| 9. _____ francés  | 10. _____ calles    |

**E. Definite and Indefinite Articles**

Change the definite articles to indefinite articles, and the indefinite articles to definite articles.

**MODELO:**

*el gimnasio    un gimnasio* \_\_\_\_\_

- |                           |                           |
|---------------------------|---------------------------|
| 1. un diccionario _____   | 2. la oficina _____       |
| 3. la mochila _____       | 4. una residencia _____   |
| 5. una ventana _____      | 6. los profesores _____   |
| 7. las computadoras _____ | 8. una economía _____     |
| 9. unos bolígrafos _____  | 10. unas profesoras _____ |

**F. ¿Qué hay en tu cuarto?**

Use *hay* to write what there is in your room.

**MODELO:**

Hay un cuaderno.

*¿Qué hay en tu cuarto?*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**G. Cierto o falso**

Read each sentence out loud and write whether the statements are true (*cierto*) or false (*falso*). Correctly rewrite the false statements.

1. Hay una tienda en el salón de clase. \_\_\_\_\_
2. Hay un estacionamiento en la piscina. \_\_\_\_\_
3. Hay una biblioteca en la cancha de fútbol. \_\_\_\_\_
4. Hay una cafetería en el libro de texto. \_\_\_\_\_
5. Hay una pizarra en el salón de clase. \_\_\_\_\_
6. Hay una cancha de fútbol en la universidad. \_\_\_\_\_
7. Hay una piscina en el salón de clase. \_\_\_\_\_
8. Hay un libro de texto en la calle. \_\_\_\_\_
9. Hay una silla en el bosque. \_\_\_\_\_
10. Hay una residencia en el estudiante. \_\_\_\_\_

## 1.5: Para practicar en clase

### 1.5 Learning Objectives:

- a. To learn the numbers 0-99 in Spanish
- b. To study the indefinite article (*a, an, or some*) and grammatical gender
- c. To acquire vocabulary related to the university and the definite article
- d. To practice using the special verb form: *hay* (*there is* and *there are*)

### A. Entrevista

Converse with a classmate, ask and answer the following questions.

1. ¿Cómo eres?
2. ¿Cómo es tu mejor amigo?
3. ¿Qué hay en tu cuarto?
4. ¿Cuántos estudiantes hay en el salón de clase?
5. ¿Cuántas ventanas hay en el salón de clase?
6. ¿Hay un consejero en el salón de clase?
7. ¿Hay una librería en el salón de clase?
8. ¿Qué hay en el salón de clase?
9. En HSU, ¿hay un bosque?
10. En HSU, ¿hay una cafetería?
11. ¿Cuántos minutos hay en una hora?
12. ¿Cuántas horas hay en un día?

### B. Count to 99

In a small group, count to 99 with each member of the group saying the next number. Start over if someone makes a mistake or hesitates too long.

### C. Grammatical Gender

Take turns with a classmate reading words from the vocabulary list. Your partner should say the gender of the words. You each should say the grammatical gender of at least 10 words each.

### MODELO:

piscina      femenino\_\_\_\_\_



**D. Definite Article**

Take turns with a classmate reading words from the vocabulary list. Your partner should say the *definite* article for each word. You each should say the definite article of at least 10 words each.

**MODELO:**

ventana      *la ventana*\_\_\_\_\_

**E. Indefinite Article**

Take turns with a classmate reading words from the vocabulary list. Your partner should say the *indefinite* article for each word. You each should say the indefinite article of at least 10 words each.

**MODELO:**

cuaderno      *un cuaderno*\_\_\_\_\_

**F. Review**

Make sure that you understand and can do the following:

1. Can you count to 99 in Spanish?
2. Do you understand the difference between the definite and indefinite articles?
3. Do you know the active vocabulary?
4. Can you guess the gender of the active vocabulary?
5. Can you answer the following questions:
  - a. ¿Cuántos profesores hay en el salón de clase?
  - b. ¿Hay una pizarra en el salón de clase?
  - c. ¿Qué hay en tu cuarto?
  - d. ¿Cuántos libros hay en tu mochila?

**Tarea (homework):**

Complete *1.6 Para Estudiar en Casa* and *1.6 Para Practicar en Casa*.

## 1.6: Para estudiar en casa

### 1.6 Learning Objectives:

- To be able to express likes and dislikes with *gustar*
- To understand the infinitive form of Spanish verbs and how to use it with *gustar*
- To learn some Spanish verb meanings

### Introduction:

Today we will learn how to talk about things (nouns) and activities (verbs) that we like and dislike. We will use the verb *gustar*. The grammatical structure of *gustar* works differently than in English. We will learn some new vocabulary and practice some that we have already learned.

### 1.6.a. To be able to express likes and dislikes with *gustar*

Study the following examples.

Español	Inglés
Me gusta el libro.	I like the book. (singular noun)
Me gusta la mochila.	I like the backpack. (singular noun)
Me gustan los libros.	I like the books. (plural noun)
Me gustan las mochilas.	I like the backpacks. (plural noun)
Me gusta leer.	I like to read. (one activity/verb)

The verb *gustar* means *to be pleasing*. So structurally, "me gusta la clase" literally means "the class is pleasing to me". In English, we would say: "I like the class." For now, learn to express likes and dislikes without worrying about this difference in grammatical structure. Study the following:

English (note that these subject pronouns are not used in Spanish)	Liking singular nouns or activities (verbs)	Liking plural nouns
I like...	me gusta...	me gustan...
you (tú) like...	te gusta...	te gustan...
he likes she likes you (usted) like...	le gusta...	le gustan...
we like...	nos gusta...	nos gustan...
you (vosotros) like...	os gusta...	os gustan...
they like you (ustedes) like...	les gusta...	les gustan...

Note that the only difference in the conjugation of *gustar* is that there is an "n" at the end when there is plural nouns.

With *gustar*, it is very important to use the definite article with nouns, unless it is a proper noun. Proper nouns refer to individual people, places, or institutions and are usually capitalized.

**MODELO:**

Me gusta la universidad. (noun)

Me gusta HSU. (proper noun)

To clarify the meaning of *le* or *les* (which could refer to him or her) or to emphasize (for example when comparing: "she doesn't, but I do"), there is an additional element.

Singular	Plural
(a mí) me gusta = I like	(a nosotros/as) nos gusta
(a ti) te gusta = you like	(a vosotros/as) os gusta
(a él) le gusta = he likes	(a ellos) les gusta
(a ella) le gusta = she likes	(a ellas) les gusta
(a usted) le gusta = you like	(a ustedes) les gusta

To negate this type of sentence, the word "no" goes between the two elements: "A ella no le gusta." Sometimes the additional element is all that is needed to communicate the idea. Study the following.

Spanish	English
Me gusta la clase. ¿te gusta?	I like the class. Do you?
Sí, a mí también.	Yes, I do too.
A Roberto no le gusta el libro, pero a ella, sí.	Robert doesn't like the book, but she does.

**Note:**

Whenever the verb *gustar* is used, we must include the first element (me, te, etc.), which is called the indirect object pronoun.

**1.6.b. To understand the infinitive form of Spanish verbs and how to use it with *gustar***

The infinitive verb form is when the verb is not conjugated. That means that it is the simplest form of the verb, unmodified and without a subject. The subject is usually a person that performs the action of the verb. In English, the infinitive has two parts. The first part is always the word "to." Here are some examples:

**English infinitives:**

to be	to live
to speak	to rain
to eat	to care about

In Spanish, the infinitive form is just one word and always ends in the letter "r." There are three types of Spanish verbs, those that end in *-ar*, *-er*, and *-ir*. Here are the same verbs in Spanish:

**Spanish infinitives:**

hablar	cuidar
comer	ser
vivir	escribir

In English, we can say: "I like *to read*" (infinitive) or "I like reading" (-ing form). We can use the infinitive or the -ing form for this type of sentence. In Spanish, we always use the infinitive form for this type of sentence: *Me gusta leer*. Study the following examples.

English	Spanish
I like living in Arcata. Do you?	Me gusta vivir en Arcata. ¿Te gusta?
Yes, I do too, but María doesn't.	Sí, a mí también, pero a María, no.
...	...
Well, we like to eat at Renata's.	Pues, nos gusta comer en Renata's.
My friends like eating there too.	A mis amigos les gusta comer allí también.

### 1.6.c. To learn some Spanish verb meanings

You have already learned a few verbs in the previous sections of this book (*ser*, *hablar*, *comer*, *vivir*, *llover*, *cuidar*, and *gustar*). Now we will learn some more verbs so that we can practice using the infinitive form with *gustar*. The following list of verbs will be considered active vocabulary.

Spanish Infinitives	English Infinitives
aprender	to learn
bailar	to dance
beber	to drink
enseñar	to teach
escribir	to write
escuchar	to listen
estudiar	to study
hacer	to do / to make
jugar	to play (a sport or a game)
practicar	to practice
tocar	to play (a musical instrument)

**MODELO:**

*¿Qué te gusta hacer?*

*Me gusta tocar la guitarra.*

What do you like to do (doing)?

I like to play (playing) the guitar.

## 1.6: Para practicar en casa

### 1.6 Learning Objectives:

- To be able to express likes and dislikes with *gustar*
- To understand the infinitive form of Spanish verbs and how to use it with *gustar*
- To learn some Spanish verb meanings

### A. Gustar

Complete the Spanish translations. Which word is missing?

English	Spanish
1. I like coffee.	_____ gusta el café.
2. He likes coffee.	_____ gusta el café.
3. She likes coffee.	_____ gusta el café.
4. We like coffee.	_____ gusta el café.
5. They like coffee.	_____ gusta el café.
6. You like coffee (singular, informal).	_____ gusta el café.
7. You like coffee (singular, formal).	_____ gusta el café.
8. You like coffee (plural, informal).	_____ gusta el café.
9. You like coffee (plural, formal).	_____ gusta el café.
10. The students like coffee.	A los estudiantes _____ gusta el café.

### B. Gustar conjugation

Conjugate *gustar*. Remember that it is singular when liking singular nouns and activities and plural when liking plural nouns.

- Les \_\_\_\_\_ el café.
- Me \_\_\_\_\_ los libros.
- ¿Te \_\_\_\_\_ los profesores?
- A mis amigos les \_\_\_\_\_ el bosque.
- A los estudiantes les \_\_\_\_\_ la clase.
- Nos \_\_\_\_\_ los estudios internacionales.
- ¿A ustedes les \_\_\_\_\_ bailar?
- A ella le \_\_\_\_\_ estudiar la psicología.
- Os \_\_\_\_\_ el gimnasio.
- No le \_\_\_\_\_ las matemáticas.

**C. Emphasis or Clarification**

Write the missing information.

1. A mis amigos \_\_\_\_\_ gusta el español.
2. \_\_\_\_\_ me gusta también.
3. ¿A ustedes \_\_\_\_\_ gusta vivir en Humboldt?
4. A ella \_\_\_\_\_ gusta estudiar en el bosque.
5. \_\_\_\_\_ nos gusta comer tacos.
6. A él no \_\_\_\_\_ gusta la lasagna.
7. ¿A tu mejor amigo \_\_\_\_\_ gustan los libros?
8. \_\_\_\_\_ os gusta el actor Tom Cruz.

**D. Preguntas personales**

Answer the following questions using complete sentences.

1. ¿Qué te gusta hacer? \_\_\_\_\_
2. ¿Te gusta estudiar? \_\_\_\_\_
3. ¿Te gusta el café? \_\_\_\_\_
4. ¿Te gusta beber café en la mañana? \_\_\_\_\_
5. ¿Qué te gusta comer? \_\_\_\_\_
6. ¿Te gusta bailar? \_\_\_\_\_
7. ¿A tus amigos les gusta bailar? \_\_\_\_\_
8. ¿A ellos qué les gusta hacer? \_\_\_\_\_

## 1.6: Para practicar en clase

### 1.6 Learning Objectives:

- To be able to express likes and dislikes with *gustar*
- To understand the infinitive form of Spanish verbs and how to use it with *gustar*
- To learn some Spanish verb meanings

### A. Entrevista

Converse with a classmate; ask and answer the following questions. Fill in the blanks with your own ideas.

- ¿Qué te gusta hacer?
- ¿Te gusta el actor/la actriz \_\_\_\_\_?
- ¿Te gusta la película (movie) \_\_\_\_\_?
- ¿Qué tipo de música te gusta escuchar? (clásica, rap, etc.)
- ¿Qué te gusta comer?
- ¿A ti y a tus amigos qué les gusta hacer?
- ¿Te gusta el libro \_\_\_\_\_?
- ¿Te gusta vivir en Humboldt? ¿Por qué? (why?)

### B. Preferencias

Based on the prompts below, make a list of the things that you like and don't like - at least three. Then form questions to ask your partner if they like or dislike them too.

#### MODELO:

Me gusta el libro *Don Quijote*. ¿Te gusta *Don Quijote*?

No, a mí no me gusta. Me gustan los libros de *Harry Potter*. ¿Te gustan?

Sí, a mí también me gustan los libros de *Harry Potter*.

- restaurantes: \_\_\_\_\_
- libros: \_\_\_\_\_
- películas: \_\_\_\_\_
- cantantes (singers) \_\_\_\_\_
- programas de televisión: \_\_\_\_\_

**C. Emparejar (matching)**

Take turns with a classmate reading the following elements. Your partner should provide the matching element. Note that there may be several possible answers; ask for all the possible answers.

**MODELO:**

a ella	le _____
os	<u>a vosotros / a vosotras</u>

- |                      |       |
|----------------------|-------|
| 1. a mí              | _____ |
| 2. te                | _____ |
| 3. a usted           | _____ |
| 4. a ellas           | _____ |
| 5. os                | _____ |
| 6. a la profesora    | _____ |
| 7. a nosotros        | _____ |
| 8. a ella            | _____ |
| 9. a vosotras        | _____ |
| 10. le               | _____ |
| 11. a ellos          | _____ |
| 12. a ti             | _____ |
| 13. a él             | _____ |
| 14. nos              | _____ |
| 15. a vosotros       | _____ |
| 16. me               | _____ |
| 17. a ustedes        | _____ |
| 18. a mi mejor amigo | _____ |
| 19. les              | _____ |
| 20. a nosotras       | _____ |

**D. Repaso**

Make sure that you understand and can do the following:

1. Can you talk about things you and others like and dislike?
2. Can you discuss the activities you and others like to do and do not like to do?
3. Do you know the active vocabulary?
4. Can you answer the following questions:
  - a. ¿Qué te gusta hacer?
  - b. ¿Qué te gusta comer?
  - c. ¿Te gustan las clases?
  - d. ¿A tus amigos les gusta HSU?

**Tarea (homework):**

Complete *1.7 Para Estudiar en Casa* and *1.7 Para Practicar en Casa*.



## 1.7: Para estudiar en casa

### 1.7 Learning Objectives:

- To be able to ask what time it is and tell what time it is in Spanish
- To be able to ask at what time something will occur and tell what time something will occur

### Introduction:

We will continue to practice university-related vocabulary and use it to practice telling time and discussing schedules.

### 1.7.a. To be able to ask what time it is and tell what time it is in Spanish

English	Spanish
What time is it?	¿Qué hora es?
It's five o'clock.	Son las cinco.
It's one ten.	Es la una y diez.
in the morning	de la mañana
in the afternoon	de la tarde
at night	de la noche
It's midnight	Es medianoche / Son las doce de la noche.
It's at noon	Es al mediodía / Es a las doce de la tarde.
on the dot.	en punto

### Notes:

You *must* use the definite article with the number of the hour in Spanish.

The verb *ser* is plural for all but one o'clock.

### Cultural Note:

In some Spanish-speaking countries, morning lasts until 3:00, which is also lunchtime.

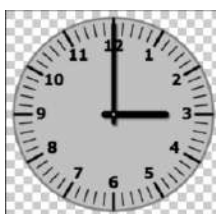
### ¿Qué hora es?



Es la una  
de la mañana.



Es la una y veinte.

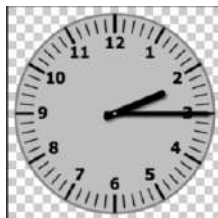


Son las tres.



Son las once y tres  
de la noche.

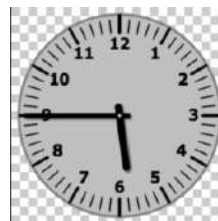
### ¿Qué hora es?



Son las dos y quince.  
or  
Son las dos y cuarto.

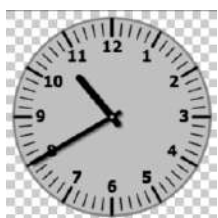


Son las cuatro y treinta.  
or  
Son las cuatro y media.

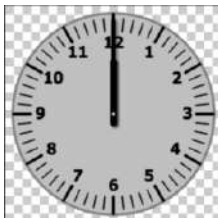


Son las seis menos quince.  
or  
Son las seis menos cuarto.  
or  
Son las cinco y cuarenta y cinco.

### ¿Qué hora es?



Son las diez y cuarenta.  
or  
Son las once menos veinte.



Son las doce en punto.  
or  
Es mediodía.  
or  
Es medianoche.



Son las nueve menos cinco.  
or  
Son las ocho y cincuenta y cinco.  
or  
Cinco para las nueve.

1.7.b. To be able to ask at what time something will occur and tell what time something will occur

English	Spanish
(At) what time is the class?	¿A qué hora es la clase?
It's at three thirty.	Es a las tres y media.

#### Note:

To ask when something will occur in Spanish we must use the preposition *a* (at), but in English it is often optional.

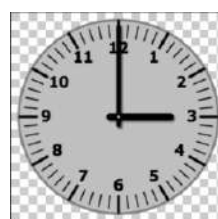
### ¿A qué hora es la clase?



(La clase) Es a la una.



Es a las cuatro y media.



Es a las tres en punto.

## 1.7: Para practicar en casa

### 1.7 Learning Objectives:

- To be able to ask what time it is and tell what time it is in Spanish
- To be able to ask at what time something will occur and tell what time something will occur

### A. ¿Qué hora es?

- ¿Qué hora es ahora (now)? Tell the time out loud in Spanish.
- You already know how to tell time in English, so from now on, every time you need to know the time, say it to yourself in Spanish.
- Write what time is indicated in complete sentences. If there is more than one way of expressing the time, say all options:

#### MODELO:

2:15 a.m.     Son las dos y cuarto de la mañana.  
                  Son las dos y quince de la mañana.

- 1:15 a.m. \_\_\_\_\_
- 12:45 p.m. \_\_\_\_\_
- 12:00 p.m. \_\_\_\_\_
- 7:20 a.m. \_\_\_\_\_
- 4:50 a.m. \_\_\_\_\_
- 10:10 p.m. \_\_\_\_\_
- 9:00 a.m. \_\_\_\_\_
- 3:18 p.m. \_\_\_\_\_
- 6:30 p.m. \_\_\_\_\_
- 11:15 a.m. \_\_\_\_\_

### B. ¿A qué hora?

- ¿A qué hora es tu clase de español?
- You already know how to tell what time something is in English, so from now on, every time you need to know at what time something is, say it to yourself in Spanish.

3. Tell what time something is according to the prompts; if there is more than one way of expressing it, say all options.

**MODELO:**

7:30 p.m. Es a las siete y media de la tarde.  
Es a las siete y treinta de la tarde.

1. 4:10 p.m. \_\_\_\_\_
2. 2:35 p.m. \_\_\_\_\_
3. 1:30 p.m. \_\_\_\_\_
4. 1:30 p.m. \_\_\_\_\_
5. 10:00 p.m. \_\_\_\_\_
6. 8:15 a.m. \_\_\_\_\_
7. 11:00 a.m. \_\_\_\_\_
8. 4:45 p.m. \_\_\_\_\_
9. 6:50 a.m. \_\_\_\_\_
10. 1:15 a.m. \_\_\_\_\_

**C. ¿Qué hora es? y ¿A qué hora es?**

Write the answers in complete sentences according to the prompts.

**MODELO:**

¿Qué hora es? (10:22 a.m.)  
Son las diez y veinte y dos de la mañana.

1. ¿A qué hora es tu programa favorito? (8:00 p.m.)  
\_\_\_\_\_
2. ¿Qué hora es? (1:40 p.m.)  
\_\_\_\_\_
3. ¿A qué hora es el concierto? (9:30 p.m.)  
\_\_\_\_\_
4. ¿Qué hora es? (3:30 a.m.)  
\_\_\_\_\_
5. ¿Qué hora es? (10:45 p.m.)  
\_\_\_\_\_
6. ¿A qué hora es tu clase favorita? (11:00 a.m.)  
\_\_\_\_\_
7. ¿A qué hora es la cita? (3:45 p.m.)  
\_\_\_\_\_
8. ¿Qué hora es? (1:15 a.m.)  
\_\_\_\_\_
9. ¿A qué hora es la clase? (12:00 p.m.)  
\_\_\_\_\_
10. ¿Qué hora es? (12:55 a.m.)  
\_\_\_\_\_

## 1.7: Para practicar en clase

### 1.7 Learning Objectives:

- To be able to ask what time it is and tell what time it is in Spanish
- To be able to ask at what time something will occur and tell what time something will occur

### A. Entrevista

Converse with a classmate, ask and answer the following questions.

- ¿Qué hora es?
- ¿A qué hora es tu primera clase?
- ¿A qué hora es tu última clase?
- ¿A qué hora es tu programa favorito?
- ¿A qué hora tu clase favorita?
- ¿Qué hora es?

### B. ¿Qué hora es?

With a classmate, tell what time it is according to the prompts. Express each time in as many logical ways as possible.

1. 6:15 a.m.	2. 3:30 p.m.
3. 7:45 p.m.	4. 8:19 a.m.
5. 1:10 p.m.	6. 1:00 a.m.
7. 4:58 p.m.	8. 2:39 a.m.
9. 12:00 a.m.	10. 11:55 a.m.

### C. El horario de clases (the schedule of classes)

Use the class schedule below to discuss the start times with a classmate. Ask each other when each class is.

#### MODELO:

¿A qué hora es la clase de biología?  
Es a las nueve de la mañana en punto.

Las materias	La hora
la biología	9:00 a.m.
la administración de empresas	3:30 p.m.
las ciencias naturales	4:50 p.m.
las ciencias políticas	6:50 p.m.
las ciencias sociales	7:20 a.m.
las comunicaciones	4:15 p.m.
la economía	8:20 a.m.
el español	10:30 a.m.

los estudios internacionales	3:00 p.m.
la filosofía	2:15 p.m.
el francés	1:30 p.m.
el inglés	12:00 p.m.
la literatura	10:15 a.m.
las matemáticas	11:00 a.m.
la psicología	1:00 p.m.
la sociología	12:15 p.m.

**D. Repaso**

Make sure that you understand and can do the following:

1. Can you ask what time it is and tell what time it is in Spanish?
2. Are you able to ask what time something is and tell what time something is in Spanish?
3. Do you know the active vocabulary?
4. Can you answer the following questions:
  - a. ¿Qué hora es?
  - b. ¿A qué hora es tu programa favorito?
  - c. ¿A qué hora es tu clase de español?

**Tarea:**

Complete *1.8 Para Estudiar en Casa* and *1.8 Para Practicar en Casa*.

## 1.8: Para estudiar en casa

### 1.8 Learning Objectives:

- a. To learn about countries and cultures of the Spanish-speaking world
- b. To review what you learned in 1.1 -1.8

### Introduction:

For today's lesson, we will learn about where Spanish is spoken, how many speakers of Spanish there are, and what are some of the iconic customs of those countries. In addition we will begin to review what we have learned so far, so that you are ready to move on to the next section.

### 1.8.a. To learn about countries and cultures of the Spanish-speaking world

Watch this video: [El español en el mundo](#).

### 1.8.b. To review what you learned in 1.1 -1.8

Here is a list of the learning objectives so far. Look them over carefully; we have already made a lot of progress. Go back and review any topics that you think you need to practice more.

### 1.1 Learning Objectives:

- a. To learn about the organization of this book
- b. ¡A conocernos!
- c. To practice important words and phrases for class

### 1.2 Learning Objectives:

- a. To learn to correctly pronounce the Spanish vowels
- b. To learn to correctly pronounce the Spanish consonants
- c. To become familiar with the Spanish alphabet and phonetics

### 1.3 Learning Objectives:

- a. To learn expressions of greeting and leave-taking
- b. To understand the appropriate uses of formal and informal etiquette
- c. To learn the days of the week

### 1.4 Learning Objectives:

- a. To learn about adjective agreement
- b. To learn about the subject pronouns in Spanish
- c. To learn to conjugate the verb *SER*
- d. To learn about cognates

**1.5 Learning Objectives:**

- a. To learn the numbers 0-99 in Spanish
- b. To study the indefinite article (*a, an, or some*) and grammatical gender
- c. To acquire vocabulary related to the university and the classroom
- d. To practice using the special verb form: *hay* (*there is* and *there are*)

**1.6 Learning Objectives:**

- a. To be able to express likes and dislikes with *gustar*
- b. To understand the infinitive form of Spanish verbs
- c. To learn some Spanish verb meanings

**1.7 Learning Objectives:**

- a. To be able to ask what time it is and tell what time it is in Spanish
- b. To be able to ask at what time something will occur and tell what time something will occur

**1.8 Learning Objectives:**

- a. To learn about countries and cultures of the Spanish-speaking world
- b. To review what you learned in 1.1 -1.8



## 1.8: Para practicar en casa

### 1.8 Learning Objectives:

- a. To learn about countries and cultures of the Spanish-speaking world
- b. To review what you learned in 1.1 -1.8

### A. El español en el mundo

Watch the video again and answer the following questions. You can enable the closed captions for the video, but be advised that they are not all accurate.

1. According to the video, how many people are native Spanish speakers?

---

2. According to the video, in how many countries is Spanish the official or co-official language?

---

3. Which country has the most Spanish speakers?

---

4. Which country has the second most Spanish speakers?

---

5. Name 4 countries where there are many Spanish speakers, but Spanish is not an official or co-official language.

---

6. According to the video, how many people study Spanish?

---

7. What is the name of the famous Spanish literary work mentioned in the video?

---

8. What is the capital of Argentina and what is the mythic character mentioned?

---

9. What culture is found in Perú, Bolivia, and Ecuador?

---

10. Which cultures are found in Mexico?

---

**B. El español en el mundo actual**

Keep in mind that the information in the video is dated. That being the case, look up current information for the following:

1. How many people are native Spanish speakers?

---

2. How many people speak Spanish in the world?

---

3. What country has the second most Spanish speakers?

---

4. Name 4 more countries where there are a large number of Spanish speakers.

---

5. Why are you studying Spanish?

---

Be prepared to share this information in class, but also be prepared for other students to have different answers from different sources.

**C. Repaso (Review)**

Review the learning objectives again and repeat the exercises in any section that you think you need to practice more.

## 1.8: Para practicar en clase

### 1.8 Learning Objectives:

- a. To learn about countries and cultures of the Spanish-speaking world
- b. To review what you learned in 1.1 -1.8

### A. Entrevista

Converse with a classmate, ask and answer the following questions. Be sure to use an appropriate greeting.

1. ¿Cómo te llamas?
2. ¿Cómo se escribe tu nombre?
3. ¿De dónde eres?
4. ¿Cómo estás?
5. ¿Dónde vives?
6. ¿Cómo se llama tu mejor amigo?
7. ¿Cómo se escribe su nombre?
8. ¿De dónde es tu mejor amigo?
9. ¿Cómo es tu mejor amigo?
10. ¿Qué hay en tu cuarto?
11. ¿Qué hay en el salón de clase?
12. ¿Cuántas horas hay en un día?
13. ¿Qué te gusta hacer?
14. ¿Qué te gusta comer?
15. ¿Te gusta el chocolate?
16. ¿Qué hora es?
17. ¿A qué hora es tu programa favorito?
18. ¿Cómo se escribe el nombre de tu programa favorito?

### B. El español en el mundo

In a small group, compare the information you found about the current numbers of Spanish speakers. Did you find the same answers? What is different and who is correct? Discuss your findings with the class.

### C. Repaso (Review)

Practice the following with a classmate.

1. Take turns saying the letters of the alphabet in Spanish. Is there any pronunciation that you have doubts about? If so, discuss with your partner or ask the professor. Practice the alphabet by dictating words to each other (spell them and have your partner write them down).

2. Count to 100 with your partner. Take turns and start over if you mess up or hesitate too long. Dictate some phone numbers (or other numbers) that you know and have your partner write them down.

3. Discuss with your partner the differences and appropriate uses of the following: *tú, usted, vosotros, ustedes*.

4. With your partner practice the conjugation of the verb *ser*. Randomly switch subjects below and ask your partner to conjugate the verb.

yo	tú
él	ella
usted	nosotros/as
vosotros/as	ellos
ellas	ustedes

5. Practice adjective agreement with your partner by selecting subjects above and matching them with the adjectives below. ("yo / honesto" - *honesta* or *honesto* depends on who says "yo")

atractivo	generoso	introvertido	reservado
brillante	honesto	liberal	responsable
curioso	horrible	misterioso	romántico

6. Practice university related vocabulary and the verb *hay* with your partner by providing several answers to the following questions. Don't forget to use the indefinite article.

- ¿Qué hay en tu cuarto?
- ¿Qué hay en tu mochila?
- ¿Qué hay en el salón de clase?
- ¿Qué hay en la universidad?

7. Practice *gustar* with your partner by answering the questions below. Don't forget to use the definite article with nouns.

- ¿Te gusta la universidad?
- ¿Te gustan las hamburguesas?
- ¿Qué más te gusta?
- ¿Te gusta vivir en Humboldt?
- ¿Te gusta bailar?
- ¿Qué más te gusta hacer?

8. Practice telling the time with your partner using the chart below

**¿Qué hora es?**

1. 6:15 a.m.	2. 3:30 p.m.
3. 7:45 p.m.	4. 8:19 a.m.
5. 1:10 p.m.	6. 1:00 a.m.
7. 4:58 p.m.	8. 2:39 a.m.
9. 12:00 a.m.	10. 11:55 a.m.

9. Practice telling what time something is with your partner by using the class schedule below.

<b>Las materias</b>	<b>La hora</b>
los estudios internacionales	1:00 a.m.
la filosofía	3:30 p.m.
el francés	4:50 p.m.
el inglés	6:45 p.m.
la literatura	7:20 a.m.

**Tarea:**

Continue to review in order to be prepared for the Chapter 1 Assessment.

# 2

## La familia

### 2.1 Learning Objectives:

- a. To learn more about the masculine and feminine forms of nouns and adjectives
- b. To understand more about the singular and plural forms of nouns and adjectives
- c. To understand the forms and uses of the possessive adjectives
- d. To acquire family related vocabulary

### 2.2 Learning objectives:

- a. To learn to stress all words (without written accents) that end in a vowel, n, or s
- b. To learn to stress all words (without written accents) that end in other consonants
- c. To learn to stress all words with written accents

### 2.3 Learning objectives:

- a. To fully understand the use of subject pronouns
- b. To learn conjugations for regular *-ar* verbs
- c. To be able to construct and respond to "yes or no" questions
- d. To acquire vocabulary related to common *-ar* verbs

### 2.4 Learning objectives:

- a. To learn conjugations for regular *-er* and *-ir* verbs
- b. To acquire vocabulary related to common regular *-er* and *-ir* verbs
- c. To be able to ask and answer questions using common interrogative words

### 2.5 Learning objectives:

- a. To learn the present tense conjugation of the verb *estar*
- b. To modify nouns using *estar* and adjectives
- c. To be able to use *estar* for location

### 2.6 Learning objectives:

- a. To learn the present tense conjugation of the verb *tener*
- b. To learn and be able to use special expressions with the verb *tener*
- c. To be able to use *tener* and other verbs with infinitives

### 2.7 Learning objectives:

- a. To be able to form EQUAL comparisons of nouns and adjectives
- b. To be able to form UNEQUAL comparisons of nouns and adjectives
- c. To be able to form superlatives

### 2.8 Learning objectives:

- a. To understand the culture behind Spanish last names
- b. To review what you learned in 2.1-2.8

## 2.1: Para estudiar en casa

### 2.1 Learning Objectives:

- To learn more about the masculine and feminine forms of nouns and adjectives
- To understand more about the singular and plural forms of nouns and adjectives
- To understand the forms and uses of the possessive adjectives
- To acquire family related vocabulary

### Introduction:

In this section, we will examine more fully the concept of grammatical gender and the masculine and feminine forms of nouns and adjectives. We will learn how to pluralize nouns and adjectives, learn about the possessive adjectives, and family vocabulary.

#### 2.1.a. To learn more about the masculine and feminine forms of nouns and adjectives

Normally, nouns that refer to males are masculine and nouns that refer to females are feminine. In other words, the biological gender is indicated by the word itself. In the lists below, notice how the articles also reflect gender in Spanish.

Masculine	Feminine	Masculino	Femenino
the man	the woman	el hombre	la mujer
the father	the mother	el padre	la madre
the rooster	the hen	el gallo	la gallina
the ram	the ewe	el carnero	la oveja

Biological gender is often indicated in professions in English and Spanish.

the actor	the actress	el actor	la actriz
the king	the queen	el rey	la reina

In English, since gender is not indicated in the articles, gender neutrality is becoming common more quickly. For example, we rarely say "waiter/waitress" or "steward/stewardess." These words have been replaced with the more gender-neutral terms: "server" and "flight attendant."

In Spanish, sometimes there are different words to indicate gender, like *el hombre* and *la mujer*. Other times, the word is modified to reflect the gender of the individual, as in *el niño* and *la niña*. Some masculine nouns (and adjectives) that end in *o* can be changed to the feminine by changing *o* to *a*. Some examples are:

<b>masculino</b>	<b>femenino</b>
el hermano	la hermana
el primo	la prima
el abuelo	la abuela
el hijo	la hija
el tío	la tía
el perro	la perra

Some masculine nouns that end in consonants can be changed to the feminine by adding an *a* to the end of the word. Here are some examples:

<b>masculino</b>	<b>femenino</b>
el profesor	la profesora
el señor	la señora
el investigador	la investigadora
el doctor	la doctora

**Note:** Nouns that end in *ista* and most nouns that end in *e* can be masculine or feminine. For example:

<b>masculino</b>	<b>femenino</b>
el artista	la artista
el dentista	la dentista
el estudiante	la estudiante
el cantante	la cantante

A few words that end in *e* can also be changed to the feminine by changing *e* to *a*, but it is still correct to just change the article. As in:

<b>masculino</b>	<b>femenino</b>
el presidente	la presidente <i>or</i> la presidenta

Some words, although they refer to people, do not change gender. They are like most nouns; they do not change their gender. An important example of this is the word "person." "Person" is a feminine noun and there is no masculine form, so even though we are speaking about a man, we could refer to him as "la persona," as in "la persona quien escribe" (the person who is writing).

So far, all this talk about gender has referred to individuals (people or animals) that have biological gender. For English speakers, this makes perfect sense. However, all nouns in Spanish have grammatical gender; they are either masculine or feminine regardless of what they refer to. In other words, the gender is arbitrary and does not change. A table is feminine and a shoe is masculine, and that is all there is to it. This can be a difficult concept to grasp, but it is an essential part of the Spanish language and simply must be accepted.

As mentioned in 1.5.c, the ending of nouns can often help to identify the gender. Predicting gender of nouns based on the final letters of the word is not always possible.



However, here are some high probability indicators:

Gender	Ending	Example
Masculine	-o	taco
Feminine	-a, -ión, -tad, dad	casa, educación, libertad, universidad

**Note:** *El día* and *la mano* are common exceptions. Other exceptions include masculine nouns that are derived from Greek, not Latin, and include words ending *-ma*, *-ta* and *-pa*: (*el problema*, *el programa*, *el planeta*, *el cometa*, *el drama*, and *el mapa*). See this [link](#) for more detailed information on predicting gender of nouns based on word endings.

### 2.1.b. To understand more about the singular and plural forms of nouns and adjectives

There are a few rules for pluralizing nouns. Fortunately, these same rules also apply to adjectives. Remember that articles and adjectives must agree with the noun in gender and number. Masculine forms are commonly used to refer to groups with at least one male. Some nouns are singular and refer to a group of individuals, like *la familia* and *la clase* (referring to a group of students).

To pluralize a noun (or adjective) that ends in a vowel, add *s*.

Singular	Plural
el padre	los padres
el hijo	los hijos
la hermana	las hermanas
la esposa	las esposas

To pluralize a noun (or adjective) that ends in a consonant, add *es*.

Singular	Plural
el papel	los papeles
la universidad	las universidades
el profesor	los profesores
la actitud	las actitudes

**Note:** If the singular form ends in a stressed syllable with an accent (tilde), the accent is dropped in the plural form: *la nación* → *las naciones*.

**Note:** To pluralize nouns that end in the letter *z*, change *z* to *c* before adding *es*: *el lápiz* → *los lápices*.

### 2.1.c. To understand the forms and uses of the possessive adjectives

The possessive adjectives modify nouns and tell to whom the noun belongs, for example: "my class" and "your book." The possessive adjectives correspond to the subject pronouns (I → my, you → your, etc.). Like all adjectives, the possessive adjectives must agree in number with the nouns they modify, so most have two forms: singular and plural. In addition, the *nosotros* and *vosotros* forms also agree in gender, therefore, there are four forms. Study the following chart.

Gender/Number	Singular	Plural
<b>First Person</b>	mi(s)	nuestro(s) / nuestra(s)
<b>Second Person</b>	tu(s)	vuestro(s) / vuestra(s)
<b>Third Person</b>	su(s)	su(s)

**Note:**

As with the verb conjugations, personal pronouns of the second person formal (*usted* and *ustedes*) use the third person forms.

Possessive adjectives must agree in gender and number with the nouns that they modify, but most possessive adjectives only have to agree in number. Study the following examples.

With Singular Nouns	With Plural Nouns
Leo mi libro.	Leo mis libros.
Su hermana está aquí.	Sus hermanas están aquí.
Nuestro tío estudia español.	Nuestros tíos estudian español.
Vuestra tía estudia español.	Vuestras tías estudian español.

**Note:**

"Su" and "sus" could mean "his," "her," "their," or "your" depending on the context of the sentence. As in English, most of the time, it is clear to whom the noun pertains.

**2.1.d. To acquire family related vocabulary**

The following is an example of a family tree, showing some basic family relationships. We will use this family tree to discuss Carmen's family from her perspective. In the narrative below, notice the gender and number agreements of the family vocabulary.



*Juan y Elena son mis abuelos. Juan es mi abuelo y Elena es mi abuela. Olivia y Miguel son mis padres. Olivia es mi madre y Miguel es mi padre. Roberto, Alejandro, Natalia y Pedro son mis tíos. Roberto, Alejandro y Pedro son mis tíos. Natalia es mi tía. Raquel es mi hermana y Sofía es mi prima.*

*Soy la nieta de Juan y Elena. Soy la hija de Olivia y Miguel. Soy la sobrina de Roberto, Alejandro, Natalia y Pedro. Soy la hermana de Raquel y la prima de Sofía.*

Study the following vocabulary and think about how you could describe your family relationships. Look up any additional words that you need to describe your family.

<b>Los parientes</b>	<b>The Relatives</b>
los padres	the parents
el padre	the father
la madre	the mother
los hijos	the children
el hijo	the son
la hija	the daughter
los abuelos	the grandparents
el abuelo	the grandfather
la abuela	the grandmother
los hermanos	the siblings
el hermano	the brother
la hermana	the sister
los tíos	the aunts and uncles
el tío	the uncle
la tía	the aunt
los sobrinos	the nieces and nephews
los nietos	the grandchildren
los primos	the cousins
el esposo	the husband
la esposa	the wife
el padrastro	the stepfather
la madrastra	the stepmother
el hijastro	the stepson
la hijastra	the stepdaughter
el medio hermano	the half-brother
la media hermana	the half-sister
el suegro	the father-in-law
la suegra	the mother-in-law
el yerno	the son-in-law
la nuera	the daughter-in-law
el cuñado	the brother-in-law
la cuñada	the sister-in-law

<b>Las mascotas</b>	<b>The Pets</b>
el perro	the dog
el gato	the cat
el pájaro	the bird
el conejo	the rabbit

**Note:**

The masculine plural form is commonly used to refer to both masculine and feminine counterparts (los tíos = the aunts and uncles, etc.).

## 2.1: Para practicar en casa

### 2.1 Learning Objectives:

- a. To learn more about the masculine and feminine forms of nouns and adjectives
- b. To understand more about the singular and plural forms of nouns and adjectives
- c. To understand the forms and uses of the possessive adjectives
- d. To acquire family related vocabulary

### A. Nouns that can change gender I

Change the following to feminine. Remember the articles and adjectives must all agree.

#### MODELO:

mi hermano                      mi hermana\_\_

- 1. vuestro tío \_\_\_\_\_
- 2. tu abuelo \_\_\_\_\_
- 3. su hijo \_\_\_\_\_
- 4. nuestro perro \_\_\_\_\_
- 5. vuestro cuñado \_\_\_\_\_
- 6. su nieto \_\_\_\_\_
- 7. mi primo \_\_\_\_\_
- 8. su sobrino \_\_\_\_\_
- 9. tu suegro \_\_\_\_\_
- 10. nuestro hijastro \_\_\_\_\_

### B. Nouns that can change gender II

Now change the following to the masculine AND pluralize them.

#### MODELO:

su abuela                      sus abuelos\_\_

- 1. mi hija \_\_\_\_\_
- 2. su media hermana \_\_\_\_\_
- 3. nuestra prima \_\_\_\_\_
- 4. su tía \_\_\_\_\_
- 5. vuestra abuela \_\_\_\_\_
- 6. tu hijastra \_\_\_\_\_
- 7. mi hermana \_\_\_\_\_
- 8. nuestra sobrina \_\_\_\_\_
- 9. su perra \_\_\_\_\_
- 10. tu cuñada \_\_\_\_\_

**C. Plural forms of nouns**

Pluralize the following.

**MODELO:**

mi padre

mis padres \_\_\_\_\_

1. nuestro tío \_\_\_\_\_
2. nuestra tía \_\_\_\_\_
3. su hermana \_\_\_\_\_
4. su hermana \_\_\_\_\_
5. mi primo \_\_\_\_\_
6. mi prima \_\_\_\_\_
7. tu hija \_\_\_\_\_
8. tu hijo \_\_\_\_\_
9. vuestra abuela \_\_\_\_\_
10. vuestro abuelo \_\_\_\_\_

**D. Singular forms of nouns**

Make the following singular.

**MODELO:**

vuestros padres

vuestro padre

1. nuestros abuelos \_\_\_\_\_
2. nuestras abuelas \_\_\_\_\_
3. sus primos \_\_\_\_\_
4. sus primas \_\_\_\_\_
5. tus madrastras \_\_\_\_\_
6. tus padrastros \_\_\_\_\_
7. vuestros sobrinos \_\_\_\_\_
8. vuestras sobrinas \_\_\_\_\_
9. mis hijos \_\_\_\_\_
10. mis hijas \_\_\_\_\_

**E. Los parientes**

Complete the sentences logically (sometimes there is more than one possible answer). Be sure to double check the gender and number for agreement.

1. La madre de mi madre es mi \_\_\_\_\_
2. El padre de mi sobrina es mi \_\_\_\_\_
3. La hermana de mi prima es \_\_\_\_\_
4. La hija de mi madre es mi \_\_\_\_\_
5. El esposo de mi abuela es mi \_\_\_\_\_
6. Los hermanos de mi padre son mis \_\_\_\_\_

7. Las nietas de mis abuelos son mis \_\_\_\_\_
8. El esposo de mi hija es mi \_\_\_\_\_
9. La hija de mi abuelo es mi \_\_\_\_\_
10. La madre de mi esposo es mi \_\_\_\_\_

**F. Preguntas personales**

Answer the following questions according to your personal experience.

**MODELO:**

*¿Cómo son tus primos?  
Son tolerantes.*

1. ¿Cómo se llaman tus abuelos? \_\_\_\_\_
2. ¿Cómo se llaman tus hermanos? \_\_\_\_\_
3. ¿Cómo se llaman tus padres? \_\_\_\_\_
4. ¿Dónde viven tus primos? \_\_\_\_\_
5. ¿Dónde viven tus padres? \_\_\_\_\_
6. ¿Cómo son tus hermanos? \_\_\_\_\_
7. ¿Cómo son tus mascotas? \_\_\_\_\_
8. ¿Cómo son tus primos? \_\_\_\_\_

## 2.1: Para practicar en clase

### 2.1 Learning Objectives:

- a. To learn more about the masculine and feminine forms of nouns and adjectives
- b. To understand more about the singular and plural forms of nouns and adjectives
- c. To understand the forms and uses of the possessive adjectives
- d. To acquire family related vocabulary

### A. Entrevista

With a classmate, take turns asking and answering the following questions. After responding, ask the same question and change the gender.

#### MODELO:

¿Cómo se llama tu abuelo?  
Se llama Octavio. ¿Cómo se llama tu abuela?

1. ¿Cómo se llama tu padre?
2. ¿Cómo es tu padre?
3. ¿Dónde vive tu padre?
4. ¿Cómo se llama tu hermano?
5. ¿Cómo es tu hermano?
6. ¿Dónde vive tu hermano?
7. ¿Cómo se llama tu primo?
8. ¿Cómo es tu primo?
9. ¿Dónde vive tu primo?
10. ¿Cómo se llama tu tío?
11. ¿Cómo es tu tío?
12. ¿Dónde vive tu tío?

### B. Gender and Number

Take turns with a classmate to make the following masculine and singular.

#### MODELO:

vuestras abuelas  
vuestro abuelo

1. nuestras hijas	2. sus nietas
3. mis hermanas	4. tus sobrinas
5. vuestras cuñadas	6. nuestras nietas
7. tus tías	8. sus medias hermanas
9. mis perras	10. vuestras hijastras



**C. Mi familia**

With a classmate, take turns describing the members of your family (what their name is, what they are like, and where they live).

**MODELO:**

*Mi hermano se llama Tomás. Es inteligente y trabajador. Vive en Nueva York.*

**D. La madre de mi madre es mi ...**

Follow the model and create 5 original challenges for your partner using the family vocabulary. Write down your challenges and then say them to your partner.

**MODELO:**

*La madre de mi madre es mi ...*

**E. Review**

Make sure that you understand and can do the following:

1. Do you understand that some nouns have feminine forms and others do not?
2. Can you change the gender of certain nouns and adjectives?
3. Can you change the number (singular and plural) of certain nouns and adjectives?
4. Do you know how to use the possessive adjectives?
5. Do you know the family related vocabulary?

**Tarea (homework):**

Complete 2.2 *Para Estudiar en Casa* and 2.2 *Para Practicar en Casa*.

## 2.2: Para estudiar en casa

### 2.2 Learning Objectives:

- To learn to stress all words (without written accents) that end in a vowel, n, or s
- To learn to stress all words (without written accents) that end in other consonants
- To learn to stress all words with written accents

### Introduction:

In this section, we will work on pronunciation. Specifically, we will learn to stress the correct syllable of *every* word in Spanish. The stressed syllable is dependant upon the last letter of the word and / or if it has a written accent. There are other ways to understand this information and, perhaps, you have studied them. Use whichever way helps you to best understand how to stress words in Spanish.

### 2.2.a. To learn to stress all words (without written accents) that end in a vowel, n, or s

Every word in Spanish has one syllable that is stressed more than the other syllables. When pronouncing the word, it is incorrect to stress the wrong syllable. In fact, stressing the wrong syllable may even result a completely different word. Words that have only one syllable must stress the single syllable, so this section will focus on multi-syllable words.

- Words in Spanish that have no written accent and end in a **vowel, n, or s** always stress the second-to-last (penultimate) syllable.

That's it. It's simple. Right? Learn that statement and you will know how to correctly stress most words in Spanish (well, sometimes you will have to know how to divide words into syllables too - for now, divide them as best you can using what you know from English).

Here are some examples:

casa	hombre	niño	pantalones	hablan
hermana	pesadumbre	cerebro	granadas	bailaron

Each of these words ends in a **vowel, n, or s** and none have written accents, so they all stress the penultimate syllable. It doesn't matter if there are two or many more syllables; count from the last syllable and stress the second-to-last. You do not need to know what the words mean in order to pronounce them correctly. As you say them, overemphasize the stressed syllable (sometimes it helps to gesture with your hand or nod your head as you stress the words).

### 2.2.b. To learn to stress all words (without written accents) that end in other consonants

Now we will learn to appropriately stress all the other words without written accents.

- Words that don't have a written accent and end in any other consonant (other than **n** or **s**) always stress the last syllable.

Know this rule (and the first one) and you will be able to correctly stress the vast majority of words in Spanish. Again, since we are focusing on stressing the correct syllable, it's a good idea to overemphasize the pronunciation (and / or use hand gestures or head nods).

Here are some examples:

bondad	señor	feroz	papel	comer
universidad	trabajador	avestruz	español	aprender

#### Note:

You have already learned how to pluralize nouns and adjectives. If these words were pluralized, they would all follow the first rule (ending in **s** after adding **-es**), not this rule. The result is that the same root syllable is stressed (universi**dad** → universi**dades**).

### 2.2.c. To learn to stress all words with written accents

So far, we have covered all Spanish words without written accents. Now we will consider words with written accents. Written accents (*la tilde*) only go on vowels (á, é, í, ó, and ú). The *tilde* has two functions:

1. To change the normally stressed syllable (basically to break the two rules we just discussed)
2. To indicate a different connotation of a word that is pronounced exactly the same. These "twin" words are usually monosyllable words (*mi* vs *mí*), but also there are some with more syllables (*como* vs *cómo*).

For now, we only need to concern ourselves with the first function, the one that changes the normally stressed syllable. The *tilde* breaks the rules previously discussed and allows words to be stress on any syllable (last, second-to-last, third-to-last, etc.).

- Words with written accents (*tildes*) always stress the syllable with the *tilde*.

Once again, as you pronounce these words, try to overemphasize the pronunciation with special attention to the syllables. It also helps to use hand gestures or head nods.

Here are some examples:

última sílaba	penúltima sílaba	antipenúltima sílaba
jamás	árbol	séptimo
ratón	lápiz	América
corazón	azúcar	islámico
Panamá	fácil	México

**Note:**

When nouns and adjectives with tildes (and without) are pluralized, they must still stress the same root syllable. Most of the time, this means that you carryover the *tilde* to the plural form. Here are some examples:

Carrying over the <i>tilde</i>
árbol → árboles
América → Américas

However, in some uncommon cases, when you pluralize, you may have to add or remove a *tilde* to maintain the stress on the root syllable. Either way, all words follow one of the three rules presented in this section. Here are some examples:

Adding <i>tildes</i> to plural forms	Removing <i>tildes</i> to plural forms
examen → exámenes	ratón → ratones
orden → órdenes	corazón → corazones

Here is a summary of the three rules for stressing the correct syllable in all Spanish words.

### Pronunciation Rules for Syllable Stress

1. Words in Spanish that have no written accent and end in a **vowel, n, or s** always stress the second-to-last (penultimate) syllable.
2. Words that don't have a written accent and end in any other consonant (other than **n** or **s**) always stress the last syllable.
3. Words with written accents (tildes) always stress the syllable with the tilde.

## 2.2: Para practicar en casa

### 2.2 Learning Objectives:

- a. To learn to stress all words (without written accents) that end in a vowel, n, or s
- b. To learn to stress all words (without written accents) that end in other consonants
- c. To learn to stress all words with written accents

### A. Las tres reglas

Use the summary of the three rules on the previous page and indicate which pronunciation rule the following words follow.

#### MODELO:

vosotras	<i>regla 1</i> _____
universidad	<i>regla 2</i> _____
fácil	<i>regla 3</i> _____

1. mamá \_\_\_\_\_
2. números \_\_\_\_\_
3. regla \_\_\_\_\_
4. símbolo \_\_\_\_\_
5. sobrinos \_\_\_\_\_
6. juez \_\_\_\_\_
7. nacionalidad \_\_\_\_\_
8. ciudad \_\_\_\_\_
9. hermana \_\_\_\_\_
10. débil \_\_\_\_\_

### B. La sílaba tónica

Practice pronouncing the following words. Divide the words into syllables and underline the stressed syllable. Don't worry about what the words mean; focus on the syllable stress.

1. dinero \_\_\_\_\_
2. camiseta \_\_\_\_\_
3. padres \_\_\_\_\_
4. exámenes \_\_\_\_\_
5. crítico \_\_\_\_\_
6. critico \_\_\_\_\_
7. criticó \_\_\_\_\_
8. acabar \_\_\_\_\_
9. almorzar \_\_\_\_\_
10. animal \_\_\_\_\_

**C. La pluralización**

Write the plural forms for the following words. Pay special attention to the stress of the root syllable and if the *tilde* is carried over, lost, or added to the plural form.

1. orden \_\_\_\_\_
2. corazón \_\_\_\_\_
3. alemán \_\_\_\_\_
4. fácil \_\_\_\_\_
5. islámico \_\_\_\_\_
6. fantástica \_\_\_\_\_
7. lámpara \_\_\_\_\_
8. natural \_\_\_\_\_
9. azul \_\_\_\_\_
10. trabajador \_\_\_\_\_

**D. Las reglas**

Without looking at the explanations above, write down the three rules in your own words. Also write 3 examples of each rule. Afterwards, check that what you wrote is correct.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2.2: Para practicar en clase

### 2.2 Learning Objectives:

- a. To learn to stress all words (without written accents) that end in a vowel, n, or s
- b. To learn to stress all words (without written accents) that end in other consonants
- c. To learn to stress all words with written accents

### A. La trabalengua

With a classmate, practice pronouncing the following tongue twister. Then answer the questions that follow.

*Erre con erre cigarro,  
erre con erre barril.  
Rápido corren los carros,  
sobre los rieles del ferrocarril.*

Which words stress the last syllable?

Which rule(s) do those words follow?

Which words stress the second-to-last syllable?

Which rule(s) do those words follow?

Which words stress other syllables (not last or second-to-last)?

Which rule(s) do those words follow?

### B. Las reglas

Use the summary of the three rules and indicate which pronunciation rule the following words follow.

#### MODELO:

vosotras	<i>regla 1</i> _____
universidad	<i>regla 2</i> _____
fácil	<i>regla 3</i> _____

- |                 |       |
|-----------------|-------|
| 1. trabalenguas | _____ |
| 2. accidente    | _____ |
| 3. refrigerador | _____ |
| 4. ángel        | _____ |
| 5. clase        | _____ |
| 6. papel        | _____ |
| 7. educativo    | _____ |
| 8. artículo     | _____ |
| 9. estómago     | _____ |
| 10. límite      | _____ |

**C. La sílaba tónica**

With a classmate, divide the following words into syllables and underline the stressed syllable according to the rules. Then, practice pronouncing them. Don't worry about what they mean; focus on the syllable stress.

1. hijastro \_\_\_\_\_
2. padres \_\_\_\_\_
3. hablar \_\_\_\_\_
4. pájaro \_\_\_\_\_
5. francés \_\_\_\_\_
6. familia \_\_\_\_\_
7. actor \_\_\_\_\_
8. escribir \_\_\_\_\_

**D. Las palabras gemelas (twins)**

With a classmate, discuss if the *tildes* in the following words are 1) required to change the stressed syllable or 2) if they simply indicate a different use of the word (the two functions of the *tilde*).

1. está
2. esta
3. donde
4. dónde
5. cuándo
6. cuando
7. trabajo
8. trabajó

**E. Repaso**

Make sure that you understand and can do the following:

1. Do you know which syllable to stress in words without *tildes*?
2. Do you know which syllable to stress in words with *tildes*?
3. Do you know why some words lose or gain a tilde between the singular and plural forms?
4. Do you know the three rules for syllable stress in Spanish?

**Tarea:**

Complete 2.3 *Para Estudiar en Casa* and 2.3 *Para Practicar en Casa*.



## 2.3: Para estudiar en casa

### 2.3 Learning Objectives:

- To fully understand the use of subject pronouns
- To learn conjugations for regular *-ar* verbs
- To be able to construct and respond to "yes or no" questions
- To acquire vocabulary related to common *-ar* verbs

### Introduction:

In this section, we will discuss the use of subject pronouns and learn the conjugations for regular *-ar* verbs. You will be able to use several regular *-ar* verbs to ask and answer yes and no questions.

### 2.3.a. To fully understand the use of subject pronouns

Please review the introduction to subject pronouns in 1.4.b. Also, review the different uses in Spanish of the subject pronoun "you" as presented in 1.3.b.

Subject pronouns, like all pronouns, take the place of nouns.

- "I" and "we" refer to *the person speaking* and are considered the "first" person.
- "You" refers to *the person being spoken to* and is considered the "second" person.
- "He, she, it," and "they" refer to *the person being spoken about* and are considered the third person.

There are singular and plural forms of the first, second, and third person subject pronouns. Examine the following chart.

Person/Number	Singular	Plural
<b>First Person</b>	yo	nosotros/as
<b>Second Person</b>	tú, usted	vosotros/as, ustedes
<b>Third Person</b>	él, ella	ellos, ellas

### Note:

"Usted" and "ustedes" are commonly abbreviated as "Ud." and "Uds."

As discussed in 1.4.b, subject pronouns are frequently omitted in Spanish. This is because that information is understood as part of the verb conjugation. *Yo, tú, nosotros/as*, and

*vosotros/as* are typically omitted. In addition, the English subject pronoun "it" does not even exist in Spanish. There is no Spanish equivalent, because it is fully incorporated into the verb conjugation. Consider the following:

English	Spanish
It is important.	Es importante.
It is perfect.	Es perfecto.
It is horrible.	Es horrible.
It is one o'clock.	Es la una.

**Note:**

"It" can be a subject pronoun, performing the action of the verb (i.e. "It is important"), or "it" can be an object pronoun, receiving the action of the verb ("I see *it*" or "I threw the ball at *it*"). Do not confuse the subject pronoun "it," which do exist in Spanish, with the object pronouns "it." For now, just remember that the Spanish verb conjugation includes "it."

### 2.3.b. To learn conjugations for regular *-ar* verbs

There three types of regular verbs: verbs ending in *-ar*, *-er*, and *-ir*. In this section, we will focus on the conjugations of verbs ending in *-ar*. Remember that the infinitive is the form of the verb without conjugation. The infinitive and other verb forms have two parts: the stem and the ending.

Infinitivo (infinitive)	Raíz (stem)	Terminación (ending)
hablar	habl-	-ar

As we have seen in previous sections, the verb conjugations have endings associated with the subject pronouns. Here are the conjugations of the verb: *hablar* (to speak/to talk). Notice how the stem is the same, but the ending depends on the subject.

Singular			Plural		
yo	hablo	(I speak)	nosotros/as	hablamos	(we speak)
tú	hablas	(you speak)	vosotros/as	habláis	(you speak)
él		(he/it speaks)	ellos		(they speak)
ella	habla	(she/it speaks)	ellas	hablan	(they speak)
usted		(you speak)	ustedes		(you speak)

**Note:**

The conjugations for the second person formal (*usted* and *ustedes*) are the same as the third person conjugations.

It is useful to memorize the verb *hablar* as an example verb for all regular *-ar* verbs. In addition, you can memorize just the endings: *-o*, *-as*, *-a*, *-amos*, *-áis*, *-an*.

Spanish present tense conjugations have different English equivalents depending on the context. Here are the most common:

Spanish Present Tense	English Equivalent	Context
Hablo	I speak	present action (habitual)
	I am speaking	in-progress action
	I do speak / Do I speak?	general actions/ question
	I will speak	near future action

### 2.3.c. To be able to construct and respond to "yes or no" questions

As noted in the previous section, one of the English equivalents of the Spanish present tense includes the auxiliary verb "to do." In English, this is how we commonly form "yes or no" questions, but there is no Spanish equivalent for that auxiliary verb; it is simply part of the Spanish verb conjugation. To form a question like: "Do you speak Spanish?" you would say: "¿Hablas español?"

Say the following examples out loud and notice how your voice naturally raises at the end of each question. This is called raising intonation. Raising intonation is one way that we indicate that we are asking a question.

Question in English	Pregunta en español
Do I speak now?	¿Hablo ahora?
Do you speak Spanish?	¿Hablas español?
Does he speak English?	¿Habla inglés?
Do we speak?	¿Hablamos?
Do they speak German?	¿Hablan alemán?

#### Note:

In Spanish, there is a question mark at the beginning and at the end of questions. This way, you will know that it should be read *as a question* before you start reading it.

In English, we are not required to use the auxiliary verb "to do." All of the above questions could be formed without it. "I speak now?" and "you speak Spanish?" are perfectly good questions in English. In English, the auxiliary verb can soften the question and make it more obvious that the sentence is a question.

Sometimes, when forming questions, we can alter the normal order (placement) of the subject and verb. Consider the possible answers to the question: "You guys speak Spanish?"

Normal order (statement)	We do.
Normal order (question)	We do?
Altered order (question)	Do we?

When we reverse the normal order of the subject and verb in order to form questions, we emphasize the fact that it is a question. The same is true in Spanish, but the placement of the subject is even more flexible. Notice the placement of the subject pronoun in these questions:

Questions in English	Preguntas en español
Does he speak Spanish?	¿Habla español?
He speaks Spanish?	¿Él habla español?
	¿Habla él español?
	¿Habla español él?

To answer these questions, we could simply say "sí" or "no." However, it is very important to practice answering with more complete sentences, especially the verb conjugation.

Here are possible affirmative answers to these questions.

Affirmative Responses in English	Respuestas afirmativas en español
Yes.	Sí.
Yes, he does speak Spanish.	Sí, habla español.
Yes, he speaks Spanish.	Sí, él habla español.

**Note:**

The use of the subject pronoun (él) in the response is unnecessary, because the subject is already established in the question.

Negative Responses in English	Respuestas negativas en español
No.	No.
No, he does not speak Spanish?	No, no habla español.
	No, él no habla español.

**Note:**

In Spanish, the word "no" can appear twice in the responses. One answers the question, just like in English. The other negates the verb, just like the word "not" in English.

*¿Tus amigos hablan español?*

*Sí, hablan español.*

*¿Hablan alemán?*

*No, no hablan alemán.*

### 2.3.d. To acquire vocabulary related to common -ar verbs

Here are some common regular -ar verbs. They all conjugate exactly like *hablar* in the present tense.

Spanish	English
bailar	to dance
buscar	to look for
cantar	to sing
cenar	to eat dinner / to have dinner
comprar	to buy
desayunar	to eat breakfast / to have breakfast
desear	to want (desire)
enseñar	to teach
escuchar	to listen (to)
estudiar	to study
mandar	to send (something)
mirar	to watch
nadar	to swim
necesitar	to need
pagar	to pay (for something)
practicar	to practice
regresar	to return (to a location)
tocar	to touch / to play a musical instrument
tomar	to take / to drink
trabajar	to work
usar	to use / to wear (clothes)
viajar	to travel

#### Note:

Certain verbs include extra words in English.

buscar	to look <i>for</i>	Él busca un lápiz.	He is looking <i>for</i> a pencil.
cenar	to eat dinner	Ceno a las 6.	I eat <i>dinner</i> at 6.
desayunar	to eat breakfast	¿Desayunas aquí?	Do you eat <i>breakfast</i> here?
escuchar	to listen <i>to</i>	Escucho música clásica.	I listen <i>to</i> classical music.
pagar	to pay <i>for</i>	Pago la comida.	I pay <i>for</i> the food.

## 2.3: Para practicar en casa

### 2.3 Learning Objectives:

- To fully understand the use of subject pronouns
- To learn conjugations for regular *-ar* verbs
- To be able to construct and respond to "yes or no" questions
- To acquire vocabulary related to common *-ar* verbs

### A. Which person?

Indicate which person (first, second, or third) is being mentioned.

#### MODELO:

yo                      first

- vosotras \_\_\_\_\_
- tú y tus amigos \_\_\_\_\_
- ustedes \_\_\_\_\_
- Hillary \_\_\_\_\_
- Jorge \_\_\_\_\_
- ellos \_\_\_\_\_
- nosotros \_\_\_\_\_
- tú y yo \_\_\_\_\_
- mis amigos y yo \_\_\_\_\_
- Roberto y María \_\_\_\_\_

### B. Which pronoun?

Indicate which subject pronoun should be used to answer the following questions. The subject pronoun will often be omitted in the answer, but it is really important to identify the subject according to which the verb should be conjugated.

#### MODELO:

¿Tú hablas español?                      yo

- ¿Vosotras buscáis el libro? \_\_\_\_\_
- ¿Tus amigos y tú trabajan? \_\_\_\_\_
- ¿Viajan ustedes mucho? \_\_\_\_\_
- ¿Hillary toca la guitarra? \_\_\_\_\_
- ¿Paga Jorge la entrada? \_\_\_\_\_
- ¿Ellos toman limonada? \_\_\_\_\_
- ¿Escuchamos música clásica? \_\_\_\_\_
- ¿Bailamos tú y yo? \_\_\_\_\_
- ¿Cantamos bien mis amigos y yo? \_\_\_\_\_
- ¿Estudian mucho Roberto y María? \_\_\_\_\_

**C. A Conjugar**

Conjugate the verbs according to the subject provided to form complete questions.

1. ¿\_\_\_\_\_ (Tomar - tú) una clase de matemáticas?
2. ¿\_\_\_\_\_ (Bailar - tú) con tus amigos?
3. ¿\_\_\_\_\_ (Nadar - tú) en la piscina de la universidad?
4. ¿\_\_\_\_\_ (Desayunar) en Renata's?
5. ¿\_\_\_\_\_ (Cenar - tú) en la cafetería de la universidad?
6. ¿\_\_\_\_\_ (Escuchar - tú) música clásica?
7. ¿\_\_\_\_\_ (Mirar - tú) mucha televisión?
8. ¿\_\_\_\_\_ (Estudiar - tú) en la biblioteca?
9. ¿\_\_\_\_\_ (Hablar - tú) español?
10. ¿Tus amigos \_\_\_\_\_ (trabajar)?

**D. Preguntas personales**

Now answer the questions above based on your own experience. Here and in class, answer in complete sentences and play along, meaning if you are asked about your roommate, but you don't have one, just answer as if you did.

**MODELO:**

¿Trabajas en la librería?  
Sí, trabajo en la librería.  
or  
No, no trabajo en la librería.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## 2.3: Para practicar en clase

### 2.3 Learning Objectives:

- a. To fully understand the use of subject pronouns
- b. To learn conjugations for regular *-ar* verbs
- c. To be able to construct and respond to "yes or no" questions
- d. To acquire vocabulary related to common *-ar* verbs

### A. Entrevista

With a classmate, ask and answer the following questions. Be sure to answer affirmatively and negatively just to practice.

1. ¿Nadas? ¿Nadas en la piscina de la universidad?
2. ¿Cenas en la cafetería de la universidad?
3. ¿Cenas a las seis? ¿Desayunas a las ocho?
4. ¿Tomas limonada? ¿Tomas cerveza?
5. ¿Viajas mucho?
6. ¿Estudias en la biblioteca de la universidad?
7. ¿Escuchas música técnica / clásica / rock / de México?
8. ¿Regresas a casa a las 10 de la noche?
9. ¿Trabajas en la librería de la universidad? ¿Dónde trabajas?
10. ¿Miras *Los diarios de vampiros*?

### B. Más preguntas

With a classmate, ask and answer the following questions - be careful with the subject in the answer. Answer affirmatively and negatively just to practice.

1. ¿Tus amigos y tú trabajan?
2. ¿Tus amigos estudian en el bosque?
3. ¿Tú y tus amigos bailan?
4. ¿Cenas con tus amigos?
5. ¿Tus amigos tocan música / guitarra / piano?
6. ¿Vosotros viajáis frecuentemente?
7. ¿Tus amigos cantan?
8. ¿Pagas tus cuentas (bills)?
9. ¿Ustedes toman una clase de psicología?
10. ¿Tú y tus compañeros de clase usan computadoras en clase?



### C. Las conjugaciones

With a classmate, use the list of verbs below and take turns fully conjugating them. Tell your partner the verb you want them to conjugate.

#### MODELO:

hablar

hablo, hablas, habla, hablamos, habláis, hablan

bailar	buscar	cantar
cenar	comprar	desayunar
desear	enseñar	escuchar
estudiar	mandar	mirar
nadar	necesitar	pagar
practicar	regresar	tocar
tomar	trabajar	viajar

### D. Preguntas originales

Write five original questions with the verbs above. Then take turns asking and answering them with a classmate.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### E. Repaso

Make sure that you understand and can do the following:

1. Do you fully understand the difference between the first, second, and third persons?
2. Can you conjugate regular *-ar* verbs?
3. Do you know the meaning of the verbs in the list above?
4. Can you form "yes" or "no" questions with the verbs above?
5. Can you answer affirmatively and negatively when asked "yes" or "no" questions?
6. Can you answer the following questions in complete sentences?
  - a. ¿Viajas mucho?
  - b. ¿Usas tu teléfono en clase?
  - c. ¿Tus amigos nadan en la piscina de la universidad?
  - d. ¿Tus amigos y tu trabajan?

### Tarea:

Complete *2.4 Para Estudiar en Casa* and *2.4 Para Practicar en Casa*.

## 2.4: Para estudiar en casa

### 2.4 Learning Objectives:

- To learn conjugations for regular *-er* and *-ir* verbs
- To acquire vocabulary related to common regular *-er* and *-ir* verbs
- To be able to ask and answer questions using common interrogative words

### Introduction:

In this section, we will greatly expand our ability to conjugate Spanish verbs by learning the other two types of regular conjugations, *-er* and *-ir* verbs. We will continue to practice the verbs by asking questions, but now we will ask them with interrogative (question) words.

### 2.4.a. To learn conjugations for regular *-er* and *-ir* verbs

In section 2.3.b, you learned how to conjugate regular *-ar* verbs and what their conjugations mean in English. This knowledge will make it much easier to understand the conjugations and uses of regular *-er* and *-ir* verbs.

Just like *-ar* verbs, *-er* and *-ir* verbs have two parts. We will use the common verbs of *comer* (to eat) and *vivir* (to live) as examples.

Infinitivo (infinitive)	Raíz (stem)	Terminación (ending)
comer	<i>com-</i>	<i>-er</i>
vivir	<i>viv-</i>	<i>-ir</i>

The conjugations for regular *-er* and *-ir* verbs are very similar to regular *-ar* verb conjugations. Notice that the only difference between *-ar* verbs and *-er* verbs are the vowels (a → e).

Singular			Plural		
yo	como	vivo	nosotros/as	comemos	vivimos
tú	comes	vives	vosotros/as	coméis	vivís
él			ellos		
ella	come	vive	ellas	comen	viven
usted			ustedes		

The endings for the *-er* and *-ir* verbs are identical, except for the *nosotros* and *vosotros* forms.

Singular		Plural		
yo	-o	nosotros/as	-emos	-imos
tú	-es	vosotros/as	-éis	-ís
él	-e	ellos	-en	
ella		ellas		
usted		ustedes		

### 2.4.b. To acquire vocabulary related to common regular *-er* and *-ir* verbs

Here are some common regular *-er* verbs. They all conjugate exactly like *comer* in the present tense.

Spanish	English
aprender	to learn
beber	to drink
comer	to eat
comprender	to understand
correr	to run
creer (en)*	to think, to believe (in)
deber	to owe, should, must
leer	to read
responder (a)*	to respond, to answer, to reply
vender	to sell

Here are some common regular *-ir* verbs. They conjugate exactly like *vivir*.

Spanish	English
abrir	to open
asistir (a)*	to attend (to go to an event)
compartir	to share, to divide up
cumplir	to fulfill, to carry out (obligations)
escribir	to write
insistir (en)*	to insist (on)
recibir	to receive
subir (a)*	to go up, to climb up
vivir	to live

**Note:**

Depending on what follows, certain verbs (\*) can require prepositions and others can be used with infinites.

### 2.4.c. To be able to ask and answer questions using common interrogative words

In 2.3.c, you learned how to ask and answer "yes or no" questions. In this section, we will focus on interrogative words (question words) to form questions.

In previous sections, we have already used a few interrogative words. Here is a list of interrogative words that we will use in this section.

Spanish	English
¿cómo?	how?
¿cuándo?	when?
¿cuánto?	how much?
¿cuántos(as)?	how many?
¿cuál(es)?	what? / which?
¿dónde?	where?
¿por qué?	why?
¿qué?	what?
¿quién(es)?	who? / whom?

#### Note:

All interrogative words have written accent marks. The accent mark does not change which syllable of the word is stressed. Instead, the accent mark on interrogative words indicates that the word functions as a question. Notice the difference in the function of the word "where" in the following examples.

Spanish	English
¿Dónde vives?	Where do you live?
Sé donde vives.	I know where you live.

In the first example, "where" is an interrogative word and functions as a question. In the second example, it does not. In Spanish, this difference is indicated by the accent mark.

In the following examples, notice that the verb in the question is frequently required in the answer, although the subject may often be different.

Pregunta	Respuesta
¿Cómo estás?	Estoy bien.
¿Cuándo es la clase?	Es a las 2.
¿Cuánto dinero necesitas?	Necesito dos dólares.
¿Cuántos estudiantes hay en la clase?	Hay 25 estudiantes.
¿Cuál es tu deporte favorito?	Es el futbol americano.
¿Dónde vives?	Vivo en Chicago.
¿Por qué estudias español?	Estudio español porque mis amigos hablan español.

¿Qué escuchas?	Escucho música clásica.
¿Quién enseña la clase?	La profesora enseña la clase.

If there is a preposition in the question, the same preposition usually occurs in the answer.

Pregunta	Respuesta
¿De dónde eres?	Soy <i>de</i> Chicago.
¿Para quién es el libro?	Es <i>para</i> mi amiga.
¿A qué hora es el concierto?	Es <i>a</i> las 10.

Questions with interrogative words function the same way as "yes or no" questions. See section 2.3.c to review raising intonation, English auxiliary verb "to do," word order in questions, affirmative responses, and negative responses.

**Note:**

Both *¿cuál?* and *¿qué?* can mean "what?" in English. The main difference is with the verb *ser*. With the verb *ser*, *¿qué?* asks for a definition, but *¿cuál?* asks for a specific answer from a set of possibilities. Consider the following questions and answers.

¿Qué es tu número de teléfono? Es el número para llamarme.	What is your telephone number? It's the number you dial to call me.
¿Cuál es tu número de teléfono? Es (707) 555-8292.	What is your telephone number? It's (707) 555-8292.
¿Qué es tu deporte favorito? Es el deporte que me gusta más.	What's your favorite sport? It's the one I like the most.
¿Cuál es tu deporte favorito? Es el fútbol.	What's your favorite sport? It's soccer.

**Note:**

In English, we would rarely ask the above questions that start with *¿qué es?* However, whenever we are asking for a definition, we would say *¿qué es?* (i.e. *¿Qué es una preposición?*)

## 2.4: Para practicar en casa

### 2.4 Learning Objectives:

- To learn conjugations for regular *-er* and *-ir* verbs
- To acquire vocabulary related to common regular *-er* and *-ir* verbs
- To be able to ask and answer questions using common interrogative words

#### A. Verbos -er y -ir

Conjugate the verbs in parenthesis according to the subject.

- ¿Vosotras \_\_\_\_\_ (vivir) en Los Ángeles?
- Tú y tus amigos \_\_\_\_\_ (comprender) la información.
- Ustedes \_\_\_\_\_ (abrir) los libros.
- Carla \_\_\_\_\_ (compartir) la comida.
- Álvaro \_\_\_\_\_ (asistir) a la clase.
- Ellos \_\_\_\_\_ (leer) los libros.
- Nosotros \_\_\_\_\_ (comer) hamburguesas.
- Tú y yo \_\_\_\_\_ (subir) el árbol (tree).
- Mis amigos y yo \_\_\_\_\_ (escribir) poemas.
- Darío y Candela \_\_\_\_\_ (vender) cerámica.

#### B. ¿Cuál verbo?

Choose the most appropriate verb and conjugate it according to the context of each sentence.

#### MODELO:

¿Tú (vivir / aprender) español? \_\_\_\_\_ *aprendes*

- ¿Vosotras (beber / abrir) el libro? \_\_\_\_\_
- ¿Tus amigos y tú (vivir / creer) en Arcata? \_\_\_\_\_
- ¿(Comprender / Subir) ustedes el poema? \_\_\_\_\_
- ¿Juana (asistir / comer) a la clase? \_\_\_\_\_
- ¿Raúl (comprender / abrir) la puerta? \_\_\_\_\_

6. ¿Ellos (beber / leer) limonada? \_\_\_\_\_
7. Nosotros (vender / escribir) la frase. \_\_\_\_\_
8. Tú y yo (insistir / vivir) en California. \_\_\_\_\_
9. ¿Tú (creer / abrir) que hay mucha tarea? \_\_\_\_\_
10. Mateo (deber / aprender) español. \_\_\_\_\_

### C. Preguntas personales

Write the answers to these questions according to your personal experience.

#### MODELO:

¿Dónde trabajas?  
Trabajo en la librería.

1. ¿Por qué estudias español? \_\_\_\_\_
2. ¿Con quién cenas? \_\_\_\_\_
3. ¿Dónde trabajas? \_\_\_\_\_
4. ¿De dónde es tu mejor amigo? \_\_\_\_\_
5. ¿Cómo está tu mejor amigo? \_\_\_\_\_
6. ¿Cuándo estudias? \_\_\_\_\_
7. ¿Qué lees? \_\_\_\_\_
8. ¿Cuál es tu clase favorita? \_\_\_\_\_
9. ¿Cuál es tu número de teléfono? \_\_\_\_\_
10. ¿A qué hora es tu clase favorita? \_\_\_\_\_
11. ¿Por qué estudias en HSU? \_\_\_\_\_
12. ¿Cómo es tu clase favorita? \_\_\_\_\_
13. ¿Qué bebes para el desayuno? \_\_\_\_\_
14. ¿Cuántas clases tomas? \_\_\_\_\_
15. ¿Cuántos bolígrafos tienes? \_\_\_\_\_

**D. Preguntas originales**

Write ten original questions for your classmates using question words and -er and -ir verbs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



## 2.4: Para practicar en clase

### 2.4 Learning Objectives:

- To learn conjugations for regular *-er* and *-ir* verbs
- To acquire vocabulary related to common regular *-er* and *-ir* verbs
- To be able to ask and answer questions using common interrogative words

### A. Entrevista

With a classmate, ask and answer the following questions. Be sure to answer affirmatively and negatively just to practice.

1. ¿Lees mucho? ¿Lees en la biblioteca de la universidad?
2. ¿Comes en la cafetería de la universidad?
3. ¿Asistes a clase todos los días?
4. ¿Aprendes matemáticas / español / filosofía / sociología?
5. ¿Abren la librería a las 5 de la mañana?
6. ¿Bebes leche / cerveza / limonada / café / té?
7. ¿Escribes novelas / poemas / canciones (songs)?
8. ¿Lees las noticias (news) / la tarea / ?
9. ¿Trabajas en la librería de la universidad? ¿Dónde trabajas?
10. ¿Miras *Los diarios de vampiros*?

### B. Asociaciones

Discuss with a classmate which verbs you can associate with the following ideas. Provide the infinitive. There can be several answers for each idea.

1. un libro de texto
2. un poema
3. una limonada o una cerveza
4. la librería
5. una tienda (store)
6. la literatura, las matemáticas, etc.
7. una puerta o una ventana
8. un restaurante
9. la tarea
10. en tu casa

### C. Las conjugaciones

With a classmate, use the list of verbs below and take turns fully conjugating them. Tell your partner the verb you want them to conjugate.

#### MODELO:

comer

como, comes, como, comemos, coméis, comen

abrir	aprender	asistir (a)
beber	comer	compartir
comprender	creer (en)	cumplir
deber	escribir	insistir (en)
leer	recibir	responder (a)
subir (a)	vender	vivir
trabajar	escuchar	bailar

### D. Preguntas originales

Ask a partner the original questions you wrote in the *Para practicar en casa* section. Write down their answers.

- |          |           |
|----------|-----------|
| 1. _____ | 2. _____  |
| 3. _____ | 4. _____  |
| 5. _____ | 6. _____  |
| 7. _____ | 8. _____  |
| 9. _____ | 10. _____ |

### E. Repaso

Make sure that you understand and can do the following:

1. Can you conjugate regular *-er* and *-ir* verbs?
2. Do you know the meaning of the verbs in the list above?
3. Can you answer the following questions in complete sentences?
  - a. ¿Por qué vives en Humboldt?
  - b. ¿Comprendes la gramática nueva?
  - c. ¿Dónde comes?
  - d. ¿Qué lees normalmente?

### Tarea:

Complete 2.5 *Para Estudiar en Casa* and 2.5 *Para Practicar en Casa*.

## 2.5: Para estudiar en casa

### 2.5 Learning Objectives:

- To learn the present tense conjugation of the verb *estar*
- To modify nouns using *estar* and adjectives
- To be able to use *estar* for location

### Introduction:

In this section, we will focus on two uses of a very common and important verb, *estar*. You have already used this verb to express how you are. Now we will learn the full present tense conjugation of *estar*, new adjectives to use with this verb, and how to tell where nouns are located.

### 2.5.a. To learn the present tense conjugation of the verb *estar*

*Ser* and *estar* are two verbs that express "to be" in English. You will study the differences between *ser* and *estar* in Chapter 4. For now, think of *ser* as describing characteristics (she is intelligent) and *estar* as describing conditions (she is tired).

*Estar* is an *-ar* verb, but it is also irregular, so it does not exactly conjugate like *hablar*. Carefully study and practice saying out loud the full conjugation of *estar*.

Singular		Plural	
yo	estoy	nosotros/as	estamos
tú	estás	vosotros/as	estáis
él	está	ellos	están
ella		ellas	
usted		ustedes	

### Note:

Notice that the ending for the *nosotros* and *vosotros* are the same as regular *-ar* verbs. The other forms are irregular. The *y* at the end of the conjugation for *yo* and the written accents on the other forms change which syllable is stressed. For those subjects, regular *-ar* verbs stress the second-to-last syllable, but these all stress the last syllable. Consider the written accent to be as important as a letter. If you do not include it, not only is it misspelled, but it could also mean something completely different.

### 2.5.b. To modify nouns using *estar* and adjectives

In chapter 1, we introduced the use of *ser* with adjectives. *Ser* is used when the adjective is a characteristic (referring to professions, religions, qualities of the noun). *Estar* is used to describe states and conditions. Notice the different types of adjectives in the following examples.

Pregunta	Respuesta
¿Cómo eres?	Soy inteligente, generoso y organizado.
¿Cómo estás?	Estoy alegre, entusiasmado y contento

As with all adjectives, they must agree in gender and number with the noun they modify. As a review, here are the different forms of the adjectives above:

Gender / Number	Singular	Plural
Masculine	alegre, generoso, contento	alegres, generosos, contentos
Feminine	alegre, generosa, contenta	alegres, generosas, contentas

The most common word used with *estar* is *bien* (well). It's actually an adverb and, therefore, there is only one form.

Pregunta	Respuesta
¿Cómo estás?	(Estoy) bien.
¿Cómo están tus familiares?	(Están) bien.

The following adjectives describe states and conditions and are typically used with *estar*.

Spanish	English
aburrido	bored
apurado	hurried, in a hurry
bien	well (good)
borracho	drunk
cansado	tired
enfermo	sick
entusiasmado	enthusiastic
feliz	happy
furioso	furious, angry, mad
listo	ready
loco	crazy
nervioso	nervous
orgulloso	proud
sano	healthy
tranquilo	calm, quiet
triste	sad

**MODELO:**

- ¿Cómo está tu hermana?  
Está feliz, orgullosa y entusiasmada.
- ¿Cómo están tus primos?  
Están nerviosos, cansados y apurados.
- ¿Cómo están tus primas?  
Están tranquilas, aburridas y tristes.
- ¿Cómo estás?  
Estoy bien.

**2.5.c. To be able to use *estar* for location**

One of the uses of *estar* is to express location. We use *estar* to ask where something is and to express where something is. Consider the following sentences.

Pregunta	Respuesta
¿Dónde estás?	Estoy en mi casa.
¿Dónde está el libro de texto?	Está en mi mochila.
¿Dónde están los estudiantes?	Están en clase.

We often use the word *en* when using *estar* for location. In the following examples, notice how the word *en* is expressed differently in English.

Spanish	English
Estamos <i>en</i> California.	We're <i>in</i> California.
Mi teléfono está <i>en</i> la mesa.	My phone is <i>on</i> the table.
Los niños están <i>en</i> casa.	The boys are <i>at</i> home.

**Note:**

When expressing location, use "*en*" to express "at" ("at home"). When expressing time, use "*a*" to express "at" ("at two o'clock").

The following words can be used to express location without the word *en*.

Spanish	English	Example
<i>aquí</i>	here	<i>Estamos aquí.</i>
<i>allí</i>	over there	<i>Estáis allí.</i>
<i>allá</i>	(way) over there	<i>Están allá.</i>

As in English, the use of these words is relative (depending on the perspective of the speaker).

## 2.5: Para practicar en casa

### 2.5 Learning Objectives:

- a. To learn the present tense conjugation of the verb *estar*
- b. To modify nouns using *estar* and adjectives
- c. To be able to use *estar* for location

### A. La conjugación del verbo *estar*

Conjuga el verbo *estar* según el contexto (el sujeto).

1. Mi familia \_\_\_\_\_ feliz.
2. Mis primos y yo \_\_\_\_\_ en la casa de mi abuela.
3. Las sobrinas de mis amigos \_\_\_\_\_ orgullosas.
4. ¿Dónde \_\_\_\_\_ tú?
5. Vosotros \_\_\_\_\_ en la universidad.
6. Mi hermano \_\_\_\_\_ muy contento.
7. Yo \_\_\_\_\_ con mi familia en California.
8. Mis hijos \_\_\_\_\_ en la casa de mi madre.
9. Mis abuelos \_\_\_\_\_ bien.
10. ¿Cómo \_\_\_\_\_ tus amigos?

### B. *Estar* con adjetivos

Using your own relatives (or imaginary/ideal ones) complete the following sentences with *estar* and adjectives presented in this section. Make sure that the verb is conjugated for the correct subject and that the adjectives agree with the noun.

#### MODELO:

Mis padres \_\_\_\_\_ están contentos.

1. Mi esposa \_\_\_\_\_
2. Mis gatos \_\_\_\_\_
3. Mis primos \_\_\_\_\_
4. Mi hermana \_\_\_\_\_
5. Mis hermanos \_\_\_\_\_
6. Mi abuela \_\_\_\_\_
7. Mis tías \_\_\_\_\_

8. Mis hijos \_\_\_\_\_

9. Mi sobrina \_\_\_\_\_

10. Mis cuñados \_\_\_\_\_

### C. ¿Dónde está?

Use the following elements to form complete sentences following the model.

#### MODELO:

él/su casa                      Él está en su casa. \_\_\_\_\_

1. Roberto/Arcata \_\_\_\_\_

2. los estudiantes/clase \_\_\_\_\_

3. Mi cuaderno/mi mochila \_\_\_\_\_

4. yo/mi apartamento \_\_\_\_\_

5. guitarra/la mesa \_\_\_\_\_

6. ellos/el restaurante \_\_\_\_\_

7. mi perro/el sofá \_\_\_\_\_

8. Mi abuela/la cama \_\_\_\_\_

9. mis hermanas/el carro \_\_\_\_\_

10. vosotras/aquí \_\_\_\_\_

### D. Preguntas originales

Using the question words (¿por qué?, ¿cuántos?, ¿dónde?, etc.) and the verb *estar*, write 10 original questions for your classmates.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## 2.5: Para practicar en clase

### 2.5 Learning Objectives:

- To learn the present tense conjugation of the verb *estar*
- To modify nouns using *estar* and adjectives
- To be able to use *estar* for location

### A. Entrevista

With a classmate, ask and answer the following questions. Be creative with your answers. Use complete sentences and provide other answers for what people are doing.

- ¿Cómo estás?
- ¿Dónde estás tú en este momento?
- ¿Cómo está tu mejor amigo?
- ¿Dónde está tu mejor amigo?
- ¿Cómo están tus primos?
- ¿Dónde están tus primos ?
- ¿Cómo están tus padres?
- ¿Cómo está tu hermana?
- ¿Dónde está tu hermana?
- ¿Dónde está tu casa?

### B. La conjugación de *estar*

Conjugate *estar* for the following subjects. Once you are done, compare your answers with a classmate's and then check your answers. Make sure that you have spelled all conjugations correctly. Pay special attention to the *tildes*.

yo \_\_\_\_\_

nosotros \_\_\_\_\_

tú \_\_\_\_\_

vosotros \_\_\_\_\_

usted \_\_\_\_\_

ustedes \_\_\_\_\_



**C. ¿Cómo estás y dónde estás?**

With a classmate, ask and answer how and where the following people are. Use two adjectives and be creative (i.e. answer as if you had children even if you don't).

**MODELO:**

(tus hijos)

¿Cómo están tus hijos?

Están contentos y orgullosos.

¿Dónde están (tus hijos)?

Están en la casa de mi madre.

- |                   |                  |
|-------------------|------------------|
| 1. (tu perro)     | 2. (tus abuelos) |
| 3. (tu suegra)    | 4. (tu madre)    |
| 5. (tu padre)     | 6. (tu hija)     |
| 7. (tus tíos)     | 8. (tu prima)    |
| 9. (tus sobrinos) | 10. (tus nietos) |

**D. Preguntas originales**

Ask your classmate the question you wrote in the *Para practicar en casa* section. Write their answers.

- |          |           |
|----------|-----------|
| 1. _____ | 2. _____  |
| 3. _____ | 4. _____  |
| 5. _____ | 6. _____  |
| 7. _____ | 8. _____  |
| 9. _____ | 10. _____ |

**E. Repaso**

Make sure that you understand and can do the following:

- Can you correctly conjugate the verb *estar*?
- Can you describe states and conditions with *estar* and some adjectives?
- Do you know how to express location with *estar*?
- Can you answer the following questions in complete sentences?
  - ¿Dónde estás?
  - ¿Cómo estás?
  - ¿Dónde está tu mochila?
  - ¿Cómo están tus abuelos?

**Tarea:**

Complete 2.6 *Para Estudiar en Casa* and 2.6 *Para Practicar en Casa*.

## 2.6: Para estudiar en casa

### 2.6 Learning Objectives:

- To learn the present tense conjugation of the verb *tener*
- To learn and be able to use special expressions with the verb *tener*
- To be able to use *tener* and other verbs with infinitives

### Introduction:

In this section, we will practice a very common and useful verb: *tener*. First, we will learn its conjugation, which is irregular. Then we will learn to use several useful idioms with the verb *tener*. Lastly, we will learn to combine *tener* and other verbs with infinitives.

### 2.6.a. To learn the present tense conjugation of the verb *tener*

*Tener* means "to have" in English, but only in the sense of possession, as in "I *have* three brothers"; it is not the same as the auxiliary verb "to have," as in "I *have* done that" or "I *have* dinner" (as in "to eat").

*Tener* is an -er verb, but it is also irregular, so it does not exactly conjugate like *comer*. However, the endings are the same, it is the stem that is irregular. You will learn more verbs like *tener*, so it is important to get a good foundation to help you acquire other irregular verbs.

Carefully study and practice saying out loud the full conjugation of *tener*.

Singular		Plural	
yo	tengo	nosotros/as	tenemos
tú	tienes	vosotros/as	tenéis
él	tiene	ellos	tienen
ella		ellas	
usted		ustedes	

### Note:

There is a "g" in the *yo* form.

There is a "stem change" (*cambio de raíz*) of **e** → **ie** in the *tú*, *usted*, and *ustedes* forms.

That stem change does not appear in the *yo*, *nosotros*, or *vosotros* forms.

The endings are the same as all other -er verbs, like *comer*.

Read carefully the following examples:

- ¿Cuántos hermanos tienes?  
Tengo tres hermanos.
- ¿Cuántas hermanas tienes?  
Tengo tres hermanas.
- ¿Cuántos primos tienen ustedes?  
Tenemos muchos primos porque tenemos muchos tíos.

### 2.6.b. To learn and be able to use special expressions with the verb *tener*

Besides referring to possession, *tener* is used to express states of being. In English, we use other verbs, like "to be," for these ideas, so try not to think of these as direct (word-for-word) translations, rather, focus on the meaning of what is being expressed.

<b><i>Tener</i> Expression</b>	<b>English Equivalent</b>
tener # años	to be # years old
tener hambre	to be hungry
tener sed	to be thirsty
tener calor	to be hot*
tener frío	to be cold
tener sueño	to be sleepy
tener razón	to be correct
tener miedo	to be afraid
tener prisa	to be in a hurry

**Note:**

\*The expression *tener calor* refers to body heat. Be aware that *ser/estar caliente* referring to people means to being attractive/horny. *Picante* refers to spicy hot.

Carefully read the following examples.

- ¿Cuántos años tienes?  
Tengo veintidós años.
- ¿Cómo estás?  
Tengo (mucho) hambre.
- ¿Tienes sed.  
No, no tengo sed.
- ¿Tienes calor?  
No. Tengo frío.
- ¿Cómo estás?  
Tengo sueño.
- Tienes miedo.  
Sí, tengo (mucho) miedo; no me gustan los monstruos.

¿Tienes unos minutos?

No. No tengo tiempo. Tengo mucha prisa.

2 + 2 = 4.

Tienes razón.

### 2.6.c. To be able to use *tener* and other verbs with infinitives

*Tener* can be combined with the infinitives of other verbs to express "to feel like *doing*" and "to have to *do*."

<b><i>Tener</i> Expression</b>	<b>English Equivalent</b>
tener ganas de <i>hacer</i>	to feel like <i>doing</i>
tener que <i>hacer</i>	to have to <i>do</i>

Consider the following examples.

¿Tienes ganas de comer?

Sí, tengo ganas de comer.

¿Tenemos que estudiar hoy?

Sí, tenemos que estudiar todos los días.

Besides *tener*, many other verbs can also be combined with infinitives of other verbs. Here are some that you may have already learned.

<b>Infinitive Expression</b>	<b>English Equivalent</b>
necesitar <i>hacer</i>	to need to <i>do</i>
(Le) gusta <i>hacer</i>	to like to <i>do</i>
desear <i>hacer</i>	to desire/want to <i>do</i>
deber <i>hacer</i>	to must <i>do/should do</i>

#### MODELO:

¿Ustedes necesitan beber más agua?

Sí, necesitamos beber más agua.

¿Les gusta bailar?

Sí, nos gusta bailar.

¿Desean comer ahora?

Sí. Tenemos mucha hambre.

¿Deben responder en frases completas?

Sí, debemos responder en frases completas.

There are many other verbs that can be combined with infinitives.

## 2.6: Para practicar en casa

### 2.6 Learning Objectives:

- To learn the present tense conjugation of the verb *tener*
- To learn and be able to use special expressions with the verb *tener*
- To be able to use *tener* and other verbs with infinitives

### A. La conjugación de *tener*

Complete the following sentences by conjugating the verb *tener* according to the context.

- Roberto \_\_\_\_\_ dos hermanas.
- Nosotros \_\_\_\_\_ una casa en Humboldt.
- Ellas \_\_\_\_\_ que estudiar más.
- Tú \_\_\_\_\_ ganas de comer.
- Yo \_\_\_\_\_ una familia muy grande.
- Usted \_\_\_\_\_ muchos primos.
- ¿Vosotros \_\_\_\_\_ parientes en California?
- Yo no \_\_\_\_\_ hermanos.
- Ana y Mónica \_\_\_\_\_ tíos que viven en Nevada.
- Ustedes \_\_\_\_\_ mucha tarea.

### B. Preguntas personales

Answer the following questions in complete sentences using the verb *tener*.

- ¿Cuántos hermanos tienes?

\_\_\_\_\_

- ¿Tienes sed?

\_\_\_\_\_

- ¿Tienes hambre?

\_\_\_\_\_

- ¿Tienes ganas de bailar?

\_\_\_\_\_

- ¿Cuántos primos tienes?

\_\_\_\_\_

- ¿Tienes frío?

\_\_\_\_\_

- ¿Tienes miedo de las serpientes?

\_\_\_\_\_

8. ¿Tienes que trabajar hoy?

---

9. ¿Tienes sueño?

---

10. ¿Cuántos años tienes?

---

### C. La traducción

Translate the following into Spanish using the two verb structures discussed in this section.

1. My father has to work.

---

2. I feel like singing.

---

3. Our sisters want to travel.

---

4. Her aunts have to sing.

---

5. My cousins like to write.

---

6. I need to study Spanish.

---

7. My spouse wants to eat.

---

8. My family and I should swim.

---

9. You guys need to eat.

---

10. You have to visit your cousin.

---

### D. Sujetos diferentes

Write each expression using the following subject pronouns: tú, él, nosotros, vosotros, ellas.

#### MODELO:

Tengo sed. \_\_\_\_\_ *Tienes sed, Tiene sed, Tenemos sed, Tenéis sed, Tienen sed.*

1. Tengo hambre. \_\_\_\_\_

2. Tengo sueño. \_\_\_\_\_

3. Tengo miedo. \_\_\_\_\_

4. Tengo que estudiar. \_\_\_\_\_

5. Tengo ganas de comer. \_\_\_\_\_

## 2.6: Para practicar en clase

### 2.6 Learning Objectives:

- To learn the present tense conjugation of the verb *tener*
- To learn and be able to use special expressions with the verb *tener*
- To be able to use *tener* and other verbs with infinitives

### A. El verbo tener

- With a classmate, take turns practicing the conjugation of *tener*. Tell them a subject pronoun (yo, tú, él, ella, usted, nosotros, vosotros, ellos, ellas) and they say the conjugation.
- Continue taking turns, this time, instead of a subject pronoun, tell them a random subject (mi hermano Tomás, los compañeros de clase, mi novia y yo).
- Finally, take turns conjugating the entire verb.

### B. Entrevista

With a classmate, ask and answer the following questions using complete sentences. Be creative with responses to the open-ended questions.

- ¿Tienes frío? ¿Quién tiene frío? ¿Tienes calor? ¿Cuándo tienes calor?
- ¿Tienes hambre? ¿Quién tiene hambre? ¿Tienes sed? ¿Cuándo tienes sed?
- ¿Tienes que trabajar hoy? ¿Tienes que estudiar hoy?
- ¿Tienes prisa? ¿Cuándo tienes prisa?
- ¿Tienes ganas de viajar? ¿Adónde tienes ganas de viajar?
- ¿Cuántos años tienes? ¿Cuántos hermanos tienes? ¿Cuántas clases tienes este semestre?
- ¿Tienes sueño? ¿Cuándo tienes sueño?
- ¿Tienes miedo? ¿De qué tienes miedo?
- ¿Debemos responder con frases completas?
- ¿Tenemos que ser creativos?

### C. "Tienes que" and "Tengo ganas de"

With a classmate, take turns asking and answering questions. For the questions use the list of verbs below and "tener que." Answer affirmatively, but then add a "tener ganas de" preference. Follow the model.

**MODELO:**

¿Tienes que trabajar hoy?

Sí, pero tengo ganas de bailar. ¿Tienes que estudiar hoy?

Sí, pero tengo ganas de escuchar música.

escuchar música	beber agua
mirar la televisión	comer una hamburguesa
nadar en la playa	leer una novela
trabajar	escribir un poema
viajar a Europa	abrir la ventana
cenar	aprender más verbos
estudiar	comprender la gramática
bailar	asistir a un concierto
cantar	compartir una actividad

**D. Expresiones con el verbo *tener***

With a partner, describe the situation with a logical *tener* expression. Be sure to conjugate according to the correct subject. Follow the model.

**MODELO:**

Bebo mucha agua. \_\_\_\_\_ "Tengo sed."

1. Los estudiantes comen una ensalada.
2. Son las 11:50 y tengo clase a las 12. Necesito llegar a tiempo.
3. Ustedes tienen un examen mañana y necesitan aprender la gramática.
4. Hay unas serpientes en la casa de la profesora.
5. Estamos en las montañas. Es de noche. No tenemos chaqueta.
6. Te gusta mirar la televisión y no tienes que trabajar.
7. Es de noche después de un día muy ocupado.
8. Vosotros bebéis mucha limonada.
9. Estamos en Las Vegas en junio durante el día.
10. No me gustan las arañas (spiders) y hay muchas aquí.

**E. Repaso**

Make sure that you understand and can do the following:

1. Do you know the full conjugation of the verb *tener*?
2. Do you understand the uses of *tener*?
3. Can you use two verbs together to refer to the same subject?
4. Can you answer the following questions in complete sentences?
  - a. ¿Cuántos hermanos tienes?
  - b. ¿Tienes sed/hambre/sueño/frío/calor/miedo/prisa?
  - c. ¿Qué tienes que hacer hoy?
  - d. ¿Necesitas trabajar hoy?

**Tarea:**

Complete 2.7 Para Estudiar en Casa and 2.7 Para Practicar en Casa.



## 2.7: Para estudiar en casa

### 2.7 Learning Objectives:

- To be able to form EQUAL comparisons of nouns and adjectives
- To be able to form UNEQUAL comparisons of nouns and adjectives
- To be able to form superlatives

### Introduction:

In this lesson, we will learn about EQUAL and UNEQUAL comparisons of nouns and adjectives.

### Preliminary Note:

Be very careful to use the correct subject pronoun for both sides of the comparison. In conversational English, it is very common to use object pronouns instead of subject pronouns for comparisons. Although this is common, it is technically grammatically incorrect in formal English.

Conversational English	Formal English
I take as many classes as <b>her</b> .	I take as many classes as <b>she</b> (takes).
You take more classes than <b>me</b> .	You take more classes than <b>I</b> (take).
I am as tall as <b>them</b> .	I am as tall as <b>they</b> (are).
She is older than <b>him</b> .	She is older than <b>he</b> (is).

Since this is so common in English, it often leads to grammatical mistakes in Spanish. Always use subject pronouns for both sides of comparisons.

### Note:

In formal English, we can repeat the verb or use the auxiliary verb "to do": (You have more brothers than **I have** / You have more brothers than **I do**). However, the verb should not be repeated in Spanish: (*Tú lees tanto como yo*).

### 2.7.a. To be able to form EQUAL comparisons of nouns and adjectives

To form EQUAL comparisons (*comparaciones iguales*) in English, we usually use "as .... as". In Spanish, this is replaced with forms of "*tanto ... como*". The form of "*tanto*" depends on what is being compared. Here are the formulas for EQUAL comparisons.

EQUAL Comparisons of:	Español	Inglés
<b>Nouns</b>	<i>tanto/a/os/as (sustantivo) como</i>	as many (noun) as / as much (noun) as
<b>Adjectives</b>	<i>tan (adjetivo) como</i>	as (adjective) as

**Sustantivos / Nouns**

<b>Español</b>	<b>Inglés</b>
<i>Él tiene tanto <b>dinero</b> como ella.</i>	He has as many <b>money</b> as she does.
<i>Ella tiene tanta <b>ropa</b> como nosotros.</i>	She has as much <b>clothes</b> as we have.
<i>Compro tantos <b>libros</b> como tú.</i>	I'm buying as many <b>books</b> as you.
<i>Ellos toman tantas <b>clases</b> como yo.</i>	They take as many <b>classes</b> as I do.

**Note:**

When comparing nouns, *tanto* functions as an adjective; therefore, there are four forms depending on the gender and number of the noun (*tanto, tanta, tantos, tantas*).

**Adjetivos / Adjectives**

<b>Español</b>	<b>Inglés</b>
<i>Nosotros estamos tan <b>cansados</b> como él.</i>	We are as <b>tired</b> as he is.
<i>Tú eres tan <b>bonita</b> como ella.</i>	You are as <b>pretty</b> as she is.
<i>Ellos son tan <b>estudiosos</b> como yo.</i>	They are as <b>studious</b> as I am.
<i>Yo estoy tan <b>nervioso</b> como ellas.</i>	I am as <b>nervous</b> as she is.

**Note:**

Don't forget that adjectives must agree with the noun they modify. With comparisons, there are two nouns and the adjective should agree with the first one (the subject of the verb).

**2.7.b. To be able to form UNEQUAL comparisons of nouns and adjectives**

To form UNEQUAL comparisons (*comparaciones desiguales*) in English, we usually use "more (or less/fewer) .... than". In Spanish, this is replaced with forms of "*más (o menos) ... que*". Here are the formulas for UNEQUAL comparisons.

<b>UNEQUAL Comparisons of:</b>	<b>Español</b>	<b>Inglés</b>
<b>Nouns</b>	<i>más / menos (sustantivo) que</i>	more / less (noun) than
<b>Adjectives</b>	<i>más / menos (adjetivo) que</i>	more / less (adjective) than (adjective) + er than

**Sustantivos / Nouns**

<b>Español</b>	<b>Inglés</b>
<i>Él tiene más <b>dinero</b> que ella.</i>	He has more <b>money</b> than she does.
<i>Ella toma menos <b>clases</b> que nosotros.</i>	She takes fewer <b>classes</b> than we do.
<i>Compro más <b>libros</b> que tú.</i>	I'm buying more <b>books</b> than you.
<i>Ellos beben menos <b>café</b> que yo.</i>	They drink less <b>coffee</b> than I do.

**Note:**

In English, we use "fewer" for things that can be counted individually (classes) and "less" for things that are measured (coffee), abstract ideas (happiness), and nouns without common plural forms (money).

**Adjetivos / Adjectives**

<b>Español</b>	<b>Inglés</b>
<i>Nosotros somos <b>más activos</b> que él.</i>	We are more <b>active</b> than he is.
<i>Tú eres <b>más bonita</b> que ella.</i>	You are <b>prettier</b> than she is.
<i>Ellos son <b>menos estudiosos</b> que yo.</i>	They are less <b>studious</b> than I am.
<i>Yo estoy <b>más aburrido</b> que ellas.</i>	I am more <b>bored</b> than she is.

**Note:**

Notice how some translations have different structures in English. Don't forget that in Spanish adjectives must agree with the nouns they modify.

**Adjetivos irregulares / Irregular Adjectives**

As in English, there are some adjectives that are irregular. For example, we do not say: "she is *more good* than someone else". Instead, we say: "she is better". Fortunately, some irregular adjectives are the same in Spanish and English. Study the following irregular adjectives.

<b>Español</b>	<b>Inglés</b>
<i>más bueno/a/os/as → mejor/mejores</i>	more good → better
<i>más malo/a/os/as → peor/peores</i>	more bad → worse
<i>more joven/es → menor/menores</i>	more young → younger
<i>más viejo/a/os/as → mayor/mayores</i>	more old → older

**MODELO:**

*Mi clase de biología es **mejor** que mi clase de matemáticas.*

*Este equipo es **peor** que el otro equipo.*

*Mi primo es **menor** que yo.*

*Mis padres son **mayores** que tus padres.*

**2.7.c. To be able to form superlatives**

The superlatives (*los superlativos*) are a special type of comparison. Superlatives express "the best", "the most", "the worst", etc. of a given set. Superlatives can be formed with most adjectives. Always use the definite article to create superlatives. Here is the formula for creating superlatives.

SUPERLATIVES of:	Español	Inglés
Adjectives	el/la/los/las (noun) más (adjetivo) de (grupo)	the most (adjective) (noun) of/in (group)

**MODELO:**

Bill Gates es la persona más **rica** del mundo.  
 El mandarín es el idioma más **difícil** de todos.  
 Las secoyas son los árboles más **altos** del mundo.  
 El fútbol es el deporte más **popular** de todos.

**Note:**

The adjective must agree with the noun it modifies, not necessarily the subject of the sentence.

**Superlativos irregulares / Irregular Superlatives**

*Mejor/peor* usually precede the nouns.

Irregular Superlatives of:	Español	Inglés
mejor / mejores	el/la/los/las mejor/mejores (noun) de (grupo)	the best (noun) of/in (group)
peor / peores	el/la/los/las peor/peores (noun) de (grupo)	the worst (noun) of/in (group)

*Menor/mayor* do not require the nouns.

Irregular Superlatives of:	Español	Inglés
menor / menores	el/la/los/las menor/menores de (grupo)	the youngest of/in (group)
mayor / mayores	el/la/los/las mayor/mayores de (grupo)	the oldest of/in (group)

**MODELO:**

Kevin Durant es el **mejor** jugador de básquetbol este año.  
 Los estudiantes de español son los **mejores** estudiantes de HSU.  
 Los exámenes de química son los **peores** exámenes de todos los exámenes.  
 Meryl Streep es la **mejor** actriz de todas.  
 Mi hija es la **menor** de la familia.  
 Mi madre es la **mayor** de la familia.

## 2.7: Para practicar en casa

### 2.7 Learning Objectives:

- a. To be able to form EQUAL comparisons of nouns and adjectives
- b. To be able to form UNEQUAL comparisons of nouns and adjectives
- c. To be able to form superlatives

#### A. Las comparaciones iguales.

Mónica and Michelle are identical twins. They are the same. Write comparisons according to the clues. Make sure that the adjectives agree with the nouns they modify.

##### MODELO:

ser **feliz** (=) \_\_\_\_\_ Mónica es tan feliz como Michelle.

1. ser **alto** (=) \_\_\_\_\_
2. ser **inteligente** (=) \_\_\_\_\_
3. ser **bonito** (=) \_\_\_\_\_
4. tener **zapatos** (=) \_\_\_\_\_
5. leer **libros** (=) \_\_\_\_\_
6. estar **sano** (=) \_\_\_\_\_
7. tener **hermanos** (=) \_\_\_\_\_

#### B. Las comparaciones desiguales

Melissa is Mónica's friend. She is completely different. Write comparisons according to the clues. Make sure that the adjectives agree with the nouns they modify.

##### MODELO:

ser **feliz** (+) \_\_\_\_\_ Melissa es más feliz que Mónica.

1. ser **alto** (-) \_\_\_\_\_
2. ser **inteligente** (-) \_\_\_\_\_
3. ser **bonito** (+) \_\_\_\_\_
4. tener **zapatos** (-) \_\_\_\_\_
5. leer **libros** (+) \_\_\_\_\_
6. estar **sano** (+) \_\_\_\_\_
7. tener **hermanos** (+) \_\_\_\_\_

**C. Los superlativos**

Nancy is Melissa, Mónica, and Michelle's friend, but she is rather extreme. She is the best. Write superlative statements about her according to the clues.

**MODELO:**

**feliz** \_\_\_\_\_ Nancy es la más feliz de todas. \_\_\_\_\_

1. ser **alto** \_\_\_\_\_

2. ser **inteligente** \_\_\_\_\_

3. ser **bonito** \_\_\_\_\_

4. ser **bueno** \_\_\_\_\_

5. ser **viejo** \_\_\_\_\_

**D. Preguntas personales**

Contesta las preguntas con frases completas.

1. ¿Quién es más alto, tu madre o tu padre?

\_\_\_\_\_

2. ¿Quién es el mayor de tu familia? ¿Quién es el menor de tu familia?

\_\_\_\_\_

3. ¿Quién es tan bonita como tu madre?

\_\_\_\_\_

4. ¿Quiénes tienen más zapatos, los hombres o las mujeres?

\_\_\_\_\_

5. ¿Quién es el más alto de tu familia?

\_\_\_\_\_

6. ¿Quién es más alto que tú? ¿Quién es menos alto que tú?

\_\_\_\_\_

7. ¿Quién toma más clases que tú? ¿Quién toma menos clases que tú?

\_\_\_\_\_

## 2.7: Para practicar en clase

### 2.7 Learning Objectives:

- To be able to form EQUAL comparisons of nouns and adjectives
- To be able to form UNEQUAL comparisons of nouns and adjectives
- To be able to form superlatives

### A. Entrevista

With a partner, take turns asking and answering the *Preguntas personales* from 2.7 *Para practicar en casa*.

### B. Conversaciones

With a partner or two, discuss the following:

- el mejor restaurante y el peor restaurante de Arcata
- la mejor actriz y la peor actriz
- la mejor película y la peor película
- el mejor libro y el peor libro
- la ropa más importante para el hombre y para la mujer
- el lugar más lejano de Humboldt y el lugar menos lejano
- el día de la semana más divertido y menos divertido
- el cuarto más importante de la casa y el menos importante
- el problema más grave del mundo
- el mejor deporte

### C. Entre tú y yo (between you and me)

With a classmate, compare yourselves. Discuss and form comparisons for the following:

#### MODELO:

tomar **clases** → ¿Cuántas clases tomas? → Tú tomas tantas clases como yo.

- tener **hermanos**
- ser **alto**
- tener **primas**
- tener **años (mayor/menor)**
- ser **atlético**

6. estar **cansado**

7. tener **hambre**

### D. ¿Estereotipos?

Discuss the following pairs and form original EQUAL and UNEQUAL comparisons for a) nouns and b) adjectives.

#### MODELO:

los hombres / las mujeres

a) sustantivo: Los hombres tienen tantos **problemas** como las mujeres.

b) adjetivo: Las mujeres son más **inteligentes** que los hombres.

1. los estudiantes / los profesores

a. \_\_\_\_\_

b. \_\_\_\_\_

2. los republicanos / los demócratas

a. \_\_\_\_\_

b. \_\_\_\_\_

3. los niños / los adultos

a. \_\_\_\_\_

b. \_\_\_\_\_

4. los chicos / las chicas

a. \_\_\_\_\_

b. \_\_\_\_\_

5. los rubios (blondes) / los morenos (brunettes)

a. \_\_\_\_\_

b. \_\_\_\_\_

### E. Repaso

Make sure that you understand and can do the following:

1. Can you form EQUAL comparisons of nouns and adjectives?

2. Can you form UNEQUAL comparisons of nouns and adjectives?

3. Can you form superlatives?

4. Can you answer the following questions in complete sentences?

a. ¿Quién es más alto, tú o tu mejor amigo?

b. ¿Quién es el mayor de tu familia?

c. ¿Quién tiene más hermanas, tú o tu mejor amigo?

### Tarea:

Complete *2.8 Para Estudiar en Casa* and *2.8 Para Practicar en Casa*.



## 2.8: Para estudiar en casa

### 2.8 Learning Objectives:

- a. To understand the culture behind Spanish last names
- b. To review and practice what you learned in 2.1-2.8

### Introduction:

As we come to the end of the second chapter, we will continue our discussion of families with particular emphasis on the cultural system of using two last names in the Spanish-speaking world. In addition, before moving on to the next chapter, we will review the language and culture topics that were covered in chapter 2 and complete a capstone project.

### 2.8.a To understand the culture behind Spanish last names

Read out loud the following passage a few times. Try to focus on the pronunciation of the letters and the correct syllable stress. Use the context of the passage to help you understand any words that you do not know. If you cannot figure out what a word means by using the context, look up the meaning. There are questions and exercises based on this passage in the "2.8: Para Practicar en Casa" section below.

#### *El sistema de dos apellidos*

*Los apellidos indican las relaciones familiares con nuestros antepasados. Indican que somos parte de unos grupos específicos (las familias de nuestros padres). En muchos países donde se habla español es muy común que las personas tengan dos apellidos. El sistema de dos apellidos es el resultado de muchos procesos históricos.*

*En los Estados Unidos es más común sólo mantener el apellido del padre. Entonces, ¿por qué tener dos apellidos? Pues, la respuesta es simple: tenemos el apellido del padre y el apellido de la madre. Juntos los dos apellidos documentan la descendencia familiar de la familia del padre y de la madre también.*

*Hoy día, hay debate sobre el orden de los apellidos, pero típicamente cuando nace un bebé en un país hispanohablante, recibe dos apellidos, el primero es del padre y el segundo es de la madre. Considerar este ejemplo.*

*Juan es el hijo de Pepe y Rosa. Pepe se llama Pepe Martínez Quiroz y Rosa se llama Rosa González Montoya. Entonces, el nombre entero de Juan es: Juan Martínez González.*

**2.8.b. To review what you learned in 2.1-2.8**

Below you will find the complete list of the chapter 2 learning objectives. You should understand each of them. Review them carefully and, if you are unsure about any of them, go back and review the explanations.

**2.1 Learning Objectives:**

- a. To learn more about the masculine and feminine forms of nouns and adjectives
- b. To understand more about the singular and plural forms of nouns and adjectives
- c. To understand the forms and uses of the possessive adjectives
- d. To acquire family related vocabulary

**2.2 Learning objectives:**

- a. To learn to stress all words (without written accents) that end in a vowel, n, or s
- b. To learn to stress all words (without written accents) that end in other consonants
- c. To learn to stress all words with written accents

**2.3 Learning objectives:**

- a. To fully understand the use of subject pronouns
- b. To learn conjugations for regular *-ar* verbs
- c. To be able to construct and respond to "yes or no" questions
- d. To acquire vocabulary related to common *-ar* verbs

**2.4 Learning objectives:**

- a. To learn conjugations for regular *-er* and *-ir* verbs
- b. To acquire vocabulary related to common regular *-er* and *-ir* verbs
- c. To be able to ask and answer questions using common interrogative words

**2.5 Learning objectives:**

- a. To learn the present tense conjugation of the verb *estar*
- b. To modify nouns using *estar* and adjectives
- c. To be able to use *estar* for location

**2.6 Learning objectives:**

- a. To learn the present tense conjugation of the verb *tener*
- b. To learn and be able to use special expressions with the verb *tener*
- c. To be able to use *tener* and other verbs with infinitives

**2.7 Learning objectives:**

- a. To be able to form EQUAL comparisons of nouns and adjectives
- b. To be able to form UNEQUAL comparisons of nouns and adjectives
- c. To be able to form superlatives

**2.8 Learning objectives:**

- a. To understand the culture behind Spanish last names
- b. To review what you learned in 2.1-2.8

## 2.8: Para practicar en casa

### 2.8 Learning Objectives:

- a. To understand the culture behind Spanish last names
- b. To review what you learned in 2.1-2.8

### A. El sistema de dos apellidos

Answer the following questions according to the reading passage above.

1. ¿Qué indican los apellidos?

---

2. ¿Dónde es muy común que las personas tengan dos apellidos?

---

3. ¿Dónde es más común sólo mantener el apellido del padre?

---

4. ¿Por qué tienen dos apellidos

---

5. ¿Sobre qué hay un debate?

---

6. Típicamente, ¿cuál apellido es el primero?

---

7. ¿Cuál sería tu nombre entero en este sistema?

---

### B. ¿Cómo se llama?

Based on what you learned in the passage above, what is the full name of the following offspring?

#### MODELO:

De Ana Fernández Rojas y Alejandro Coto Rivera nace Felipe:  
Felipe Coto Fernández

---

1. De Jaime López Pimentel y Victoria Castro Suárez nace Sara:

---

2. De Catalina Serrano Blanco y Sebastián Muñoz Romero nace Diego:

---

3. De Emilio Núñez Vidal y Renata Prieto Vega nace Daniela:

4. De Camila Torres Garrido y Samuel Ferrer Giménez nace Agustín:

5. De Julieta Vicente Campos y Nicolás Ibáñez Caballero nace Martina:

### C. Repaso (Review)

Review the chapter 2 learning objectives again and repeat the exercises in any section that you think you need to practice more.

### D. Chapter 2 Capstone Project

The family tree project serves as the culminating project for Chapter 2 - *La familia*. It is the synthesis of everything we have covered so far, including a variety of information from vocabulary to the proper use of verbs, nouns, and adjectives. This project will help you study for your oral exam as well as prepare you for the oral final at the end of the semester.

**Materials-** For this project you will need pictures of your family “members”. IF you do not have access to pictures, or they are too personal, you MAY use appropriate imagery that represents them (i.e., if I don’t have a picture of *mi hermano* and he likes football, barbecuing, and spending time with friends, I can use a picture(s) from the internet that depicts this). A minimum of 1 image per “family member” is required.

**Mode of delivery-** This presentation should be completed using Power Point or Google Slides. You will present yours in class, so be sure to practice your script.

**Instructions** - Prepare a multimedia biographical presentation of “your” family. Please:

- Present a minimum of 6 “family” members, including yourself, your grandparents, parents/ guardians, siblings, or pets.
- Describe each “member” of your family following the models provided below.
- Be sure to include sufficient variation in your descriptions of people so that person A doesn’t sound like person B (even if they are twins!)
- Pets may only count as 1 person.
- IF your family is very large (i.e., due to divorce, remarriage, many siblings, etc.), you may choose to group your family members in a way that you can present them all. OR you may choose to present only a select few.
- IF someone has passed away, you may still include that person.
- IF your family is unknown to you, too personal of a topic, or you would - for any reason - prefer NOT to discuss your family, it is possible to create a presentation based on:
  - a. *la familia de otra persona* (i.e., Frida Kahlo, Diego Rivera, un buen amig@, etc.)
  - b. *la familia ideal* - how you might “choose” your family based on your own personality or interests.

**Content-** Presentations should include the following information:

¿Cómo se llama?

Éste es (mi padre). Se llama (John).

¿Cómo es?

Es (profesión). Trabaja en (lugar).

Es (adjetivo), (adjetivo) y (adjetivo).

¿Cuántos años tiene?

Tiene (número) años.

¿Dónde vive y con quién(es)?

Vive en (lugar) con (personas).

¿Qué le gusta(n)?

Le gusta(n)...

¿Qué no le gusta(n)?

No le gusta(n)

## 2.8: Para practicar en clase

### 2.8 Learning Objectives:

- a. To understand the culture behind Spanish last names
- b. To review what you learned in 2.1-2.8

### A. Los apellidos de mis compañeros de clase

Get the first name of three classmates. Then ask for the last name of the father and maiden name of the mother. Write the names of all three classmates according to the two last name system described above. Use the following questions to elicit the needed information.

¿Cómo te llamas?

¿Cómo se apellida tu padre?

Sin casarse, ¿cómo se apellida tu madre?

In a small group, discuss the two last name system. How is it beneficial? Are there any disadvantages? Should this be more common? Why or why not?

### B. Entrevista

With a classmate, ask and answer the following questions.

1. Describe a tu familia. Incluye a tus padres, tus hermanos, tus abuelos, tus tíos y tus primos.
2. ¿Cuántas clases tomas este semestre? ¿Cuál es tu favorita? ¿Quién toma más?
3. ¿Dónde estudias?
4. Cuando tienes mucha sed, ¿qué bebes?
5. ¿Quién es el más alto, tú o tu compañero?
6. ¿Cómo están tus amigos?
7. ¿Quién enseña la clase de español?
8. ¿Tocas un instrumento musical? ¿Cuál?
9. ¿Adónde viajas normalmente?
10. ¿Cuál es tu deporte favorito? ¿Por qué?
11. ¿Por qué estudias en HSU?
12. ¿Cuándo miras la televisión?
13. ¿Con quién cenas? ¿Dónde cenas?
14. ¿Dónde trabajas?

**C. Repaso**

Practice the following with a partner

**1. El género y el número**

Take turns with a classmate to make the following masculine and singular.

**MODELO:**

las doctoras bajas  
el doctor bajo

1. las artistas pobres	2. las señoras ricas
3. las cantantes malas	4. unas primas altas
5. unas hermanas sanas	6. las perras amarillas
7. las atletas nuevas	8. unas dentistas honestas
9. unas niñas emocionales	10. las amigas positivas

**2. Las comparaciones**

With a classmate, form comparisons with the following information. For unequal comparisons say both possibilities.

**MODELO:**

ser **alto** / LeBron James o la profesora de la clase de español  
LeBron James es más alto que la profesora \_\_\_\_\_  
La profesora es menos alta que LeBron James. \_\_\_\_\_

1. ser rico / Bill Gates o la profesora de la clase de español
2. estar nervioso / la profesora de la clase de español o los estudiantes
3. tener más años / la profesora de la clase de español o los estudiantes
4. tener más responsabilidades / tú o tu mejor amigo
5. tener hermanos / tú o tu compañero de clase
6. ser impulsivo / tú o tu mejor amigo
7. estar loco / tú o tu mejor amigo
8. tomar clases / tú o tu mejor amigo
9. ser bonita / Jennifer Lawrence o Angelina Jolie
10. Hacer películas / Johnny Depp o Jim Carrey

### 3. La sílaba tónica

With a classmate, practice pronouncing the following words. Divide the words into syllables and underline the stressed syllable. Don't worry about what the words mean; focus on the syllable stress.

1. caballeros \_\_\_\_\_
2. escándalo \_\_\_\_\_
3. películas \_\_\_\_\_
4. trabajador \_\_\_\_\_
5. típico \_\_\_\_\_
6. inglés \_\_\_\_\_
7. banana \_\_\_\_\_
8. trabajar \_\_\_\_\_
9. arquitectura \_\_\_\_\_
10. maleta \_\_\_\_\_

### 4. Ensalada de verbos

Write the correct form of the verbs in parenthesis according to the context.

- Mi familia \_\_\_\_\_ (ser) grande.
- Yo \_\_\_\_\_ (tener) muchos hermanos, tíos y primos.
- Mis hermanos \_\_\_\_\_ (vivir) con mis padres y yo en Eureka.
- Mis hermanas necesitan \_\_\_\_\_ (estudiar) más. Todos los días \_\_\_\_\_ (mirar) la televisión.
- Mi hermano mayor \_\_\_\_\_ (asistir) a Eureka High y \_\_\_\_\_ (trabajar) en Kinko's. A él le \_\_\_\_\_ (gustar) nadar mucho. Él \_\_\_\_\_ (nadar) todos los días en la piscina pública en Arcata pero en este momento él está \_\_\_\_\_ (trabajar).
- Mis abuelos no viven cerca. Ellos \_\_\_\_\_ (viajar) mucho.
- También \_\_\_\_\_ (escuchar) música clásica. Mi abuela \_\_\_\_\_ (bailar) y mi abuelo \_\_\_\_\_ (cantar).
- Mis primos \_\_\_\_\_ (trabajar) con mis tíos en una empresa.
- Ellos \_\_\_\_\_ (fabricar) y \_\_\_\_\_ (vender) ventanas.
- ¿Cómo \_\_\_\_\_ (ser) tu familia?



**5. Expresiones con el verbo *tener***

With a partner, describe the situation with a logical *tener* expression. Be sure to conjugate according to the correct subject. Follow the model.

**MODELO:**

Estoy muy cansado. \_\_\_\_\_ "Tengo sueño."

1. Son las 7:50. Roberto necesita tomar el autobús a las 8 y todavía está en casa.
2. Después de trabajar 8 horas y estar en clase toda la tarde, por fin, estoy en casa.
3. Estoy mirando una película de horror.
4. Nancy necesita beber agua.
5. Ustedes necesitan comer.
6. A mis hermanos les gusta tocar la guitarra. Tienen tiempo libre ahora.
7. Necesito una chaqueta.
8. 8 x 8 son 64.

**Tarea:**

Continue to review in order to be prepared for the Chapter 2 Assessment.

# 3

## En casa

### 3.1 Learning Objectives:

- a. To acquire vocabulary related to the rooms / parts of a house
- b. To learn vocabulary related to furniture, appliances, and other household items

### 3.2 Learning objectives:

- a. To learn what diphthongs are, how they are formed, and why they are important
- b. To understand how diphthongs are broken
- c. To be able to correctly pronounce words with and without diphthongs

### 3.3 Learning objectives:

- a. To learn the present tense conjugation of the verb *ir*
- b. To be able to use *ir* to tell to where someone is going and the contraction *al*
- c. To be able to use *ir* to tell what someone is going to do

### 3.4 Learning objectives:

- a. To be able to conjugate *hacer, poner, salir, traer* and *caer*
- b. To understand *e → ie* stem-changing verbs
- c. To learn new *e → ie* stem-changing verbs

### 3.5 Learning objectives:

- a. To understand *o → ue* stem-changing verbs
- b. To learn new *o → ue* stem-changing verbs

### 3.6 Learning objectives:

- a. To learn *e → i* stem-changing verbs
- b. To be able to conjugate and understand the uses of *ver* and *oír*
- c. To review *e → ie*, *o → ue*, and *e → i* stem changing verbs

### 3.7 Learning objectives:

- a. To understand the concept and structure of pronominal verbs
- b. To learn important pronominal verbs
- c. To be able to appropriately use common time-related expressions

### 3.8 Learning objectives:

- a. To learn about living conditions for young people in Spain
- b. To review what you learned in 3.1-3.8

## 3.1: Para estudiar en casa

### 3.1 Learning Objectives:

- a. To acquire vocabulary related to the rooms / parts of a house
- b. To learn vocabulary related to furniture, appliances, and other household items

### Introduction:

In this lesson, we will study house / home related vocabulary. As with other vocabulary lists, remember to study each new word with the definite article. Also, be sure to look up any additional words that you might need to describe your own home.

### 3.1.a. To acquire vocabulary related to the rooms / parts of a house

The following vocabulary list features rooms and spaces of houses. Study carefully each word. Pronounce them out loud and try to visualize your house or your ideal house.

Los cuartos y los espacios	The rooms and the spaces
la cocina	the kitchen
el baño	the bathroom
el comedor	the dining room
la sala	the living room
la habitación	the bedroom
el despacho	the office
el garaje	the garage
el patio	the patio
el jardín	the garden
la piscina	the pool
los muebles	the furniture
los aparatos	the appliances
la alfombra	the rug

### Note:

There are several ways of expressing certain words. This depends on many things, like regionalisms and dialects. For example, "the bedroom" can be expressed as: *el cuarto*, *la habitación*, *el dormitorio*, *la recámara*, and *la alcoba*. While all of these words are acceptable, we suggest that you learn one for now. Later, you may want to learn others depending on where you travel and with whom you are speaking.

### 3.1.b. To learn vocabulary related to furniture, appliances, and other household items

In this section, we will consider each room separately and study words to describe the items found in each room presented in the previous section.

#### ***En la cocina, hay...***

el armario	the cabinet
el mostrador	the countertop
el cajón	the drawer
el fregadero	the kitchen sink
el refrigerador	the refrigerator
la estufa	the stove
el horno	the oven
el microondas	the microwave
la cafetera	the coffee maker

#### ***En el baño, hay...***

el espejo	the mirror
el lavabo	the bathroom sink
la bañera	the bathtub
el inodoro	the toilet
la ducha	the shower
la toalla	the towel

#### ***En el comedor, hay...***

la mesa	the table
las sillas	the chairs
la vitrina	the china cabinet

#### ***En la sala, hay...***

el sofá	the sofa / couch
el sillón	the armchair
la mesa del centro	the coffee table
el televisor / la televisión	the television set
el control remoto	the remote control
la alfombra	the rug

#### ***En la habitación, hay...***

la cama	the bed
el clóset / el armario	the closet / the armoire / the wardrobe
la mesita de noche	the night table

#### ***En el despacho, hay...***

el escritorio	the desk
la lámpara	the lamp
el estante	the bookcase
la computadora / el ordenador	the computer

## 3.1: Para practicar en casa

### 3.1 Learning Objectives:

- a. To acquire vocabulary related to the rooms / parts of a house
- b. To learn vocabulary related to furniture, appliances, and other household items

#### A. Los cuartos y los espacios

Use the new vocabulary to tell where you do the following.

##### MODELO:

I take a shower in el baño

1. I brush my teeth in \_\_\_\_\_
2. I eat breakfast in \_\_\_\_\_
3. I do my homework in \_\_\_\_\_
4. I park the car in \_\_\_\_\_
5. I swim in \_\_\_\_\_
6. I cook dinner in \_\_\_\_\_
7. I watch television in \_\_\_\_\_
8. I sleep in \_\_\_\_\_

#### B. ¿Dónde está?

Use the verb *estar* to tell in which room(s) you find the following items.

##### MODELO:

la cama La cama está en la habitación.

1. el lavabo \_\_\_\_\_
2. el fregadero \_\_\_\_\_
3. la estufa \_\_\_\_\_
4. el sillón \_\_\_\_\_
5. el escritorio \_\_\_\_\_
6. la cafetera \_\_\_\_\_
7. el inodoro \_\_\_\_\_
8. el estante \_\_\_\_\_

#### C. ¿El coche está en la piscina?

Answer the following questions and provide a logical response.

**MODELO:**

¿El coche está en la piscina? No, está en el garaje.

1. ¿La estufa está en el garaje? \_\_\_\_\_
2. ¿El televisor está en el fregadero? \_\_\_\_\_
3. ¿El escritorio está en la cama? \_\_\_\_\_
4. ¿La lámpara está en el inodoro? \_\_\_\_\_
5. ¿La cafetera está en el sofá? \_\_\_\_\_
6. ¿El sofá está en el horno? \_\_\_\_\_
7. ¿El espejo está en el refrigerador? \_\_\_\_\_
8. ¿La alfombra está en el microondas? \_\_\_\_\_
9. ¿La mesita de noche está en el patio? \_\_\_\_\_
10. ¿El armario está en el jardín? \_\_\_\_\_

**D. ¿Qué hay en tu casa?**

Answer the questions based on your own home or your ideal home. If your home does not have a particular space, pretend that it does and answer the questions anyway. Provide as many answers as possible.

1. ¿Qué tienes en tu cocina? \_\_\_\_\_
2. ¿Qué hay en tu sala? \_\_\_\_\_
3. ¿Qué hay en tu baño? \_\_\_\_\_
4. ¿Qué tienes en tu habitación? \_\_\_\_\_
5. ¿Qué hay en tu comedor? \_\_\_\_\_
6. ¿Qué tienes en tu despacho? \_\_\_\_\_
7. ¿Qué hay en tu patio? \_\_\_\_\_
8. ¿Qué tienes en tu garaje? \_\_\_\_\_

**E. ¿Cómo se llama?**

Use sticky notes or pieces of paper to label the parts of your house and the items in your home. Every time you go by one of them, repeat the vocabulary words until you know them all.

## 3.1: Para practicar en clase

### 3.1 Learning Objectives:

- a. To acquire vocabulary related to the rooms / parts of a house
- b. To learn vocabulary related to furniture, appliances, and other household items

#### A. ¿En qué cuarto está?

With a classmate, ask and answer the following questions.

1. ¿En qué cuarto está el escritorio?
2. ¿En qué cuarto está el inodoro?
3. ¿Dónde está el sillón?
4. ¿En qué cuarto están las sillas y la mesa?
5. ¿En qué cuarto está la cama?
6. ¿En qué cuarto está la cafetera?
7. ¿Dónde está el coche?
8. ¿En qué cuarto está el lavabo?
9. ¿Dónde está el control remoto?
10. ¿En qué cuarto está la alfombra?

#### B. Asociaciones

Discuss with a classmate with which parts of a house, furniture, and household items you associate with the following actions. Use as many vocabulary words as you can for each action.

1. Estudiar
2. Cocinar
3. Dormir (to sleep)
4. Comer
5. Ducharse (to shower)
6. Estacionar (to park a car)
7. Mirar la televisión
8. Leer un libro

#### C. ¿Qué hay en tu casa?

With a partner, ask and answer the following questions in complete sentences.

1. ¿Cuántos cuartos hay en tu casa?
2. ¿Qué cuartos hay en tu casa?
3. ¿Qué hay en tu cocina?
4. ¿Qué hay en tu baño?
5. ¿Qué hay en tu comedor?
6. ¿Qué hay en tu sala?
7. ¿Qué hay en tu habitación?
8. ¿Qué hay en tu despacho?
9. ¿Qué hay en tu garaje?
10. ¿Qué hay en tu patio?

**D. Diseñar (to design) una casa**

With a classmate, draw the floor plan for a house. Include all the rooms presented in the vocabulary. Then, label each room and the items within each room.

**E. Repaso**

Make sure that you understand and can do the following:

1. Do you know the Spanish words for different rooms of a house?
2. Can you name appliances and furniture related to each room in a house?
3. Can you answer the following questions in complete sentences?
  - a. ¿Qué cuartos hay en tu casa?
  - b. ¿Qué hay en tu habitación?
  - c. ¿Dónde está el inodoro?
  - d. ¿Qué hay en tu cocina?

**Tarea:**

Complete *3.2 Para Estudiar en Casa* and *3.2 Para Practicar en Casa*.



## 3.2: Para estudiar en casa

### 3.2 Learning Objectives:

- To learn what diphthongs are, how they are formed, and why they are important
- To understand how diphthongs are broken
- To be able to correctly pronounce words with and without diphthongs

### Introduction:

The focus of this section is diphthongs. Diphthongs occur when two vowels are pronounced together as one syllable. This is the last major lesson on pronunciation.

### 3.2.a. To learn what diphthongs are, how they are formed, and why they are important

In English, we sometimes pronounce two vowels together. Carefully pronounce each of the following English words.

sound	three
fair	load
bear	weird

How many syllables does each word have, two or one? In these examples, two vowels are linked to form one syllable, a diphthong. If, when you pronounce these words, you split the diphthongs, they will not sound correct. Try it.

The same is true in Spanish; some vowels must be linked to form diphthongs and others cannot form diphthongs. Besides correctly forming the syllables of a word, understanding diphthongs will allow you to correctly stress all words as discussed in 2.3. A good understanding of diphthongs will allow you to correctly pronounce all words in Spanish, which is why diphthongs are so important.

The rules for diphthongs (*los diptongos*) are relatively easy in Spanish. Without getting into linguistic terminology, we can say that there are two types of vowels: strong vowels and weak vowels. Here is a way for you to remember which is which.

***U and I are weak.***

Not a very positive affirmation, but it does help to remember which vowels form diphthongs. Only the weak vowels form diphthongs, only *u* and *i* (and sometimes *y*). Here is the main rule of diphthongs in Spanish:

***Any weak vowel next to any another vowel (weak or strong) will form a diphthong.***

The order of the vowels does not matter (strong/weak or weak/strong). *Any combination of two vowels with at least one weak vowel will form diphthongs*, but two strong vowels do not. When a strong vowel is linked with a weak vowel, the main stress will be on the stronger vowel. When two weak vowels are linked, the main stress will be on the last vowel. Here are some examples of Spanish words with diphthongs.

aire	agua
reina	fuego
Luis	ciudad
radio	cuota

**Note:**

The letter *h* is not pronounced. Therefore, the letter *h* between two vowels does not block the formation of diphthongs. For example, *ahumar*, *prohibido*, and *ahijado* form diphthongs around the letter *h*.

When two strong vowels are next to each other, they do NOT form diphthongs. Here are a few examples:

león	alcohol	poseer	caer
------	---------	--------	------

Sometimes a strong vowel can be surrounded by weak vowels. This is called a triphthong (triptongo). Here are some examples.

cambiáis	Uruguay	miau	semiautomático
----------	---------	------	----------------

Sometimes the letter *u* is silent. This occurs in the following combinations: *gue*, *gui*, *que*, and *qui*. Since the *u* is silent, it does not combine with the other letters to form a *triptongo*. The other letters may form a *diptongo*. Here are some examples.

guerra	guiando	quema	quiero
--------	---------	-------	--------

### 3.2.b. To understand how diphthongs are broken

Diphthongs form automatically any time at least one weak vowel is next to another vowel. If the weak vowel is stressed, then it will require a written accent mark (*tilde*) and the diphthong will be broken. Notice how, in the following examples, the *tilde* occurs on the weak vowel. Pronounce each word carefully, separating the syllables and stressing the one with the *tilde*.

día	Raúl
reír	reúno
oído	evalúo

However, if the *tilde* is on the strong vowel (the one that is stressed anyway), the diphthong is NOT broken. Notice how, in the following examples, the *tilde* occurs on the strong vowel. Pronounce each word carefully, maintaining the diphthongs.

habláis	cuándo
también	quién
nación	acentuó

**Note:**

When both vowels are weak, the tilde does not break the diphthong. This is not common.

### 3.2.c. To be able to correctly pronounce words with and without diphthongs

Let's quickly review the pronunciation rules that were covered in 2.2.

#### Pronunciation Rules for Syllable Stress

1. Words in Spanish that have no written accent and end in a **vowel, n, or s** always stress the second-to-last (penultimate) syllable.
2. Words that don't have a written accent and end in any other consonant (other than **n or s**) always stress the last syllable.
3. Words with written accents (tildes) always stress the syllable with the tilde.

As you can see, to apply these rules you must be able to correctly separate words into syllables and to do that, you must understand when diphthongs are formed and when diphthongs are broken. All words in Spanish follow these three pronunciation rules.

Here are some words with diphthongs that follow rule number 1 above.

aula	Europa	tierra	aunque
------	--------	--------	--------

Here are some words with diphthongs that follow rule number 2 above.

ciudad	enviar	sexual	especial
--------	--------	--------	----------

Here are some words with diphthongs that follow rule number 3 above.

educación	veintitrés	Juárez	automóvil
-----------	------------	--------	-----------

## 3.2: Para practicar en casa

### 3.2 Learning Objectives:

- a. To learn what diphthongs are, how they are formed, and why they are important
- b. To understand how diphthongs are broken
- c. To be able to correctly pronounce words with and without diphthongs

#### A. Los diptongos I

Which of the following combinations of vowels would form diphthongs?

- |       |        |
|-------|--------|
| 1. eo | 2. ie  |
| 3. ai | 4. ou  |
| 5. ua | 6. ae  |
| 7. ao | 8. ue  |
| 9. ui | 10. eo |

#### B. Los diptongos II

Which of the following combinations of vowels with *tildes* would form diphthongs?

- |       |        |
|-------|--------|
| 1. uí | 2. ié  |
| 3. ió | 4. éi  |
| 5. eó | 6. eú  |
| 7. úa | 8. iú  |
| 9. áu | 10. oá |

#### C. Los diptongos III

The words below contain one or more diphthongs. Underline all the diphthongs.

- |              |                 |
|--------------|-----------------|
| 1. eutanasia | 2. juicio       |
| 3. pausa     | 4. coincidencia |
| 5. ahilar    | 6. acentúan     |
| 7. androide  | 8. aeropuerto   |
| 9. guantes   | 10. acuático    |

**D. Una trabalengua**

Read the following tongue twister out loud several times. Use all you know about Spanish pronunciation and be careful to correctly pronounce the diphthongs. Focus on the pronunciation and not so much on the meaning. *Querer* means "to love" and "to want".

*Quiero y no quiero querer  
a quien no queriendo quiero.  
He querido sin querer  
y estoy sin querer queriendo.  
Si por mucho que te quiero,  
quieres que te quiera más,  
te quiero más que me quieres  
¿que más quieres?, ¿quieres más?*

## 3.2: Para practicar en clase

### 3.2 Learning Objectives:

- To learn what diphthongs are, how they are formed, and why they are important
- To understand how diphthongs are broken
- To be able to correctly pronounce words with and without diphthongs

### A. Entrevista

With a classmate, ask and answer the following questions.

- ¿Qué hay en tu habitación?
- ¿Qué palabras de la lista de vocabulario de 3.1 tienen diptongos?
- ¿Tu nombre tiene diptongo?
- ¿Tu apellido tiene diptongo?
- ¿"California" tiene diptongo?
- ¿"Nueva York" tiene diptongo?
- ¿"León" tiene diptongo?
- ¿"Eureka" tiene diptongo?
- ¿Cuántos diptongos hay en la trabalengua?
- Practica el trabalengua en voz alta con tu compañero de clase.

### B. Los diptongos

Underline the diphthongs and / or triphthongs in the following words. Divide the words into syllables. Circle the stressed syllable. Practice pronouncing the words out loud.

- |                         |                  |
|-------------------------|------------------|
| 1. función _____        | 2. opioide _____ |
| 3. estudiáis _____      | 4. europea _____ |
| 5. introducciones _____ | 6. miau _____    |
| 7. actuéis _____        | 8. áureo _____   |
| 9. veintisiete _____    | 10. guau _____   |

**C. Las sílabas**

With a classmate, identify any diphthongs and divide the words into syllables. Using the pronunciation rules, underline the stressed syllable. Practice pronouncing the words out loud.

- |                         |                       |
|-------------------------|-----------------------|
| 1. trabalenguas _____   | 2. euforia _____      |
| 3. comedia _____        | 4. europea _____      |
| 5. introducciones _____ | 6. tauromaquia _____  |
| 7. laureado _____       | 8. ahí _____          |
| 9. ahilar _____         | 10. veintisiete _____ |

**D. Repaso**

Make sure that you understand and can do the following:

1. Do you understand how diphthongs are formed and why they are important?
2. Do you know what happens to a diphthong when a tilde is on the weak vowel?
3. Do you know what happens to a diphthong when a tilde is on the strong vowel?
4. Can you answer the following questions in complete sentences?
  - a. ¿"Monstruo" tiene diptongo?
  - b. ¿Tu nombre o apellido tiene diptongo?
  - c. ¿"Juego" tiene diptongo?

**Tarea:**

Complete 3.3 *Para Estudiar en Casa* and 3.3 *Para Practicar en Casa*.

## 3.3: Para estudiar en casa

### 3.3 Learning Objectives:

- To learn the present tense conjugation of the verb *ir*
- To be able to use *ir* to tell to where someone is going and the contraction *al*
- To be able to use *ir* to tell what someone is going to do

### Introduction:

In this section, we will focus on two uses of a verb common and important verb: *ir*. We will learn the full present tense conjugation of *ir* and be able to use it with locations to tell where someone is going and with verbs to tell what someone is going to do.

### 3.3.a. To learn the present tense conjugation of the verb *ir*

*Ir* is the infinitive form of a verb in Spanish. In English, *ir* means "to go".

*Ir* is an *-ir* verb, but it is also irregular. The endings are actually similar to an *-ar* verb (like *hablar*), but the stem changes by adding the letter *v*.

Singular		Plural	
yo	voy	nosotros/as	vamos
tú	vas	vosotros/as	vais
él	va	ellos	van
ella		ellas	
usted		ustedes	

### Note:

Notice that the endings are almost exactly like the verb *estar*, except that there are no *tildes*. However, with *estar*, the tildes are required to force the stress to be on the syllables that are stressed naturally in *ir* (therefore, the same syllable is stressed, but the *tildes* are not required).

Carefully study and practice saying out loud the full conjugation of *ir*.

### Note:

The *nosotros* conjugation, *vamos*, is often used as an equivalent of "Let's go".



### 3.3.b. To be able to use *ir* to tell to where someone is going and the contraction *al*

One of the uses of *ir* is to express to where someone is going. We use *ir* with the preposition *a* (to) in order to ask and state: *to* where someone is going. As with other present tense conjugations, the present tense of *ir* can refer to habitual, in progress, or near future actions. Consider the following sentences.

Pregunta	Respuesta
¿Adónde vas?	Voy a mi casa.
¿Adónde va tu mejor amigo?	Va a la biblioteca.
¿Adónde van los estudiantes?	Van a la playa.

Whenever we state a destination, we must use the preposition *a*. As in the above questions, the *a* can be attached to *dónde* to ask "to where". In the following examples, notice how the word "to" can be omitted in English, but *a* cannot be omitted in Spanish.

Spanish	English
Vamos <b>a</b> casa.	We're going home.
Los niños van <b>a</b> dentro.	The boys are going inside.

In both English and Spanish, we often use the definite article when stating a destination. Consider the following examples.

Spanish	English
Van a la biblioteca.	They're going to the library.
Va a la playa.	She's going to the beach.
Vas a las montañas.	You're going to the mountains.

#### Note:

Whenever the preposition *a* comes directly before the masculine singular definite article (el), a contraction occurs.

$$a + el = al$$

This is similar to the other Spanish contraction: *de + el = del*. Both of these contractions only occur with the masculine singular definite article. Consider the following examples.

Spanish	English
Voy al parque.	I'm going to the park.
Vas a la tienda.	You're going to the store.
Va a las Islas Canarias.	He's going to the Canary Islands.
Van a los lugares más interesantes del mundo.	They're going to the most interesting places in the world.

### 3.3.c. To be able to use *ir* to tell what someone is going to do

*Ir* can be used with infinitives of other verbs to tell what someone is going to do in the near future. The structure is similar to English. In both languages, we use the verb "to go" (*ir*) and the infinitive of another verb (*el infinitivo*). Some verbs always require a preposition in order to be used with other verbs. This is the case with *ir*, we must always use the preposition *a*. Here are a few examples:

Español	Inglés
Voy a hablar.	I am going to speak.
Vas a comer.	You are going to eat.
Ellas van a escribir.	They are going to write.
¿Vais a bailar?	Are you going to dance?

#### Note:

We have already used the infinitive of the verb *hacer* (to do). This is a useful verb for asking what someone is going to do. Notice that you can answer by replacing the verb *hacer* with any other infinitive.

Pregunta	Respuesta
¿Qué vas a <i>hacer</i> hoy?	Voy a <i>asistir</i> a clase.
¿Qué vas a <i>hacer</i> este fin de semana?	Voy a <i>trabajar</i> este fin de semana.
¿Qué van a <i>hacer</i> tus amigos mañana?	Van a <i>estudiar</i> .

If your answer contains *hacer*, then you are limited to how you can finish the sentence.

Pregunta	Respuesta
¿Qué vas a <i>hacer</i> hoy?	Voy a <i>hacer</i> la tarea.
¿Qué vas a <i>hacer</i> este fin de semana?	Voy a <i>hacer</i> la cama.
¿Qué van a <i>hacer</i> tus amigos mañana?	Van a <i>hacer</i> mucho.

Here are some useful words and expressions to use with the future.

Español	Inglés
mañana	tomorrow (also morning)
esta tarde	this afternoon
esta noche	this evening/tonight
en dos días/semanas/meses	in two days/weeks/months
más tarde	later

### 3.3: Para practicar en casa

#### 3.3 Learning Objectives:

- To learn the present tense conjugation of the verb *ir*
- To be able to use *ir* to tell to where someone is going and the contraction *al*
- To be able to use *ir* to tell what someone is going to do

#### A. La conjugación del verbo *ir*

Conjugate the verb *ir* according to the context.

- Mi familia \_\_\_\_\_ a Tejas.
- Mis primos y yo \_\_\_\_\_ a la casa de mi abuela.
- Los sobrinos de mis amigos \_\_\_\_\_ también.
- ¿Adónde \_\_\_\_\_ tú?
- Vosotros \_\_\_\_\_ a la universidad.
- Mi hermano \_\_\_\_\_ a Nueva York.
- Yo \_\_\_\_\_ a vivir en California.
- Mis hijos \_\_\_\_\_ a cocinar.
- Mis abuelos \_\_\_\_\_ a viajar.
- ¿Qué \_\_\_\_\_ a hacer ustedes?

#### B. ¿Adónde van?

Use the following elements to form complete sentences following the model. Use the verb *ir* to tell to where each person is going. Don't forget the preposition *a* and be careful with the contractions.

#### MODELO:

él/su casa

Él va a su casa.

1. Roberto/Arcata

2. los estudiantes/clase

3. la profesora/su despacho

4. yo/mi apartamento

5. el presidente/México

6. ellos/el restaurante

- 7. mi perro/el garaje \_\_\_\_\_
- 8. Jorge/el baño \_\_\_\_\_
- 9. mis amigos/el patio \_\_\_\_\_
- 10. vosotras/jardín \_\_\_\_\_

### C. ¿Qué van a hacer?

Use the verb in parenthesis to indicate what these people are going to do. Be sure to conjugate *ir*, use the preposition *a* and the infinitive of the verb indicated.

- 1. Mi familia \_\_\_\_\_ (visitar) Los Ángeles.
- 2. La sobrina de María \_\_\_\_\_ (bailar).
- 3. El tío de María \_\_\_\_\_ (escribir) una carta.
- 4. Yo \_\_\_\_\_ (leer) una novela.
- 5. Tú \_\_\_\_\_ (hablar) con mi hermana.
- 6. Ellos \_\_\_\_\_ (estudiar) los verbos nuevos.
- 7. Todos vosotros \_\_\_\_\_ (aprender) español.
- 8. Mi compañero de clase \_\_\_\_\_ (responder).
- 9. Ella \_\_\_\_\_ (abrir) su libro.
- 10. Nosotros \_\_\_\_\_ (trabajar) en la cafetería.

### D. ¿Qué van a hacer?

Tell what the following people are going to do. Use verbs that we have learned so far and complete each sentence with *ir a* and the infinitive of a different verb - do not repeat verbs.

- 1. Mi madre \_\_\_\_\_
- 2. Mis primos \_\_\_\_\_
- 3. Mi hermana \_\_\_\_\_
- 4. Mis tíos \_\_\_\_\_
- 5. Mi perro \_\_\_\_\_
- 6. Mi mejor amigo \_\_\_\_\_
- 7. Mi profesor de español \_\_\_\_\_
- 8. Mi padre \_\_\_\_\_
- 9. Mi abuelo \_\_\_\_\_
- 10. Y tú, ¿qué vas a hacer? \_\_\_\_\_