

Textbook + Workbook Included

# SPANISH GRAMMAR

## FOR BEGINNERS

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- Learn key Spanish grammar concepts quickly with 25 lessons
- 300+ grammar exercises to ensure full comprehension
- Express yourself clearly in Spanish even as a beginner



MY DAILY SPANISH

# **Spanish Grammar for Beginners**

## **Textbook + Workbook Included**

Supercharge Your Spanish With Essential  
Lessons and Exercises

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# Introduction

When learning any language, grammar definitely comes up as the most challenging – and boring – part. Spanish is no different. Unfortunately, grammar is not something that can just be relegated to the sidelines.

You simply cannot skip learning grammar if you truly want to become proficient. It doesn't work that way, and there are no shortcuts. If you want to be able to express yourself in Spanish using clear and precise language, you need to build a solid foundation in Spanish grammar.

This book is here to help you. In the lessons in this book, we will lay down the rules in Spanish grammar and provide you with lots of examples, explanations, and exercises.

## **Practice Your Spanish Listening Skills and Pronunciation**

A key to succeed in language learning is to get a good grasp of pronunciation at the beginning of your lessons. This requires constant listening practice. With this book's audio accompaniment, you will get a head start in your listening comprehension as well as honing your pronunciation straight off the bat.

Each lesson and exercise contain audio narrated by a native Spanish speaker from Mexico. By listening to the audio and reading the written text at the same time, you will be able to connect how the Spanish words and sentences appear with how they sound when spoken in actual Spanish conversations.

## **Embedded Grammar Workbook**

There is no need to buy a separate workbook to help you practice the grammar points you learn. We have integrated hundreds of different

exercises into the book. This way, you will be able to cement your learning through taking the quizzes after each grammar lesson and you will be able to assess your progress as you go along.

### **Build a Learning Habit**

This book also aims to help you build a learning habit that will help you sustain your Spanish learning even if your motivation wanes as you go along. You'll find that the book is divided into 30 lessons with one lesson meant to be tackled each day. After 30 days of studying consistently every day, you will have formed a learning habit that will ultimately help you achieve your learning goals.

### **Spanish Grammar, Simplified**

Spanish grammar is already complicated, and we don't need to make it even more complex. So in this book, you'll notice that we use the simplest yet thorough explanations. We do not want to burden you with wordy explanations and unnecessary jargon. Instead, in this book we explain Spanish grammar in a way that makes it easily digestible and easy to grasp.

We have put a lot of effort into designing this book in a way that will be most useful to your Spanish language learning journey. We certainly hope that it will help you build the strong grammar foundation you need to eventually reach fluency in Spanish.

Thank you very much and good luck.

My Daily Spanish Team



# Advice on How to Use This Book

## Effectively

This book is divided into 25 lessons and one lesson is meant to be followed each day for around 30 minutes to an hour.

If a lesson seems too long for you, you can split the lesson into two days. The important thing is that you work on it every day for 25 days (or more) so that it helps you build an effective learning habit.

## How Can You Download the Audio?

On the [last page](#) of this book, you will find the link which lets you download the audio files that accompany this book. Save the files onto any device and listen to the lessons anywhere.

# Lesson 1. Greetings

The first thing you need to know about a new language is how to greet people. For our first lesson today, we'll take it easy and talk about how to say hello as well as other greetings in Spanish.

Let's start!

**Listen to Track 1 (Reminder: [you can download the audio from the link available at the end of the book](#) )**

## Basic Spanish Greetings

*¡Hola!* – Hello!

*Buenos días.* – Good morning.

*Buenas tardes.* – Good afternoon.

*Buenas noches.* – Good evening.

*¿Cómo está?* – How are you? (formal)

*¿Cómo está usted?* – How are you? (formal)

*¿Cómo estás?* – How are you? (informal)

*¿Cómo están ?* – How are you? (informal/formal plural)

*Buenas.* – Hello. (something you'll hear a lot on the streets, or when you walk into shops, etc.)

*¿Qué tal? / ¿Cómo andas?* – How are you doing? / What's up? (very informal)

*¿Qué hay?* – (Loosely translated) What's up? (Also very informal – use only with friends, family, etc.)

*¿Qué onda?* – (Loosely translated) What's up? (Also very informal – use only with friends, family, etc.)

## Common Responses

## **Listen to Track 2**

You can reply with:

*Bien, gracias* – I’m good, thank you.

*Bien, gracias, ¿y usted?* – Good, thanks, and you? (formal)

*Bien, gracias, ¿y tú?* – Good, thanks, and you? (informal)

*Más o menos* – So-so./Not so good.

*Como siempre* – As always.

*Todo bien* – Everything’s good.

*Muy bien* – Very good.

*Aquí estamos* – Here we are. (like saying, “still here, alive and kicking”)

*Estoy de maravilla* – I’m great!

The other side of saying hello is saying goodbye. Let’s have a look at the different ways to say this in Spanish.

## **Saying Goodbye in Spanish**

### **Listen to Track 3**

*Adiós.* – Goodbye.

*Bye.* – Goodbye.

*Chao.* – Bye. (informal)

*Nos vemos.* – See you. (informal)

*Hasta mañana.* – See you tomorrow.

*Hasta luego.* – See you later.

*Hasta la próxima semana.* – See you next week.

*Que tengas un buen día.* – Have a nice day.

*Hasta pronto.* – See you soon.

That was quite easy, right? We’re off to a great start! See you again tomorrow for a really long lesson on how to introduce yourself in Spanish.

*¡Hasta la próxima!*

# Workbook Lesson 1: Los Saludos – Greetings

## Exercise 1: Tick the right answer.

- 1- Camila is a friend of Paula's. She would ask her:  
a. ¿Cómo estás? b. ¿Cómo está usted?
- 2- It's morning. Pedro wants to say good morning to Marcos. He would say:  
a. Buenas tardes. b. Buenos días. c. Buenas noches.
- 3- To wish someone a good night, you would say:  
a. Buenos días. b. Buenas tardes. c. Buenas noches.
- 4- To say goodbye, you should say:  
a. Hola b. ¿Cómo estás? c. Hasta luego.
- 5- You want to ask your boss how he is. You say:  
a. ¿Cómo estás? b. ¿Cómo está usted?

## Exercise 2: Translate from Spanish to English and vice versa.

Spanish	English
1- ¡Buenos días!	
2-	How are you (informal)?
3-	Well, thank you.
4- No muy bien.	
5-	And you? (informal)
6- Nos vemos.	

**Exercise 3: This is a conversation between you and a friend (informal). Make the necessary changes so that it becomes a conversation between you and your boss (formal).**

**Tú (you):** ¡Hola! ¿Cómo estás? (Hello! How are you?)

**Tú amigo (your friend):** Bien. ¿Y tú? (Fine. And you?)

**Tú (you):** Todo bien. ¡Hasta luego! (All good. See you later!)

**Tú (your friend):** ¡Adiós! (Goodbye!)

**Exercise 4: Translate from Spanish to English and vice versa.**

	Spanish	English
1-		Good evening.
2-		How are you? (informal)
3-	Muy bien.	
4-		Not so good.
5-		And you? (formal)
6-	¡Hasta pronto!	

**Exercise 5: Translate this conversation from Spanish to English.**

You: Good morning. How's it going?

Your friend: Good. And you?

You: Everything is going well. See you soon!

Your friend: Bye!

**Exercise 6: Tick the right answer.**

- 1- Your friend asked you “¿Cómo estás?” You're not feeling very well, so you would say:
  - a. Muy bien.
  - b. De maravilla.
  - c. No muy bien.
- 2- To wish someone a good day, you would say:
  - a. Buenas tardes.
  - b. Buenas noches.
  - c. Buen día.

- 3- You've been talking to a friend and you want to say "See you soon" before going your separate ways. You would say:  
 a. ¡Hasta pronto! b. ¡Hasta luego! c. ¡Hola!
- 4- You're talking to your boss. You say:  
 a. Yo estoy bien, gracias. Y ¿tú?  
 b. Yo estoy bien, gracias. Y ¿usted?
- 5- How would you answer if somebody asked you "¿Cómo estás?":  
 a. Muy bien, gracias. b. ¡Hola! c. Hasta pronto.

**Exercise 7: Translate from Spanish to English and vice versa.**

	Spanish	English
1-		Hello!/Hi! (informal)
2-		How are you? (formal)
3-	Todo va bien.	
4-		Bye! (informal)
5-	Buenas noches.	
6-	Buenas tardes.	

**Exercise 8: Translate this conversation from Spanish to English.**

**Tú:** Buenos días, señor, ¿cómo está?

**Tú jefe:** Bien, gracias, y ¿usted?

**Tú:** Todo va bien, gracias. Hasta luego.

**Tú jefe:** Buenas tardes.

**Exercise 9: Translate from Spanish to English and vice versa.**

Spanish	English

1-	Más o menos	
2-		Bye.
3-	Como siempre	
4-		Here we are.
5-	Estoy de maravilla	
6-		I'm good, thank you.

**Exercise 10: Translate this conversation from English to Spanish.**

**You:** How's it going?

**Your friend:** I'm good, thank you, and you?

**You:** Well, here we are.

**Your friend:** As always.

**You:** As always! Have a nice day, bye.



## **Answers:**

### **Exercise 1**

1/ ¿Cómo estás? 2/ Buenos días 3/ Buenas noches 4/ Hasta luego 5/ ¿Cómo está usted?

### **Exercise 2**

1/ Good morning! / Hello! 2/ ¿Cómo estás? 3/ Bien, gracias. 4/ Not very well. 5/ ¿Y usted? 6/ See you.

### **Exercise 3 (possible answer)**

Tú (you): Buenos días. ¿Cómo está usted?

Tú jefe (your boss): Bien, gracias, y ¿usted?

Tú (you): Bien. Buenas tardes.

Tú jefe (your boss): Hasta pronto.

### **Exercise 4**

1/ Buenas tardes. 2/ ¿Cómo estás? 3/ Very well. 4/ No muy bien. 5/ Y ¿usted? 6/ See you soon!

### **Exercise 5**

Tú: Buenos días, ¿cómo estás?

Tu amigo: Bien. Y ¿tú?

Tú: Todo va bien. ¡Hasta pronto!

Tu amigo: ¡Adiós!

### **Exercise 6**

1/ No muy bien. 2/ Buenos días. 3/ ¡Hasta pronto! 4/ Yo estoy bien, gracias. Y ¿usted? 5/ Muy bien, gracias.

### **Exercise 7**

1/ Hola! 2/ ¿Cómo está? - ¿Cómo está usted? 3/ Everything is going well. 4/ ¡Adios! - ¡Bye! 5/ Good night. 6/ Good afternoon.

### **Exercise 8**

You: Good morning, sir. How are you?

Your boss: Well, thank you. And you?

You: Everything is going well, thank you. Goodbye.

Your boss: Have a nice day.

**Exercise 9**

1/ So-so./ Not so good. 2/ Chao. 3/ As always. 4/ Aquí estamos. 5/ I'm great. 6/ Bien, gracias.

**Exercise 10**

Tu: ¿Qué tal?

Tu amigo: Bien, gracias, y ¿tú?

Tu: Bien, aquí estamos.

Tu amigo: Como siempre.

Tu: ¡Como siempre! Que tengas un buen día, chao.

## Lesson 2. Introductions

One of the first things you need to know in order to speak Spanish is how to start. If you can't start a conversation, how are you ever going to practice? And what better way to start a conversation than by introducing yourself?

That's where this lesson comes in. Here, you'll find some quick tips, phrases, and different ways of introducing yourself in Spanish and learning how to get the conversational ball rolling.

### Getting Started

#### Listen to Track 4

Let's look at the very basics of how you'll go about letting the Spanish speaking world know just who you are.

In the previous lesson we talked about how to greet someone in Spanish. Using the greetings you've learned, you can already begin the conversation. Then you move on to....

#### **Yo me llamo...**

The logical next step, after saying "hello" to someone would be to tell them your name! You can't very well carry on a conversation with someone if you don't know who they are or don't let them know who you are. Once again, you have some options.

*(Yo) me llamo...* - The most commonly used, and literally translated it means "I call myself."

*Soy\*...* - If you're a fan of brevity, this introduction is for you! It's like saying "I'm..."

## *Mi nombre es...* - The very practical “My name is...”

\*This verb (which comes from *ser* \*\*, one of the two ways in Spanish to say “to be”) will come in handy when introducing yourself, so make sure you keep it in the back of your mind, as we’ll be seeing it again.

\*\*This verb is used with permanent qualities. I am short. I am American. I am awesome. These things won’t change! Temporary qualities take the verb *estar* .

*Estoy enfadado* - I am angry.

*Estoy triste* - I am sad.

## **Getting Deeper**

While it is important to know someone’s name in order to strike up a conversation with them, if that’s all you say, the chat will be very short-lived. So, what else can you say about yourself?

### **Soy de... Vivo en...**

The verb *soy* was mentioned before and means “I am....” If you add the (very useful to remember) preposition “de” after it, you’re saying “I am from....”

*Soy de Chicago.* – I am from Chicago.

Just because you’re from somewhere, doesn’t necessarily mean that you live there. So, that’s probably a good little piece of information to give someone about yourself. You say *vivo en* (I live in...)

*Soy de Chicago, pero vivo en Chile.* – I’m from Chicago, but I live in Chile.

### **Tengo X años.**

Saying your age is a little different. Surprisingly, you don’t use *ser* or *estar* for this one. Pay attention here, because this is something that really

gets a lot of English speakers in trouble. In Spanish you are not 20 years old... You have 20 years!! (I repeat: “have x years.”)

*Tengo 20 años* – I have 20 years. (Meaning - I am 20 years old).

### **Soy...**

Hey! There’s that verb again! I told you it’d be important.

Another important thing you should be able to mention about yourself is what you do, as in “what’s your job?”

*Soy estudiante/ profesor(a)/ abogado(a)/ dentista* – I am a student / teacher / lawyer / dentist (notice that the first and last of these examples don’t change gender).

### **Me gusta...**

Another useful expression you may want to know when introducing/talking about yourself is “me gusta...,” which functions similarly to “I like....” But this can be a tricky expression for English speakers, because its construction is a little different from how it’s said in English. Literally translated it means “To me it is pleasing....”

So as not to get too complicated, let’s just stick with using this construction with some verbs in the infinitive so we can say “To me it is pleasing to (insert verb here).”

*Me gusta leer/ jugar basket/ cocinar/ ir al cine* – I like to read / play basketball / cook / go to the movies.

### **Examples**

Let’s take everything we’ve seen and put it all together. Below you will find two examples of people introducing themselves. They are both native English speakers who live/study in Mexico. They will use the

aforementioned phrases, as well as adding in a few extra things about themselves.

## **Self-introduction in Spanish: Example 1**

### **Listen to Track 5**

*¡Buenos días! Soy Ana. Tengo veintisiete años. Soy de Chicago, pero ahora vivo en una ciudad de México que se llama Guadalajara. Soy profesora de inglés en una preparatoria. Al volver a Estados Unidos, voy a continuar con mis estudios.*

*Me gustaría hacer un doctorado en literatura mexicana. Pero, por ahora, estoy contenta de vivir en México e ir mejorando mi español poco a poco y de ir aprendiendo más de este país tan maravilloso. En mi tiempo libre me gusta leer, ver la tele y pasar tiempo con mis amigos, mi marido y mi perro.*

*Estudio español porque la historia del país me fascina. Y no solo eso, la cultura también me encanta y la gente es muy amable.*

Translation:

Good morning! I'm Ana. I'm 27 years old. I'm from Chicago, but now I live in a Mexican city called Guadalajara. I'm an English teacher in a high school. Upon returning to the United States, I'm going to continue my studies.

I would like to get a doctorate in Mexican literature. But for now I'm happy living in Mexico and improving my Spanish and learning more about this wonderful country. In my free time I like to read, watch TV, and spend time with my friends, my husband, and my dog.

I study Spanish because the history of the country fascinates me. It's not only that, but I also love the culture and the people are lovely.

## **Self-introduction in Spanish: Example 2**

### **Listen to Track 6**

*Hola, me llamo Nick y soy de Estados Unidos. Vivo en México y soy profesor de inglés. Tengo veintiséis años. Estoy casado con una mujer que se llama Ana y tengo un pequeño perro cuyo nombre es Joey. Llevo 8 años estudiando español y tengo una maestría en lingüística aplicada del español como lengua extranjera. Me gusta estudiar español porque siempre me han gustado los idiomas y porque poder hablar con otro grupo de personas es algo que puede ser muy gratificante y beneficioso.*

Translation:

Hello, my name is Nick and I'm from the United States. I live in Mexico and am an English teacher. I'm 26 years old. I have a wife named Ana and a little dog whose name is Joey. I have been studying Spanish for 8 years, and I have a Masters in Spanish Linguistics. I like studying Spanish because I have always liked languages and being able to speak with another group of people as it can be something very rewarding and beneficial.

Let's dive deeper into occupations, nationalities, and countries in the next section. Ready?

## **Let's Talk About Jobs and Professions in Spanish**

When talking to new acquaintances or friends, jobs often come up. To ask about what someone does for a living, you can say either of the following:

## Listen to Track 7

- ¿Cuál es tu trabajo/profesión? (What is your job/profession?)
- ¿En qué trabajas? (What do you work in?)
- ¿Qué haces?/ ¿A qué te dedicas? (What do you do?)

To respond, you say:

- Soy \_\_\_\_\_. (I'm a \_\_\_\_\_.)

## Listen to Track 8

<i>abogado/a</i>	lawyer
<i>actor/actriz</i>	actor/actress
<i>agente de aduana</i>	customs officer
<i>agricultor/a</i>	farmer
<i>albañil</i>	builder
<i>arquitecto/a</i>	architect
<i>asistente</i>	assistant
<i>asistente de ventas</i>	shop assistant
<i>astronauta</i>	astronaut
<i>bibliotecario/a</i>	librarian
<i>biólogo/a</i>	biologist
<i>bombero/a</i>	fireman
<i>camionero/a</i>	truck driver
<i>cantante</i>	singer
<i>capataz</i>	foreman
<i>carnicero/a</i>	butcher
<i>carpintero/a</i>	carpenter
<i>cartero/a</i>	postman



<i>científico/a</i>	scientist
<i>cirujano/a</i>	surgeon
<i>cocinero/a</i>	cook
<i>conductor/a</i>	driver
<i>consultor/a</i>	consultant
<i>contador/a</i>	accountant
<i>dentista</i>	dentist
<i>farmacéutico/a</i>	pharmacist
<i>electricista</i>	electrician
<i>empleado de oficina</i>	office worker
<i>empleado/a</i>	employee
<i>empleado/a de banco</i>	bank clerk
<i>enfermero/a</i>	nurse
<i>escritor/a</i>	writer
<i>estudiante</i>	student
<i>fontanero/a</i>	plumber
<i>fotógrafo/a</i>	photographer
<i>geólogo/a</i>	geologist
<i>ginecólogo/a</i>	gynecologist
<i>granjero/a</i>	farmer
<i>guardia</i>	guard
<i>ingeniero/a</i>	engineer
<i>instructor/a</i>	instructor
<i>jardinero/a</i>	gardener
<i>joyero/a</i>	jeweller
<i>juez/a</i>	judge
<i>marinero/a</i>	sailor
<i>mecánico/a</i>	mechanic

<i>médico - doctor/a</i>	doctor
<i>mesero/a</i>	waiter/waitress
<i>minero/a</i>	miner
<i>modelo</i>	model
<i>monja</i>	nun
<i>monje</i>	monk
<i>músico</i>	musician
<i>niñera/o</i>	nanny
<i>obrero/a</i>	labourer
<i>panadero/a</i>	baker
<i>pastor/a</i>	shepherd
<i>peluquero/a</i>	hairdresser
<i>periodista</i>	journalist
<i>pescador/a</i>	fisherman
<i>piloto</i>	pilot
<i>pintor/a</i>	painter
<i>policía</i>	policeman
<i>político</i>	politician
<i>portero/a</i>	caretaker
<i>profesor/a</i>	teacher
<i>psicólogo/a</i>	psychologist
<i>psiquiatra</i>	psychiatrist
<i>químico/a</i>	chemist
<i>repcionista</i>	receptionist
<i>recolector de basura</i>	garbage collector
<i>relojero/a</i>	watchmaker
<i>reportero/a</i>	reporter

<i>sacerdote</i>	priest
<i>sastre</i>	tailor
<i>secretario/a</i>	secretary
<i>sobrecargo</i>	flight attendant
<i>soldado</i>	soldier
<i>taxista</i>	taxi driver
<i>técnico/a</i>	technician
<i>terapeuta</i>	therapist
<i>torero/a</i>	bullfighter
<i>traductor/a</i>	translator
<i>vendedor/a de libros</i>	bookseller
<i>vendedor/a</i>	salesman
<i>veterinario</i>	vet
<i>zapatero/a</i>	shoemaker

### **Some important reminders about professions in Spanish:**

- As a general rule, Spanish nouns pertaining to professions change according to the gender of the person they are referring to.
- Most profession nouns have masculine forms that end in o. To change it to feminine, simply replace the o with a. For example, *un maestro* becomes *una maestra*.
- Some profession nouns are exempted from this rule. This includes *un/una atleta* (athlete), *un/una piloto* (pilot), *un/una policía* (police), and *un/una modelo* (model) which remain the same whether masculine or feminine.
- For profession nouns that end in a consonant, just add an *a* to make it feminine. Example: *una profesora*, *una bailarina*.
- There are profession nouns that change a lot in spelling when converted to their feminine form. For example, *un alcalde* (mayor)

becomes *una alcaldesa*.

## Countries and Nationalities in Spanish

When introducing yourself or getting to know someone, your country of origin and your nationality is bound to come up as a topic. In this section, let's talk about what the different countries and nationalities are called in Spanish.

Here's a sample conversation:

### Listen to Track 9

**Juan:** *¿De dónde eres?* – Where are you from?

**Patti:** *Soy de Estados Unidos. Soy americana/estadounidense. Y tú, ¿de dónde eres?* – I'm from the United States. I'm American. And you, where are you from?

**Juan:** *Yo soy de México, pero vivo en Alemania.* – I'm from Mexico, but I live in Germany.

## Countries and Nationalities in Spanish:

### Listen to Track 10

- África – Africano(a)
- Alemania – Alemán, Alemana
- Argentina – Argentino(a)
- Australia – Australiano(a)
- Austria – Austriaco(a)
- Bélgica – Belga
- Bolivia – Boliviano(a)
- Brasil – Brasileño(a)

- Bulgaria – Búlgaro(a)
- Canadá – Canadiense
- Chile – Chileno(a)
- China – Chino(a)
- Colombia – Colombiano(a)
- Corea del Norte – Norcoreano(a)
- Corea del Sur – Surcoreano(a)
- Cuba – Cubano(a)
- Dinamarca – Danés, Danesa
- Egipto – Egipcio(a)
- Ecuador – Ecuatoriano(a)
- Escocia – Escocés, Escocesa
- España – Español(a)
- Estados Unidos – Americano(a)/Estadounidense
- Filipinas – Filipino(a)
- Finlandia – Finlandés, Finlandesa
- Francia – Francés, Francesa
- Grecia – Griego(a)
- Groenlandia – Groenlandés, Groenlandesa
- Guatemala – Guatemalteco(a)
- Haití – Haitiano(a)
- Holanda – Holandés, Holandesa
- Honduras – Hondureño(a)
- Hungría – Húngaro(a)
- India – Indio(a)
- Indonesia – Indonesio(a)
- Inglaterra – Inglés, Inglesa
- Irán – Iraní

- Irak – Iraquí
- Irlanda – Irlandés, Irlandesa
- Israel – Israelí
- Italia – Italiano(a)
- Jamaica – Jamaicano(a)
- Japón – Japonés, Japonesa
- México – Mexicano(a)
- Nicaragua – Nicaragüense
- Noruega – Noruego(a)
- Nueva Zelanda – Neozelandés, Neozelandesa
- Panamá – Panameño(a)
- Paraguay – Paraguayo(a)
- Perú – Peruano(a)
- Puerto Rico – Puertorriqueño(a)/Boricua
- Portugal – Portugués, Portuguesa
- Reino Unido – Británico (a)
- Rusia – Ruso(a)
- Suecia – Sueco(a)
- Suiza – Suizo(a)
- Turquía – Turco(a)
- Uruguay – Uruguayo(a)
- Venezuela – Venezolano(a)

### **Some reminders:**

- When talking about nationalities in Spanish, nationality adjectives are used. This means, they can take four forms: masculine singular, feminine singular, masculine plural, and feminine plural. For

example: *francés* (masculine singular), *francesa* (feminine singular), *franceses* (masculine plural), and *francesas* (feminine plural).

- Nationalities that end in e or an accented vowel have the same masculine or feminine singular form. For example: *iraquí*, *israelí*, and *iraní*.

## Workbook Lesson 2: Presentarse, profesiones, países y nacionalidades – Introductions, professions, countries, and nationalities

**Exercise 1: Fill in the blanks with the correct word/phrases to complete the following sentences.**

- 1- \_\_\_\_ Antonio. (My name is Antonio.)
- 2- \_\_\_\_ abogado. (I am a lawyer.)
- 3- \_\_\_\_ de Chicago. (I am from Chicago.)
- 4- \_\_\_\_\_ 20 años. (I am 20 years old.)
- 5- Ella\_\_\_\_\_ arquitecta. (She is an architect.)

**Exercise 2: Complete the table with nationalities in male, female, and plural.**

Singular		Plural	
Masculino	Femenino	Masculino	Femenino
Brasileño	1 -	2 -	3
Iraní	4 -	Iraníes	5-
Costarricense	6 -	7 -	Costarricenses
Venezolano	8 -	9 -	10 -
Alemán	11 -	12 -	13 -

**Exercise 3: Complete the following sentences with nationalities in masculine, feminine, or plural form.**

- 1- El rublo es la moneda \_\_\_\_\_. (The ruble is the Russian currency.)



- 2- Gabriel García Márquez es un escritor \_\_\_\_\_. (Gabriel García Márquez is a Colombian writer.)
- 3- Berlín es una ciudad \_\_\_\_\_. (Berlin is a German city.)
- 4- Camila es una chica \_\_\_\_\_. (Camila is an Argentinian girl.)
- 5- Julia Roberts es una actriz \_\_\_\_\_. (Julia Roberts is an American actress.)

**Exercise 4: Translate the following sentences from English to Spanish.**

- 1- Arturo is a fireman.
- 2- I am a foreman.
- 3- He is a farmer.
- 4- We are guards.
- 5- Pedro is a jeweller.

**Exercise 5: Tick the right answer.**

- 1- Yo \_\_\_ llamo Pedro. (My name is Pedro.)  
a. me b. te c. se
- 2- Él es \_\_\_\_\_. (He is Mexican.)  
a. mexicano b. mexicana c. mexican
- 3- Yo \_\_\_ 21 años. (I am 21 years old.)  
a. tengo b. llamo c. soy
- 4- \_\_\_ de Nueva Zelanda. (I am from New Zealand.)  
a. Soy b. Somos c. Es
- 5- Me \_\_\_ el té. (I like tea.)  
a. gustan b. gusta c. llamo

**Exercise 6: Translate the following text from Spanish to English.**

Hola, me llamo Sara y soy de Marruecos. Vivo en Francia y soy profesora de árabe. Tengo treinta años. Tengo un novio que se llama Pierre y un pequeño gato cuyo nombre es Pete.

**Exercise 7: Complete the following phrases with professions.**

- 1- William es \_\_\_\_\_. (William is a teacher.)
- 2- El señor García es \_\_\_\_\_. (Mr García is a garbage collector.)
- 3- Él es \_\_\_\_\_. (He is a carpenter.)
- 4- Antonio es \_\_\_\_\_. (Antonio is a butcher.)
- 5- Pedro es \_\_\_\_\_. (Pedro is a scientist.)

**Exercise 8: Translate the following text from Spanish to English.**

- 1- Luis es ecuatoriano, vive en Quito.
- 2- Las pirámides son egipcias.
- 3- Los cubanos son amables.
- 4- Me gusta el chocolate holandés
- 5- Susana vive en Madrid, pero es portuguesa

**Exercise 9: Correct grammatical errors in the following text.**

¡Buenos días! Somos Antonia. Tenía veintisiete años. Soy a Chicago, pero ahora vive en una ciudad de México que se llama Tijuana. Soy asistente de ventas y trabajo en una tienda de ropa. (Good morning! I am Antonia. I'm 27. I'm from Chicago, but now I live in a Mexican city called Tijuana. I'm a shop assistant and I work in a clothing store.)

**Exercise 10: Translate the following sentences from English to Spanish.**

- 1- Vladimir Putin is President.
- 2- She is a writer.

3- They are students.

4- We are geologists.

5- Pablo is a judge.

## **Answers:**

### **Exercise 1**

1/ mi nombre es 2/ soy 3/ soy 4/ Tengo 5/ es

### **Exercise 2**

1/ Brasileña 2/ Brasileños 3/ Brasileñas 4/ Iraní 5/ Iraníes 6/  
Costarricense 7/Costarricenses 8/ Venezolana 9/ Venezolanos 10/  
Venezolanas 11/ Alemana 12/Alemanes 13/ Alemanas

### **Exercise 3**

1/ Rusa 2/ Colombiano 3/ Alemana 4/ Argentina 5/ Estadounidense

### **Exercise 4**

1/ Arturo es bombero. 2/ Yo soy encargado. 3/ Él es granjero. 4/ Nosotros  
somos guardias. 5/ Pedro es joyero.

### **Exercise 5**

1/ me 2/ mexicano 3/ tengo 4/ Soy 5/ gusta

### **Exercise 6**

Hi, my name is Sara and I'm from Morocco. I live in France and I'm an  
Arabic teacher. I'm 30. I have a boyfriend named Pierre and a little cat  
whose name is Pete.

### **Exercise 7**

1/ profesor 2/ recolector de basura 3/ carpintero 4/ carnicero 5/ científico

### **Exercise 8**

1/ Luis is Ecuadorian. He lives in Quito. 2/ The pyramids are Egyptian. 3/  
Cubans are kind. 4/ I like Dutch chocolate. 5/ Susana lives in Madrid, but  
she's Portuguese.

### **Exercise 9**

¡Buenos días! Soy Antonia. Tengo veintisiete años. Soy de Chicago, pero  
ahora vivo en una ciudad de México que se llama Tijuana. Soy asistente de

ventas y trabajo en una tienda de ropa.

**Exercise 10**

1/ Vladimir Putin es presidente. 2/ Ella es escritora. 3/ Ellos son estudiantes. 4/ Nosotros somos geólogos. 5/ Pablo es juez.

## Lesson 3. Pronunciation Guide

Spanish is a fairly easy language, considering that most Spanish words are pronounced exactly the way that they are spelled. It's not like English where they have some of the most absurd pronunciations. I mean, who decided that pony and bologna should rhyme?!

That being said, there are some tips and tricks to have you sounding like a local in no time. So sit back, grab a *cerveza* (pronounced ser-beh-sah) and let this book be your guide. We'll be like Gandalf, and Spanish pronunciation will be your Middle Earth.

### **Let's start off with an important Spanish pronunciation tip...**

Something about the Spanish language that is much more important than I realized when I started learning, is *which syllable you stress*.

I remember getting into a cab in Mexico and getting nervous when the cabbie didn't have a clue which street I was telling him to go to.

When I showed him the street name on my phone, I watched the light bulb go on above his head. He was quick to correct me and say that I had stressed the wrong syllable - and that small mistake had prevented him from understanding me at all.

### **But... don't stress about the stress!**

(I'm sorry, I had to. It was just so easy.) There are some simple rules that you can memorize so that you always know which syllable you need to stress.

### **Some General Rules to Follow on Stressing Syllables:**

## Listen to Track 11

- **If a word ends in a vowel or 'n' or 's', you need to stress the syllable that is next to the last one.**

Por ejemplo (for example):

*Cuenta* (the bill at a restaurant) is pronounced Kwen -tah.

*Examen* (test/exam) is pronounced Ex- ah -men

*Pestaña* (eyelash) is pronounced Pez- tah -nya

- **Words that end in a consonant (other than 'n' or 's') are stressed on the last syllable.**

*Por ejemplo: Comer* (to eat) is pronounced Koh- mehr

- **When there is an accent above a letter you must stress that syllable.**

Imagine that the accent is like that one attention-seeking friend we all have, and it's saying "Hey, stress me! I'm IMPORTANT!"

*Por ejemplo: Próximo* (next) is pronounced Prohk -see-moh.

See, that was easy. Feeling a little less stressed now? Yes, as calm as a hippy in a commune. Now before you start growing your hair and exclusively wearing hemp clothing, let's move on to vowels!

## Spanish Pronunciation Guide: How to Pronounce Spanish Vowels

Once you know what sounds the vowels make when speaking Spanish, you're pretty well in the clear because they very seldom change. That's great for you learners out there because it means that you need only memorize this Spanish pronunciation guide for vowels below.

Then, if you're sounding out a word and you use these vowel pronunciations, there is about a 99.5%\* chance you've got it right! And those are odds we'd take to Vegas, baby!

\*Rough estimate. Very rough estimate. But you get the point.

## Listen to Track 12

<b>Vowel</b>	<b>Pronunciation Guide</b>	<b>Example</b>	<b>What the Example Means</b>
<b>A</b>	is pronounced 'ah' like father	<i>Abajo</i>	Down/Downstairs
<b>E</b>	is pronounced 'eh' like rent	<i>Antes</i>	Before
<b>I</b>	is pronounced 'ee' like free	<i>Amigo</i>	Friend
<b>O</b>	is pronounced 'oh' like flow	<i>Beso</i>	Kiss
<b>U</b>	is pronounced 'oo' like loose	<i>Nube (noob-eh)</i>	Cloud
<b>AI/AY</b>	is pronounced 'y' like fly	<i>Bailar /Hay (eye)</i>	Dance/There Is
<b>AU</b>	is pronounced 'ow' like how	<i>Aunque</i>	Although
<b>EI</b>	is pronounced 'ay' like day	<i>Aceite</i>	Oil
<b>IE</b>	is pronounced 'yeh' like yes	<i>Bien</i>	Fine
<b>UE</b>	is pronounced 'weh' like	<i>Cuello</i>	Neck/Collar



	well		
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**The (Usually) Constant Spanish Consonants and How to Say Them**

Most of the consonants in Spanish are pronounced the same as in English. However, there are some that are different, and they can seem a little intimidating at first.

No worries though, we've gone ahead and listed all of the ones that vary from English below. That way, instead of having to spend time looking them up elsewhere, you can focus on more important things – like baking a birthday cake for your cat.

**Listen to Track 13**

<b>Consonant</b>	<b>Pronunciation Guide</b>	<b>Example</b>	<b>What the Example Means</b>
<b>C (before 'e', 'i')</b>	is pronounced 's' like silk (in Castilian Spanish it would be 'th' like thanks)	<i>Gracias/Cena</i>	Thank you/Dinner
<b>C (before 'a', 'o', 'u')</b>	is pronounced 'k' like corner	<i>Casa/Con/Cuando</i>	House/with/when
<b>CC</b>	is pronounced 'k' then 's'	<i>Dirección</i>	Address
<b>D (between vowels)</b>	is pronounced 'th' like the	<i>Cada</i>	Each
<b>G (before</b>	is pronounced hard	<i>Gris</i>	Grey

'a','o','u')	'g' like grape		
<b>G</b> (before 'e','i')	is pronounced a breathy 'h' like hi	<i>Gente (hehn-teh)</i>	People
<b>H</b>	is not pronounced. Always silent.	<i>Hay (eye)</i>	There is
<b>J</b>	is pronounced a breathy 'h' like hot	<i>Jamón</i>	Ham
<b>L</b>	is pronounced like 'l' in love	<i>Libre</i>	Free
<b>LL</b>	is pronounced a hard 'j' like Jacob	<i>Lllamar</i>	To call
<b>Ñ</b>	is pronounced 'ny' like canyon	<i>Mañana</i>	Tomorrow
<b>QU</b>	is pronounced 'k' like keep	<i>Queso (keh-soh)</i>	Cheese
<b>R</b>	is rolled only once	<i>Pero (pehr-oh)</i>	But
<b>RR</b>	is rolled twice	<i>Perro (pehr-roh)</i>	Dog
<b>V</b>	is pronounced 'b' like beer	<i>Vale (ball-eh)</i>	Okay
<b>X</b>	is pronounced 'cs' like exit	<i>Extranjero</i>	Foreign
<b>Y</b>	is pronounced like English 'y' in yard, except when by itself it is pronounced 'ee'	<i>Ya (yah)/Y (ee)</i>	Already/and

<p><b>Z</b></p>	<p>is pronounced 's' like salt (in Castilian Spanish it would be 'th' like think)</p>	<p><i>Zapato</i></p>	<p>Shoe</p>
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**Important things to note about Spanish pronunciation for consonants**

The letter 'B' is pronounced the same way as 'V' in Spanish – like 'B' in bad. This makes it difficult for my little Spanish host kids when trying to sound out words in their writing.

To further explain the tricky CC listed above, the example given, *dirección* , is pronounced like dee-rek-see-on. So, the first c behaves just like we have come to know and love, and the second is pronounced like 's'.

When you pronounce the letter 'J' you should almost sound like someone who has smoked a pack of cigarettes a day for the past 25 years, and you're trying to clear your throat. Like you know that scene in Titanic where Jack is showing Rose how to "spit like a man," and he's hacking up something awful? Yeah, you should sound like that. If it doesn't almost hurt your throat, you're not doing it right.

Inside a word, the letter 'M' always appears before 'P' or 'B', never 'N', like in “limpiar” or “hombre”. That also happens when you pronounce two separate words, one finishing in 'N', and the other starting with 'P' or 'B'. For example, when saying “ *con permiso* ” (excuse me, when trying to get by someone) is pronounced like “compermiso.” So, since those two words get all cozied up together and sound like one word – the 'N' to 'M' maneuver takes place.

I actually didn't notice this before I started learning Spanish, but in English the letter 'L' has two different sounds. The first is the obvious – 'L' like in

“love.” The second is as sneaky as I am when ransacking the kitchen at 3 a.m. while I'm supposed to be on a diet. If you say the word “ball,” there you have the second 'L' pronunciation. It's a bit softer than the first. That 'L' sounds doesn't appear in Spanish. Always go with the first!

### **Bonus topic: ¿What's with the upside down question marks?**

You know how when you're reading something in English you generally know ("generally" because English is weird and there are always exceptions – *eye roll* ) that it's a question before you get to the question mark at the end because of the word at the beginning? *Por ejemplo* : "Do you want something?"

I'm assuming that when reading that question, you put an upward inflection on it. That's because the word "do" tipped you off that it was a question and not a statement. Well, in Spanish they don't do that. Let me show you what I mean.

### **"Tú quieres algo." / "¿Tú quieres algo?"**

The first is a statement. "You want something." The second is a question. "Do you want something?"

But the only way to tell the difference is by the punctuation. So, if you were reading the question, and there was no question mark doing a handstand at the beginning of it, you wouldn't know that it was a question until you got to the end.

The same goes for when you're speaking. It's super important to make sure that when asking a question, the inflection of your voice goes up.

It has to be clearly different from the inflection you use when making a statement. If not, you could end up saying something different from what you intended, and it could be a little embarrassing.

Yes, I did have an embarrassing experience with this. No, I'm not going to tell you about it.

Hopefully this Spanish pronunciation guide has helped you navigate through all the pronunciation confusion. If not, take another big swig of that *cerveza* we opened at the beginning and have another look. I always find my Spanish is better after a few drinks.

## **The Spanish Alphabet**

The Spanish language officially has 27 letters in its alphabet or *abecedario*, just one letter more than the English alphabet. The extra letter is *la letra ñ (eñe)* which doesn't exist in the English alphabet.

However, this updated Spanish alphabet was only implemented by the *Real Academia Española* in 2010. Before that, the old Spanish dictionaries had sections for the now-defunct letters *ch* and *ll* . Other old resources would also previously include *rr* as another separate letter. Some would exclude the letters *k* and *w* because they only appear in words borrowed from other languages.

So it's a good thing that the Spanish alphabet has been sorted out and we're now officially using 27 letters only, don't you think? Fewer things to think about this way!

Here in this lesson, let's get to know the 27 different (official) letters of the Spanish alphabet.

**Listen to Track 14**

<b>Letter</b>	<b>What It's Called in Spanish</b>	<b>How to Pronounce Its Spanish Name</b>
<b>Aa</b>	<i>A</i>	AH
<b>Bb</b>	<i>Be</i>	BEH
<b>Cc</b>	<i>Ce</i>	SEH
<b>Dd</b>	<i>De</i>	DEH
<b>Ee</b>	<i>E</i>	EH
<b>Ff</b>	<i>Efe</i>	EH-feh
<b>Gg</b>	<i>Ge</i>	JEH
<b>Hh</b>	<i>Hache</i>	AH-cheh
<b>Ii</b>	<i>I</i>	EE
<b>Jj</b>	<i>Jota</i>	JOH-tah
<b>Kk</b>	<i>Ka</i>	KAH
<b>Ll</b>	<i>Ele</i>	EH-leh
<b>Mm</b>	<i>Eme</i>	EH-meh
<b>Nn</b>	<i>Ene</i>	EH-neh
<b>Ññ</b>	<i>Eñe</i>	EH-nyeh
<b>Oo</b>	<i>O</i>	OH
<b>Pp</b>	<i>Pe</i>	PEH
<b>Qq</b>	<i>Cu</i>	COO
<b>Rr</b>	<i>Erre</i>	EH-rreh
<b>Ss</b>	<i>Ese</i>	EH-seh
<b>Tt</b>	<i>Te</i>	TEH
<b>Uu</b>	<i>U</i>	OOH
<b>Vv</b>	<i>Uve</i>	OOH-beh
<b>Ww</b>	<i>doble uve (also known previously as "uve</i>	DOH-bleh OOH

	<i>doble," "doble ve," and "doble u")</i>	
<b>Xx</b>	<i>Equis</i>	EH-kees
<b>Yy</b>	<i>ye (often referred to as i griega)</i>	YEH
<b>Zz</b>	<i>Zeta</i>	SEH-tah

## **Workbook Lesson 3: Pronunciación y alfabeto - Pronunciation and the alphabet**

**Exercise 1: Write down the following words, which are written according to the sound of each letter. You should find out what word it is.**

- 1- Uve, a, ce, a
- 2- Ce, a, erre, ele, o, ese
- 3- Ene, i, eñe, o
- 4- Jota, a, erre, de, i, ene
- 5- Te, e, ele, e, uve, i, ese, i, o, ene

**Exercise 2: What's the next letter? Choose the letter that follows in the alphabet.**

- 1- A,B,
- 2- F,G,
- 3- L,M,
- 4- Q,R,
- 5- T,U,

**Exercise 3: Write down the following words, which are written according to the sound of each letter. You should also find out what each word means.**

- 1- Jota, u, a, ene, e, ese
- 2- Hache, a, be, ele, a, erre
- 3- Hache, e, ele, a, de, o
- 4- Ce, o, eme, pe, u, te, a, de, o, erre, a
- 5- A, erre, eme, a, erre, i, o

**Exercise 4: Write country names starting with the following letters.**

- 1- Ch



- 2- V
- 3- A
- 4- C
- 5- P

**Exercise 5: Write the sound of the following words.**

- 1- Cuenta
- 2- Examen
- 3- Zapato
- 4- Comer
- 5- Próximo

**Exercise 6: Spell the following surnames in Spanish.**

- 1- ¿Cómo se llama? — Rigoberta Menchú. (What's her name? — Rigoberta Menchu.)  
¿Puedes deletrear el apellido? (Can you spell her surname?)
- 2- ¿Cómo se llama? — Carolina. (What's her name? — Carolina.)  
¿Y de apellido? —Herrera. (And her surname? —Herrera.)  
¿Cómo se escribe? (How's it written?)
- 3- ¿Cómo se llama? —Antonio. (What's his name? —Antonio.)  
¿Cómo se escribe? (How's it written?)

**Exercise 7: Write the letter next to the sound.**

- 1- Hache
- 2- Ge
- 3- Eñe
- 4- Erre
- 5- Equis

**Exercise 8: Write down the following words, which are written according to the sound of each letter. You should also find out what each word means.**

- 1- A, erre, ge, e, ene, te, i, ene, a
- 2- Efe, a, be, u, ele, o, ese, o
- 3- Ge, u, a, te, e, eme, a, ele, a
- 4- O, a, equis, a, ce, a
- 5- Cu, u, i, te, o

**Exercise 9: Write out the following professions, which are written according to the sound of each letter. You should also find out what each word means.**

- 1- Ce, a, ene, t, a, ene, te, e
- 2- Te, e, ce, ene, i, ce, o
- 3- Uve, e, te, e, erre, i, ene, a, erre, i, o
- 4- Zeta, a, pe, a, te, e, erre, o
- 5- Ese, a, ese, te, erre, e

**Exercise 10: Write country names beginning with the following letters:**

- 1- F
- 2- H
- 3- G
- 4- A
- 5- L

## **Answers:**

### **Exercise 1**

1/ Vaca 2/ Carlos 3/ Niño 4/ Jardín 5/ Televisión

### **Exercise 2**

1 / C 2/ H 3/ N 4/ S 5/ V

### **Exercise 3**

1/ Juanes 2/ Hablar 3/ Helado 4/ Computadora 5/ Armario

### **Exercise 4 (example answers)**

1/ Chile, China 2/ Venezuela 3/ Albania, Argelia 4/ Colombia, Costa Rica  
5/ Perú, Puerto Rico

### **Exercise 5**

1/ kwen -tah 2/ ex- ah -men 3/ zah- pah -toh 4/ koh- mehr 5/ prohk -see-  
moh

### **Exercise 6**

1/ eme, e, ene, che, u – eme, e, ene, ce, hache, u 2/ hache, e, erre, erre, e,  
erre, a 3/ a, ene, te, o, ene, i, o

### **Exercise 7**

1/ h 2/ g 3/ ñ 4/ r 5/ x

### **Exercise 8**

1/ Argentina 2/ Fabuloso 3/ Guatemala 4/ Oaxaca 5/ Quito

### **Exercise 9**

1/ Cantante 2/ Técnico 3/ Veterinario 4/ Zapatero 5/ Sastre

### **Exercise 10 (example answers)**

1/ Francia, Finlandia 2/ Honduras, Holanda 3/ Guyana, Guinea 4/  
Australia, Alemania 5/ Líbano, Lituania

# Lesson 4. Nouns

Ready to start the lesson? Let's begin!

## What are Spanish Nouns?

Spanish nouns, like their counterparts in all other languages, can either be a person, a place, a thing, or an idea.

### Quick exercise

#### Listen to Track 15

Can you identify which among the words in the following Spanish conversation are nouns?

**María:** *Bienvenido a mi casa.* (Welcome to my house.)

**Juan:** *Gracias.* (Thank you.)

**María:** *Vamos al salón. Ahí tengo unas sillas y la televisión. Podemos ver algo. La comida está en la cocina. Todavía está en el horno.* (Let's go to the living room. There, I have chairs and the television. We can watch something. The food is in the kitchen. It's still in the oven.)

**Juan:** *¿Dónde está el baño?* (Where is the bathroom?)

**María:** *Hay dos baños en mi casa. Uno está aquí y el otro está cerca de la sala.* (There are two bathrooms in my house. One is here, and the other is near the living room.)

### Here are the answers:

María, casa, Juan, sala, silla, televisión, comida, cocina, horno, baño.

**María :** *Bienvenido a mi casa .*

**Juan** : *Gracias.*

**María** : *Vamos al **salón** . Ahí tengo unas **sillas** y la **televisión** . Podemos ver algo. La **comida** está en la **cocina** . Todavía está en el **horno** .*

**Juan** : *¿Dónde está el **baño** ?*

**María** : *Hay dos baños en mi casa. Uno está aquí, y el otro está cerca de la sala.*

Were you able to get the answers right?

Great! Now let's move on.

## **Spanish Noun Genders**

Did you notice in the short exercise above that each Spanish noun comes with a different article before it?

Why is it *la televisión* and *la cocina* while it's *el horno* and *el baño* ?

**Say hello to Spanish noun genders!**

### **Listen to Track 16**

Here are more examples:

*Mesa* – Table (feminine)

*Perro* – Dog (masculine)

*Libro* – Book (masculine)

*Casa* – House (feminine)

Now it may be confusing for new learners, but after a bit of exposure to this lesson, you'll understand that there is, in fact, a system to it.

**Here are some basic rules to remember on Spanish noun genders**

Generally speaking, words that end in -o are masculine (perro/libro), and, generally, words that end in -a are feminine (mesa/ casa).

Seems simple enough! But be careful, because there are Spanish nouns that don't end in -o or -a. What about those?

In several cases, you'll be able to identify masculine or feminine nouns based on the gender associated with the word. Such as:

*Mujer* – Woman (feminine)

*Hombre* – Man (masculine)

But some of the word genders just do not seem easy to figure out.

## **Additional rules**

### **Masculine**

Ends in -o

Ends in an accented vowel (á, é, í, ó, ú)

Ends in -ma (be careful with this one!)

Ends in a consonant that isn't -d or -z

Ends in -e

### **Feminine**

Ends in -a

Ends in -sión or -ción

Ends in -dad or -tad or -tud

Ends in -umbre

Ends in -d or -z

**Note** : As you will discover as we go along, there are ALWAYS exceptions in Spanish.

For example, *día* (“day”) ends in an -a but is, in fact, masculine. And *lápiz* (“pencil”) ends in -z but is masculine as well!

### **Is it a boy... no it's a girl! Oh, it's both!**

Wait...it's not all cut-and-dried yet. Here are some more things you should know.

Words that end in -ista are used for both masculine and feminine. For example, *el artista/ la artista* , and *el pianista/ la pianista* .

Your giveaway would be the article that accompanies the noun.

In Spanish dictionaries, watch out for the (m) or (f) annotations after each word. This will give you a clue about the gender of the particular Spanish word.

Your best bet would be to learn the Spanish word together with the gender. This way, your ears will be more attuned to the sound of the Spanish word and its correct gender.

Spanish noun genders can be overwhelming for new learners. But don't let it get to you! Take it slowly and mind all the rules we shared above. With more and more exposure to the Spanish language, determining the gender will get easier in time.

## Workbook Lesson 4: Sustantivos – Nouns

**Exercise 1: Identify which words in the following Spanish conversation are nouns.**

**Marta :** *Bienvenido a mi oficina.* (Welcome to my office.)

**Julio :** *Gracias.* (Thank you.)

**Marta :** *Vamos a la sala de conferencias. Ahí tengo un proyector y una televisión. Podemos ver el documental. La secretaria preparó café. Todavía está caliente.* (Let's go to the conference room. I have a projector and television there. We can watch the documentary. The secretary made coffee. It's still warm.)

**Julio :** *¿Dónde está el baño?* (Where is the bathroom?)

**Marta :** *Uno está aquí y el otro está en el primer piso.* (One is here, the other is on the first floor.)

**Exercise 2: Say whether the following nouns are male or female.**

- 1- La periodista: M - F (the journalist)
- 2- El estudiante: M - F (the student)
- 3- La piloto: M - F (the pilot)
- 4- El doctor: M - F (the doctor)
- 5- La amiga: M - F (the friend)
- 6- El pintor: M - F (the painter)
- 7- La juventud: M - F (the youth)

**Exercise 3: Classify the following nouns in the table.**

<< **Atención, lápiz, mano, vaso, problema, foto, casa, cama, día, cuaderno, cumpleaños, foto, hotel, habitación, libro, página, leche, teatro, noche, lámpara, museo, viernes** >>

El	La



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**Exercise 4: Tick the correct answer.**

- 1- \_\_\_ casa de Juan (Juan’s house)  
a. la b. el c. los
- 2- Ellos compran \_\_\_\_ pastel. (They buy the cake.)  
a. los b. el c. la
- 3- Nosotros no entendemos \_\_\_ problema. (We don’t understand the problem.)  
a. la b. el c. los
- 4- Abre \_\_\_ ventana. (Open the window.)  
a. la b. los c. el
- 5- ¿Dónde está \_\_\_ hospital? (Where is the hospital?)  
a. el b. la c. los

**Exercise 5: Translate the following from English to Spanish.**

- 1- The kid
- 2- The room
- 3- The problem
- 4- Saturday
- 5- The language

**Exercise 6: Create sentences by choosing between the nouns “el” and “la”.**

Example: la / hija / de María / el.  La hija de María (María’s daughter)

- 1- la / planeta / Marte / el (the planet Mars)
- 2- el / la / chocolate/ suizo (the Swiss chocolate)
- 3- universidad / el / la / alemana (the German university)
- 4- león / la / el / africano (the African lion)
- 5- gata / el / la / blanca (the white cat)

**Exercise 7: Translate the following phrases from Spanish to English.**

- 1- La casa
- 2- El gallo
- 3- La foto
- 4- El lápiz
- 5- El cuaderno

**Exercise 8: Locate the nouns in the following sentences.**

- 1- Hoy iremos todos contigo al hospital. (Today we will all go with you to the hospital.)
- 2- Hubo personas heridas en el accidente. (There were people injured in the accident.)
- 3- Esta pelota es de aquellas personas. (This ball belongs to those people.)
- 4- Tu hermano tenía una moto. (Your brother had a motorcycle.)
- 5- Estos zapatos están muy rotos. (These shoes are very broken.)

**Exercise 9: Translate the following phrases from English to Spanish.**

- 1- The bicycle
- 2- The bottle
- 3- The table
- 4- The chair
- 5- The glass

**Exercise 10: Change the masculine nouns to feminine:**

- 1- Príncipe (the prince)
- 2- Padre (the father)
- 3- Tío (the uncle)
- 4- Caballo (the horse)
- 5- Primo (the cousin)

## **Answers:**

### **Exercise 1:**

1/ Oficina 2/ Sala de conferencias 3/ Proyector 4/ Televisión 5/  
Documental 6/ Café  
7/ Baño

### **Exercise 2**

1/ La Periodista – Fem. 2/ El estudiante – Mas. 3/ La piloto – Fem. 4/ El  
doctor - Mas. 5/ La amiga - Fem. 6/ El pintor - Mas. 7/ La juventud -  
Fem.

### **Exercise 3**

EL: el lápiz, el vaso, el problema, el día, el cuaderno, el cumpleaños, el  
hotel, el libro, el teatro, el museo, el viernes.

LA: la atención, la mano, la foto, la casa, la cama, la foto, la habitación, la  
página, la leche, la noche, la lámpara.

### **Exercise 4**

1/ la 2/ el 3/ el 4/ la 5/ el

### **Exercise 5**

1/ El niño 2/ La habitación 3/ El problema 4/ El sábado 5/ El idioma

### **Exercise 6**

1/ El planeta Marte. 2/ El chocolate suizo. 3/ La universidad alemana.  
4/ El león africano. 5/ La gata blanca.

### **Exercise 7**

1/ The house 2/ The cock 3/ The picture 4/ The pen 5/ The notebook

### **Exercise 8**

1/ Hospital 2/ Accidente 3/ Pelota 4/ Moto 5/ Zapatos

### **Exercise 9**

1/ La bicicleta 2/ La botella 3/ La mesa 4/ La silla 5/ El vaso

**Exercise 10**

1/ Princesa 2/ Madre 3/ Tía 4/ Yegua 5/ Prima

## Lesson 5. Numbers

This lesson is all about numbers! Clearly, they're an important part of any language and are used every day, including for talking about dates, times, ages, prices... the list goes on!

Let's get the formalities out of the way first: Spanish numbers are either cardinal numbers or ordinal numbers. Don't worry, it's simpler than it sounds! Cardinal numbers are just, well, numbers. For example 'one,' 'five,' '200.' Ordinal numbers are similar but used for saying the position of something, e.g. 'first,' 'fifth,' '200<sup>th</sup>.'

### Pronunciation

We've added a pronunciation guide, but hearing the numbers spoken by a native is also super important to make sure you're doing it more or less right!

We've put an apostrophe at the beginning of a syllable to show that you put the emphasis on that syllable.

Number	Pronunciation
0 = <i>cero</i>	'seh-roh

### Cardinal Numbers

So, to learn how to count, we need the cardinal numbers.

Clearly we're not going to list every single number from 0 to 1,000 or 1,000,000 or beyond! Luckily, we have patterns that mean you only have to

learn the small numbers (and the big multiples like “hundred” and “thousand”) in order to be able to figure out how to say any number.

Let’s start with **0-20** :

**Listen to Track 17**

0	<i>Cero</i> ('seh-roh)
1	<i>Uno</i> * ('oo-noh)
2	<i>Dos</i> (dohs)
3	<i>Tres</i> (trehs)
4	<i>Cuatro</i> ('kwah-troh)
5	<i>Cinco</i> ('seehn-koh)
6	<i>Seis</i> ('seh-ees)
7	<i>Siete</i> (see-'eh-teh)
8	<i>Ocho</i> ('oh- choh)
9	<i>Nueve</i> (noo-'eh-beh)
10	<i>Diez</i> (dee-'ehs)
11	<i>Once</i> ('ohn-seh)
12	<i>Doce</i> ('doh-seh)
13	<i>Trece</i> ('treh-seh)
14	<i>Catorce</i> (kah-'tohr-seh)
15**	<i>Quince</i> ('keen-seh)
16***	<i>Dieciséis</i> (dee-ehs-ee-'seh-ees)

17***	<i>Diecisiete</i> (dee-ehs-ee-see-'eh-teh)
18***	<i>Dieciocho</i> (dee-ehs-ee-'oh-choh)
19***	<i>Diecinueve</i> (dee-ehs-ee-noo-'eh-beh)
20	<i>Veinte</i> ('beh-een-teh)

\* The number one is *uno* . However, if you want to say that you have one of something, you use *un* for a masculine noun, and *una* for a feminine noun. For example, “ *Tengo un hermano y una hermana.*” (“I have one brother and one sister.”)

\*\* You may have heard of a celebration called the *quinceañera* that’s celebrated in parts of Latin America and parts of the US. It marks a girl’s 15<sup>th</sup> birthday and, as you can see, comes from the word *quince* (15) and the word *año* (“year”)!

\*\*\* The words for 16, 17, 18, and 19 are pretty smart. They come from mashing together words. For example, 17 comes from blending together the words *diez y siete* (“ten and seven”).

Okay, let’s move on to **21-30** :

**Listen to Track 18**

21*	<i>Veintiuno</i> (beh-een-tee-'oo-noh)
22	<i>Veintidós</i> (beh-een-tee-'dohs)
23	<i>Veintitrés</i> (beh-een-tee-'trehs)
24	<i>Veinticuatro</i> (beh-een-tee-'kwah-troh)
25	<i>Veinticinco</i> (beh-een-tee-'sehn-koh)
26	<i>Veintiséis</i> (beh-een-tee-'seh-ees)
27	<i>Veintisiete</i> (beh-een-tee-see-'eh-teh)
28	<i>Veintiocho</i> (beh-een-tee-'oh-choh)



29	<i>Veintinueve</i> (beh-een-tee-noo-'eh-beh)
30	<i>Treinta</i> ('treh-een-tah)

With the twenties, we carry on blending words together, e.g. *veintidós* (22) comes from *veinte y dos* (“twenty and two”).

\* We mentioned earlier that *uno* becomes *un* or *una* before a noun. It's similar with 21, 31, and so on:

*Tú tienes veintiún plátanos. Yo tengo veintiún manzanas.* (“You have 21 bananas. I have 21 apples.”)

Now, let's look at the **30s** :

### Listen to Track 19

31	<i>Treinta y uno</i> (treh-een-tah ee 'oo-noh)
32	<i>Treinta y dos</i> (treh-een-tah ee 'dohs)
33	<i>Treinta y tres</i> (treh-een-tah ee 'trehs)
34	<i>Treinta y cuatro</i> (treh-een-tah ee 'kwah-troh)
35	<i>Treinta y cinco</i> (treh-een-tah ee 'seehn-koh)
36	<i>Treinta y seis</i> (treh-een-tah ee 'seh-ees)
37	<i>Treinta y siete</i> (treh-een-tah ee see-'eh-teh)
38	<i>Treinta y ocho</i> (treh-een-tah ee 'oh-choh)
39	<i>Treinta y nueve</i> (treh-een-tah ee noo-'eh-beh)
40	<i>Cuarenta</i> (kwah-'rehn-tah)

In the thirties, we still do a little bit of math, but we don't need to worry about mashing words together now! For example, 35 is simply *treinta y cinco* (“thirty and five”).

The same rule applies for the 40s, 50s, all the way up to and including the 90s!

Now that you know that, you just need to get to 100 in multiples of 10, so let's look at **10-100** , to recap the earlier ones and advance up to higher numbers:

**Listen to Track 20**

10	<i>Diez</i> (dee-'ehs)
20	<i>Veinte</i> ('beh-een-teh)
30	<i>Treinta</i> ('treh-een-tah)
40	<i>Cuarenta</i> (kwah-'rehn-tah)
50	<i>Cincuenta</i> (seen-'kwehn-tah)
60	<i>Sesenta</i> (seh-'sehn-tah)
70	<i>Setenta</i> (seh-'tehn-tah)
80	<i>Ochenta</i> (oh-'chehn-tah)
90	<i>Noventa</i> (noh-'behn-tah)
100	<i>Ciento*</i> OR <i>cien*</i> (see-'ehn-toh) OR (see-'ehn)

When you're counting to **100** , you can use either *ciento* or *cien*. When we're using it to count a noun, it has to be *cien*.

**For example:**

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I have a hundred puppies.

*Tengo cien perritos.*

When we're using numbers from **101-199** , we have to use *ciento*:

102	<i>Ciento dos</i> (see-'ehn-toh dohs)
132	<i>Ciento treinta y dos</i> (see-'ehn-toh 'treh-eeen-tah ee dohs)
160	<i>Ciento sesenta</i> (see-'ehn-toh se-'sehn-tah)

Next, we'll look at the hundreds, from **100-900** .

### Listen to Track 21

100	<i>Ciento</i> OR <i>cien</i> (see-'ehn-toh) OR (see-'ehn)
200	<i>Doscientos</i> (dohs-see-'ehn-tohs)
300	<i>Trescientos</i> (trehs-see-'ehn-tohs)
400	<i>Cuatrocientos</i> (kwah-troh-see-'ehn-tohs)
500	<i>Quinientos</i> (keen-ee-'ehn-tohs)
600	<i>Seiscientos</i> (seh-ees-see-'ehn-tohs)
700	<i>Setecientos</i> (seh-teh-see-'ehn-tohs)
800	<i>Ochocientos</i> (oh-choh-see-'ehn-tohs)
900	<i>Novcientos</i> (noh-beh-see-'ehn-tohs)

Some of them are just counting hundreds, e.g. *cuatrocientos* is a joined-up version of *cuatro cientos* . How many hundreds? Four hundreds. Others (500, 700, and 900) are a tiny bit different because what would Spanish be without exceptions to the rules?!

Now for the big 'uns! Let's look at **1,000-1,000,000,000** !

### Listen to Track 22

1,000*	<i>Mil</i> (meel)
10,000	<i>Diez mil</i> (dee-ehs 'meel)
100,000	<i>Cien mil</i> (see-ehn 'meel)
1,000,000 (a million)	<i>Un millón</i> (oon mee-'yohn)
1,000,000,000 (a billion)	<i>Un billón</i> (oon bee-'yohn)

\*In Spanish numbers, commas and decimal points are used the same as in English. To separate numbers higher than four digits, a comma is acceptable, but a space is also commonly used (2,000 or 2 000).

### How to say your age

In English, we use the verb “to be” when it comes to age. In Spanish, we use “to have.”

The word for “year(s)” is *año(s)* . That little squiggle on the ñ is super important. If you skip it, you're talking about how many anuses you have. You have been warned.

### Listen to Track 23

I am 21 years old.	<i>Tengo veintiún años OR Tengo veintiuno .</i>
María is 69 years old.	<i>María tiene sesenta y nueve años.</i>

### Ordinal Numbers

As we mentioned at the start, ordinal numbers are used for stating the position of something.

First of all (see what I did there?!) let's look at 1<sup>st</sup> -20<sup>th</sup> :

**Listen to Track 24**

First	<i>Primero</i> OR <i>primer*</i> (pree-'meh-roh) OR (pree-'mehr)
Second	<i>Segundo</i> (seh-'goon-doh)
Third	<i>Tercero</i> OR <i>tercer*</i> (tehr-'seh-roh) OR (tehr-'sehr)
Fourth	<i>Cuarto</i> ('kwahr-toh)
Fifth	<i>Quinto</i> ('keen-toh)
Sixth	<i>Sexto</i> ('sehks-toh)
Seventh	<i>Séptimo</i> ('sehp-tee-moh)
Eighth	<i>Octavo</i> (oc-'tah-boh)
Ninth	<i>Noveno</i> (noh-'beh-noh)
Tenth	<i>Décimo</i> ('deh-see-moh)
Eleventh	<i>Undécimo</i> (oon-'deh-see-moh)
Twelfth	<i>Duodécimo</i> (doo-oh-'deh-see-moh)
Thirteenth	<i>Decimotercio</i> OR <i>decimotercero</i> (deh-see-moh-'tehr-see-oh) OR (deh-see-moh-tehr-'seh-roh)
Fourteenth	<i>Decimocuarto</i> (deh-see-moh-'kwahr-toh)
Fifteenth	<i>Decimoquinto</i> (deh-see-moh-'keen-toh)
Sixteenth	<i>Decimosexto</i> (deh-see-moh-'sehks-toh)
Seventeenth	<i>Decimoséptimo</i> (deh-see-moh-'sehp-tee-moh)

Eighteenth	<i>Decimoctavo</i> (deh-see-moc-'tah-boh)
Nineteenth	<i>Decimonoveno</i> (deh-see-moh-noh-'beh-noh)
Twentieth	<i>Vigésimo</i> (bee-'heh-see-moh)

\* *primero* becomes *primer* before a masculine singular noun, and the same happens with *tercero*-->*tercer*.

Note that the Spanish ordinals all end in *-o* , which is simpler than English (we have '-st' and '-nd' and '-rd' and '-th' to choose from!).

Instead of writing out whole words, in English we often use those last letters with the figure. We do the same in Spanish. The last letter is always *o* (or *a* , to agree with a feminine noun).

1 <sup>st</sup>	1 <sup>o</sup>
2 <sup>nd</sup>	2 <sup>o</sup>
3 <sup>rd</sup> time	3 <sup>a</sup> vez
106 <sup>th</sup> cookie	106 <sup>a</sup> galleta

Now things get a bit simpler (you're welcome). We'll look at **21<sup>st</sup> -100<sup>th</sup>** :

**Listen to Track 25**

twenty-first	<i>Vigésimo primero</i>
twenty-second, etc.	<i>Vigésimo segundo, etc.</i>

From this point you just put the two words together, e.g. 20<sup>th</sup> ( *vigésimo* ) and 7<sup>th</sup> ( *séptimo* ) --> 27<sup>th</sup> ( *vigésimo séptimo* )

Let's go up in multiples of ten from **10<sup>th</sup> -100<sup>th</sup>** :

Tenth	<i>Décimo</i> ('deh-see-moh)
twentieth	<i>Vigésimo</i> (bee-'heh-see-moh)
thirtieth	<i>Trigésimo</i> * (tree-'heh-see-moh)
fortieth	<i>Cuadragésimo</i> (kwah-drah-'heh-see-moh)
Fiftieth	<i>Quincuagésimo</i> (keen-kwah-'heh-see-moh)
Sixtieth	<i>Sexagésimo</i> (sehk-sah-'heh-see-moh)
seventieth	<i>Septuagésimo</i> (sept-oo-ah-'heh-see-moh)
eightieth	<i>Octogésimo</i> (oc-toh-'heh-see-moh)
ninetieth	<i>Nonagésimo</i> (noh-nah-'heh-see-moh)
hundredth	<i>Centésimo</i> (sehn-'teh-see-moh)

\* 31<sup>st</sup>, 41<sup>st</sup>, etc. all have the same two options as 21<sup>st</sup>.

Now onto the really big ones ( **1,000<sup>th</sup> -1,000,000,000<sup>th</sup>** ):

thousandth	<i>Milésimo</i> (mee-'leh-see-moh)
millionth	<i>Millonésimo</i> (mee-yohn-'eh-see-moh)
billionth	<i>Milmillonésimo</i> (meel-mee-yohn-'eh-see-moh)

## Workbook Lesson 5: Los números – Numbers

### Exercise 1: Write the number as a figure.

Example: Ochenta y cinco - (85)

- 1- Veintitrés
- 2- Ciento noventa
- 3- Cero
- 4- Cuarenta
- 5- Treinta y siete

### Exercise 2: Write the number as a word.

Example: 90 - Noventa

- 1- 35
- 2- 78
- 3- 121
- 4- 345
- 5- 896

### Exercise 3: Complete the exercise by adding the numbers.

- 1- Duermo \_\_\_ horas al día. (I sleep eight hours a day.)
- 2- Él va al gimnasio \_\_\_ días a la semana. (He goes to the gym two days a week.)
- 3- Ellos van al cine \_\_\_ veces al mes. (They go to the movies three times a month.)
- 4- Camila estudia español \_\_\_ horas a la semana. (Camila studies Spanish seven hours a week.)
- 5- Pablo recibe dinero los días \_\_\_ de cada mes. (Paul receives money on the fifteenth of every month.)



**Exercise 4: Translate the following sentences from Spanish to English.**

- 1- La leche cuesta cuatro pesos el litro.
- 2- Mi cumpleaños es el doce de febrero.
- 3- Son las ocho y media de la noche.
- 4- Esta carne cuesta 100 pesos el kilo.
- 5- Trabajo por seis horas en la mañana.

**Exercise 5: Complete the following dialogue.**

**Javier:** Hola chicas, ¿cómo están? (Hey, girls, how are you?)

**Lina:** Hola Javier, muy bien, y ¿tú? (Hello Javier, very well, and you?)

**Javier:** Muy bien gracias, hace mucho no las veía. ¿Cuántos años tienen ahora? (All right, thank you. I haven't seen you in a long time. How old are you now?)

**Lina :** ¡ Es cierto! pues yo tengo \_\_\_\_ años. (It's true! Well, I'm twenty-six.)

**Carla :** Yo tengo \_\_\_\_ años. Y tú, Carlos, ¿cuántos años tienes ahora? (I am twenty-one years old. And you, Carlos, how old are you now?)

**Javier :** Yo tengo \_\_\_\_ años (I'm thirty years old). Chicas, ¿qué hora es? Tengo trabajo a las \_\_\_\_\_. (Girls, what time is it? I have work at three.)

**Lina :** Es la \_\_\_ y media (It's half past one.)

**Exercise 6: Write the following numbers in words.**

- 1- 15 de diciembre
- 2- 45 kilómetros
- 3- 11 alumnos
- 4- 51 kilos
- 5- 61 semanas

**Exercise 7: Write the phone numbers, as shown in the example.**

Example: Pilar 977389583 - nueve siete siete tres ocho nueve cinco ocho tres

- 1- Julián 9758328457
- 2- Pedro 9874338384
- 3- Sergio 31287384861
- 4- Camila 9872743338
- 5- Andrés 9384559285

**Exercise 8: Complete the sentences with the numbers in the brackets.**

- 1- La Habana tiene \_\_\_\_\_ de habitantes. (Havana has 2,000,000 million inhabitants.)
- 2- Carlos gana \_\_\_\_\_ pesos al mes. (Carlos gets 10,000 pesos a month.)
- 3- Alberto pesa \_\_\_\_\_ kilos. (Alberto weighs 108 kilos.)
- 4- Esta televisión cuesta \_\_\_\_\_ bolívares. (This television costs 180 bolivars.)
- 5- La mujer más vieja del mundo tiene \_\_\_\_\_ años. (The oldest woman in the world is 109 years old.)

**Exercise 9: Complete the sentences with the ordinal numbers in the brackets.**

- 1- Antonio vive en el \_\_\_\_\_ piso. (Antonio lives on the fifth floor.)
- 2- Las oficinas de IKEA están en el \_\_\_\_\_ piso. (IKEA's offices are on the third floor.)
- 3- La sastrería está en la \_\_\_\_\_ planta. (The tailor's shop is on the eighth floor.)
- 4- La academia Cervantes está en la \_\_\_\_\_ planta. (The Cervantes Academy is on the second floor.)
- 5- Hay un despacho de abogados en el \_\_\_\_\_ piso. (There is a law firm on the eleventh floor.)

**Exercise 10: Write the numbers that appear in brackets.**

- 1- Valencia es el (1°) \_\_\_\_\_ en la liga. (Valencia is the first in the league.)
- 2- La Ñ es la letra (15°) \_\_\_\_\_ del alfabeto. (Ñ is the fifteenth letter of the alphabet.)
- 3- Teresa y Jérica acabaron (5° ) \_\_\_\_\_ en el campeonato de tenis. (Teresa and Jesica finished fifth in the Tennis Championship.)
- 4- Javi es el (3°) \_\_\_\_\_ de sus hermanos. (Javi is the third of his brothers.)
- 5- Febrero es el (2°) \_\_\_\_\_ mes del año. (February is the second month of the year.)

## **Answers:**

### **Exercise 1**

1/ 23 2/ 190 3/ 0 4/ 40 5/ 37

### **Exercise 2**

1/ Treinta y cinco 2/ Setenta y ocho 3/ Ciento veintiuno 4/ Trescientos cuarenta y cinco 5/ Ochocientos noventa y seis

### **Exercise 3**

1/ Duermo ocho horas al día. 2/ Él va al gimnasio dos días a la semana. 3/ Ellos van al cine tres veces al mes. 4/ Camila estudia español siete horas a la semana. 5/ Pablo recibe dinero los días quince de cada mes.

### **Exercise 4**

1/ Milk costs four pesos a litre. 2/ My birthday is on February 12th. 3/ It's 8:30 at night. 4/ This meat costs a hundred pesos per kilo. 5/ I work for six hours in the morning.

### **Exercise 5**

1/ Lina : ¡ Es cierto! pues yo tengo veintiséis años. 2/ Carla: Yo tengo veintiún años.  
3/ Javier: Yo tengo treinta años. 4/ Javier: Chicas, ¿qué hora es? Tengo trabajo a las tres. 5/ Lina: Es la una y media.

### **Exercise 6**

1/ Quince de diciembre. 2/ Cuarenta y cinco kilómetros. 3/ Once alumnos. 4/ Cincuenta y un kilos. 5/ Sesenta y un semanas.

### **Exercise 7**

1/ Nueve siete cinco ocho tres dos ocho cuatro cinco siete. 2/ Nueve ocho siete cuatro tres tres ocho tres ocho cuatro. 3/ Tres uno dos ocho siete tres ocho cuatro ocho seis uno. 4/ Nueve ocho siete dos siete cuatro tres tres tres ocho. 5/ Nueve tres ocho cuatro cinco cinco nueve dos ocho cinco

### **Exercise 8**

1/ La Habana tiene dos millones de habitantes. 2/ Carlos gana diez mil pesos al mes. 3/ Alberto pesa ciento ocho kilos. 4/ Esta televisión cuesta

ciento ochenta bolívares.

5/ La mujer más vieja del mundo tiene ciento nueve años.

**Exercise 9**

1/quinto 2/ tercer 3/ octavo 4/ segunda 5/ undécimo

**Exercise 10**

1/ primero 2/ decimoquinta 3/ quintas 4/ tercero 5/segundo

# Lesson 6. Hay (“There Is” / “There Are”)

In this lesson, we’ll look at how to say “there is” and “there are” in Spanish. It’s simpler than you might think!

## Two Forms of *Haber* :

The verb we’re going to need is the verb *haber*, which roughly translates as “to have/to be.”

There are two ways to use it! The first one is by conjugating it like this:

### Listen to Track 26

<i>Yo he</i>	<i>Nosotros hemos</i>
<i>Tú has</i>	<i>Ustedes han</i>
<i>Él/ella/usted ha</i>	<i>Ellos/ellas han</i>

The second way is when we want to use *haber* to denote that something exists, i.e. to say “there is” or “there are.” To do this, we only ever need the third person singular, but instead of using *ha* , we use *hay* (don’t ask why we add the ‘y’!).

For example:

<i>Hay pan en la cocina.</i>	There is bread in the kitchen.
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*Hay* is so useful in Spanish, so it’s worth knowing how it’s pronounced. It’s not like hay, the stuff that horses eat. It’s more like “ay ay ay!”

## Singular and Plural

*Hay* is amazing because it's the same whether you're saying "there is one thing" (singular) or "there are multiple things" (plural)!

And as it's only ever the third person *hay* that's used – there's essentially no conjugation for gender or number!

The only changes we need to make are for different tenses. And in each tense, there's no need to conjugate for gender or number!

## How *hay* can be used

*Hay* can be used in pretty much every tense you can think of.

Let's check out some examples.

### Present

#### Listen to Track 27

As we've seen, the word to use is *hay*.

<i>¿ <u>Hay</u> algún lugar aquí que venda fruta?</i>	Is there any place here that sells fruit?
<i><u>Hay</u> lugares hermosos en Bolivia.</i>	There are beautiful places in Bolivia.

### Preterite

#### Listen to Track 28

To use it in the preterite, which is a past tense, we need to say *hubo*.

<i><u>Hubo</u> una reunión esta mañana.</i>	There was a meeting this morning.
<i><u>Hubo</u> muchos problemas durante</i>	There were lots of problems during

<i>la reunión.</i>	the meeting.
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## Imperfect

### Listen to Track 29

The imperfect (another past tense) version is *había* .

<i>Pasé una hora buscando pero no <u>había</u> nadie en el edificio.</i>	I spent an hour searching but there was nobody in the building.
<i>Vi que <u>había</u> dos computadoras libres en la biblioteca.</i>	I saw that there were two free computers in the library.

## Future

### Listen to Track 30

For the future tense, the verb is *habrá* .

<i><u>Habrá</u> mucha gente en la fiesta.</i>	There will be lots of people at the party.
<i>Alicia, <u>habrá</u> dos chicos en el departamento cuando regreses del trabajo. No te asustes, son amigos míos.</i>	Alicia, there will be two guys in the apartment when you get home from work. Don't be scared, they're friends of mine.

## Future ( *ir a ...* )

The other way of forming future phrases (especially for the near future) uses *ir a* + infinitive, so here we use *ir a* + *haber* . *Ir* will be in the present tense third person singular ( *va* ), and *haber* stays in the infinitive.

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<i>Va a <u>haber</u> otro restaurante en la avenida principal.</i>	There's going to be another restaurant on the main avenue.
<i>Va a <u>haber</u> 500 vasos y botellas de agua para los participantes de la carrera.</i>	There are going to be 500 cups and bottles of water for the participants of the race.

## Conditional

### **Listen to Track 31**

To use *haber* to say that “there would be” something, use *habría* .

This is useful for “if ... then ...” phrases.

<i>Si un genio me concediera un deseo, ya no <u>habría</u> guerra en el mundo.</i>	If a genie granted me one wish, there would be no more war in the world.
<i>Si enfrentaras a tu ex, <u>habría</u> más discusiones insignificantes. No valdría la pena.</i>	If you confronted your ex, there would be more petty arguments. It wouldn't be worth it.

*Hay* can be used in compound tenses, like the perfect, pluperfect, future perfect, and conditional perfect.

These tenses all consist of the verb *haber* conjugated in the third person singular in the appropriate tense, and then a past participle (in this case *habido* ).

## Perfect

### **Listen to Track 32**

Don't get confused here, just follow this formula: *haber* + *habido* .

The formula is always *ha + habido* . It's similar to *ha + existido* but just happens to be a double whammy of “ *haber* ”s!

<i>¿Qué ha pasado aquí?</i> <i>Ha habido* una pelea.</i>	What's happened here? There's been a fight.
<i>Ha habido varias denuncias contra el jefe.</i>	There have been several complaints made against the manager.

\*Although the perfect tense is correct (in Spanish *Pretérito Perfecto* ), in day-to-day communication **in Mexico** it is not commonly used. Instead, simple past is utilized. (¿Que **pasó** aquí? – **Hubo** una pelea). Nevertheless, it is very important to know about it and its structure, because you never know when you will have to use it.

### Pluperfect

#### Listen to Track 33

This is similar to the perfect, but “further back” in time.

You need to use *había + habido* .

<i>Alguien llamó la policía porque había habido* una pelea.</i>	Someone called the police because there had been a fight.
<i>Despidieron al jefe porque había habido varias denuncias contra él.</i>	The manager was sacked because there had been several complaints about him.

\*The same thing applies as with the perfect tense. The pluperfect (in Spanish *Pluscuamperfecto* ) is almost only used in literature. It is replaced, once again, by simple past ( *Alguien llamó a la policía porque **hubo** una pelea – Despidieron al jefe porque **hubo** varias denuncias contra él* ).

### Future Perfect

#### Listen to Track 34

We use this tense to talk about what will have existed.

Again, it's similar to the other compound tenses. Instead of saying something like *habrá existido* , we can use *habrá + habido* .  
#haberdoublewhammy

<i>Habrá habido* una investigación sobre la pelea para el viernes.</i>	There will have been an investigation into the fight by Friday.
<i>Cuando llegue el nuevo jefe, habrá habido cuatro jefes diferentes en un solo año.</i>	When the new manager arrives, there will have been four different managers in only a year.

\*One more thing! As in the past two tenses, this one is rarely utilized in Mexican Spanish. The simple future comes in, leaving the future perfect out the picture ( **Habrá** [there will be] *una investigación sobre la pelea para el viernes* ). Or it will be replaced by another word ( *Cuando llegue el Nuevo jefe, serán cuatro jefes diferentes en un año* ).

### **Conditional Perfect**

#### **Listen to Track 35**

This one is about what would have existed, had a certain condition been met.

We use the phrase *habría + habido* to mean something along the lines of *habría existido* .

<i>Si la policía no hubiera llegado tan pronto, habría habido mucha más violencia.</i>	If the police hadn't turned up so soon, there would have been much more violence.
<i>Habría habido menos problemas con el jefe si hubieran hecho una revisión de antecedentes.</i>	There would have been fewer problems with the manager if they'd done a background check.

The word *hay* is so versatile, we can even put it in the subjunctive (which is technically a ~mood~ rather than a tense).

### Present Subjunctive

#### **Listen to Track 36**

The subjunctive form that you'll need is *haya* .

<i>Voy a la fiesta siempre que haya buena música.</i>	I'll go to the party as long as there's good music.
<i>Avísame cuando haya más noticias.</i>	Let me know when there's more news.

### The Imperfect Subjunctive

#### **Listen to Track 37**

The way to use it in this mood is with *hubiera* (more common in Latin America) or *hubiese* (more common in Spain). The imperfect subjunctive has two forms.

This is useful in certain types of “if ... then ...” phrases! ( *Si hubiera* ... , forma verbal condicional.)

<i>Si hubiera/hubiese más dinero en mi cuenta bancaria, no tendría que trabajar.</i>	If there were more money in my bank account, I wouldn't have to work.
<i>Si hubiera/hubiese millones de dólares en tu cuenta bancaria, ¿me comprarías un coche?</i>	If there were millions of dollars in your bank account, would you buy me a car?

## Useful Phrases

### Listen to Track 38

So far, we've used *hay* + noun(s) to mean "there is/are" + noun(s).

It's pretty cool to know that there are some other ways to use the word *hay*. Here we're giving you a few set phrases to get you started.

#### ***Hay que ...***

This is used for something that you have to do, and can be translated as "one must ..." (or, more colloquially "you have to ...").

<i>Al llegar, hay que marcar el ingreso.</i>	Upon arrival, you must sign in.
<i>Hay que ser amable, siempre.</i>	One must be kind, always.

### Listen to Track 39

#### ***Hay de todo ...***

This means "there's a bit of everything."

<i>—¿Qué tipo de comida hay en tu restaurante?</i>	What type of food is there at your restaurant?
<i>—Es un bufé internacional. Hay de todo.</i>	It's an international buffet. There's a bit of everything.
<i>En este el mercado de pulgas, hay de todo.</i>	At this flea market, there's all sorts.

### Listen to Track 40

### ***Es lo que hay ...***

This phrase looks at life from a realist's point of view. It could mean "such is life," "it is what it is," "that's the way the cookie crumbles," "*c'est la vie*," "it be like that sometimes," and so on.

<p>—<i>Odio tener tantas tareas. No me interesan todas las materias.</i></p> <p>—<i>Bueno, somos estudiantes. ¡Es lo que hay!</i></p>	<p>I hate having so much homework. Not all the subjects interest me. Well, we're students. That's life!</p>
<p>—<i>¡Hace demasiado calor!</i></p> <p>—<i>En este país, es lo que hay.</i></p>	<p>It's too hot! In this country, that's how it is!</p>

## **Workbook Lesson 6: Hay – There is / There are**

### **Exercise 1: Create sentences similar to the example below.**

Example: Flores/Jardín. □ En el jardín, hay flores (In the garden, there are flowers.)

- 1- Nubes/Cielo. (clouds/sky)
- 2- Estudiantes/escuela. (pupils/school)
- 3- Juguetes /cuarto del niño. (toys/kid's room)
- 4- Mesas/Salón. (tables/classroom)
- 5- Ropa/lavadora. (clothes/washing machine)

### **Exercise 2: Transform these affirmative sentences into negative ones.**

Example: Hay un perro. (There is a dog.) □ No hay un perro. (There's no dog.)

- 1- Hay un espejo en la sala. (There's a mirror in the living room.)
- 2- Hay leche en el refrigerador. (There's milk in the fridge.)
- 3- Hay aves en el cielo. (There are birds in the sky.)
- 4- Hay coches en el estacionamiento. (There are cars in the parking lot.)
- 5- Hay lápices en mi estuche. (There is a pencil in my pencil case.)

### **Exercise 3: Create questions using “hay” (see the example below).**

Example: Un perro/ jardín □ ¿Hay un perro en el jardín? (Is there a dog in the garden?)

- 1- Una habitación libre/ hotel. (a free room/hotel)
- 2- Azúcar /café. (sugar/coffee)
- 3- Las clases de baile/ gimnasio. (dance classes/gym)
- 4- Un león/ zoológico (a lion/zoo)
- 5- Baños/ aquí. (toilets/here)

### **Exercise 4: Create questions using “hay” (see the example below).**

Example: Hay un perro. □ ¿Hay un perro? (Is there a dog?)

- 1- Hay un concierto. (There is a concert.)
- 2- Hay aire acondicionado en la habitación. (There is an air conditioner in the room.)
- 3- Hay un balcón en el departamento. (There is a balcony in this apartment.)
- 4- Hay un banco cerca de aquí. (There is a bank near here.)
- 5- Hay taxis aquí. (There are taxis here.)

**Exercise 5: What is in your room? Imagine you are in your room and create sentences like the example, either affirmative or negative.**

Example: un espejo □ Hay un espejo. (There's a mirror.) – No hay espejo (There's no mirror.)

- 1- una mesa (a table)
- 2- una lámpara (a lamp)
- 3- una televisión (a television)
- 4- un reloj (a clock)
- 5- un sofá (a sofa)

**Exercise 6: What is in your fridge? Write sentences using “hay,” in affirmative or negative forms.**

- 1- leche: \_\_\_\_ (milk)
- 2- agua: \_\_\_\_ (water)
- 3- mantequilla: \_\_\_\_ (butter)
- 4- huevos: \_\_\_\_ (eggs)
- 5- yogures: \_\_\_\_ (yoghurt)

**Exercise 7: Transform these negative sentences to affirmative ones.**

- 1- En mi colonia no hay metro. (There is no metro in my neighborhood.)



- 2- ¿No hay una cafetería por aquí? (Isn't there a coffee shop around here?)
- 3- En Guadalajara no hay muchos museos. (There aren't many museums in Guadalajara.)
- 4- No hay diez alumnos en mi clase. (There aren't ten students in my class.)
- 5- En mi casa no hay dos albercas. (There aren't two pools in my house.)

**Exercise 8: Re-order these words to create sentences that make sense.**

- 1- para ti / un paquete/ hay
- 2- para comer / hay / algo
- 3- ratón / en / un/ mi / habitación/ hay
- 4- en mi calle / un hotel / hay
- 5- algo / hay /en mi sopa

**Exercise 9: Translate these sentences from English to Spanish.**

- 1- There is no more beer.
- 2- There is a hospital nearby.
- 3- Excuse me, where is the pharmacy?
- 4- There's a gentleman who wants to talk with you.
- 5- There's a key at the reception.

**Exercise 10: Form sentences with the correct words. Follow the example.**

Example: Hay / luna / llena/hoy □ Hay luna llena hoy.

- 1- súper / pueblo/ en el / hay / de/ un
- 2- pan / en la / refri / hay / sillas
- 3- cafeteria / hay / una/ la entrada/ en / caja

- 4- camas / dos oficinas / en este/ edificio / hay
- 5- hay / ¿dónde/ una / papelería/ usted / por aquí?

## **Answers:**

### **Exercise 1**

1/ Hay nubes en el cielo. 2/ Hay estudiantes en la escuela. 3/ Hay juguetes en el cuarto del niño. 4/ Hay mesas en el salón. 5/ Hay ropa en la lavadora.

### **Exercise 2**

1/ No hay espejo en la sala. 2/ No hay leche en el refrigerador. 3/ No hay aves en el cielo. 4/ No hay coches en el estacionamiento. 5/ No hay lápices en mi estuche.

### **Exercise 3**

1/ ¿Hay una habitación libre en el hotel? 2/ ¿Hay azúcar para el café? 3/ ¿Hay clases de baile en el gimnasio? 4/ ¿Hay un león en el zoológico? 5/ ¿Hay baños aquí?

### **Exercise 4**

1/ ¿Hay un concierto? 2/ ¿Hay aire acondicionado en la habitación? 3/ ¿Hay un balcón en el departamento? 4/ ¿Hay un banco cerca de aquí? 5/ ¿Hay taxis aquí?

### **Exercise 5**

1/ No hay una mesa. 2/ Hay una lámpara. 3/ Hay una televisión. 4/ No hay un reloj. 5/ Hay un sofá.

### **Exercise 6**

1/ Hay leche 2/ Hay agua 3/ No hay mantequilla 4/ Hay huevos 5/ Hay yogures

### **Exercise 7**

1/ En mi colonia hay metro. 2/ Hay una cafetería por aquí. 3/ En Guadalajara hay muchos museos. 4/ Hay diez alumnos en mi clase. 5/ En mi casa hay dos albercas.

### **Exercise 8**

1/ Hay un paquete para ti. 2/ Hay algo para comer. 3/ Hay un ratón en mi habitación. 4/ En mi calle hay un hotel. 5/ Hay algo en mi sopa.

### **Exercise 9**

1/ No hay más cerveza. 2/ Hay un hospital cerca. 3/ Disculpe, ¿dónde hay una farmacia? 4/ Hay un señor que quiere hablar con usted. 5/ Hay una llave en la recepción.

### **Exercise 10**

1/ Hay un súper en el pueblo. 2/ Hay pan en el refri. 3/ Hay una cafetería en la entrada. 4/ Hay dos oficinas en este edificio. 5/ ¿Dónde hay una papelería por aquí?

# Lesson 7. El Presente Simple – Present

## Tense

Okay, so you know a bit of Spanish vocabulary, and now you want to know how to use it in sentences. The best place to start? Right here, right now, with the present tense!

### Three Types of Verb

To form sentences in the present tense, we need to know how to conjugate verbs with the correct present tense endings.

In Spanish, verbs can be split into three main types:

- *-ar*
- *-er*
- *-ir*

Each group has its own conjugation pattern. To conjugate a verb, you need to remove the infinitive ending ( *-ar*, *-er*, or *-ir* ) and add on the appropriate present tense ending.

- ***-ar* verbs**

Let's take the common *-ar* verb *hablar* (to talk) as an example.

First, you remove the *-ar*.

*Habl ~~ar~~* → *habl-*

Then you add one of the following endings:

--	--	--	--

<i>Yo</i> (I)	<b>-o</b>	<i>Nosotros</i> (we)	<b>-amos</b>
<i>Tú</i> (you)	<b>-as</b>	<i>Ustedes*</i> (you plural/you formal plural)	<b>-an</b>
<i>Él/ella/usted</i> (he/she/it/you formal)	<b>-a</b>	<i>Ellos/ella s</i> (they)	<b>-an</b>

For example, “I talk” would be: *habl-* + *-o* → *hablo*

\*If you want to know more about “*Ustedes*” go to Lesson 24. Imperative, “*Usted* and *Ustedes* commands.”

So, what we end up with is a conjugation table like this:

### Listen to Track 41

<i>Yo</i>	<i>habl o</i>	<i>Nosotros</i>	<i>habl amos</i>
<i>Tú</i>	<i>habl as</i>	<i>Ustedes</i>	<i>habl an</i>
<i>Él/ella/usted</i>	<i>habl a</i>	<i>Ellos/ellas</i>	<i>habl an</i>

- **-er verbs**

This table shows you the present tense endings for *-er* verbs:

<i>Yo</i> (I)	<b>-o</b>	<i>Nosotros</i> (we)	<b>-emos</b>
<i>Tú</i> (you)	<b>-es</b>	<i>Ustedes</i> (you plural)	<b>-en</b>
<i>Él/ella/usted*</i> (he/she/it/you formal)	<b>-e</b>	<i>Ellos/ellas</i> (they)	<b>-en</b>

\*In most of Latin America, *Usted* is used in familiar contexts when addressing, for example, grandparents or even parents!

One of the most common *-er* verbs is *vender* (to sell). The conjugation table looks like this:

**Listen to Track 42**

<i>Yo</i>	<i>vendo</i>	<i>Nosotros</i>	<i>vendemos</i>
<i>Tú</i>	<i>vendes</i>	<i>Ustedes</i>	<i>venden</i>
<i>Él/ella/usted</i>	<i>vende</i>	<i>Ellos/ellas</i>	<i>venden</i>

- ***-ir* verbs**

<i>Yo</i> (I)	<b><i>-o</i></b>	<i>Nosotros</i> (we)	<b><i>-imos</i></b>
<i>Tú</i> (you)	<b><i>-es</i></b>	<i>Ustedes</i> ( you plural )	<b><i>-en</i></b>
<i>Él/ella/usted</i> (he/she/it/you formal)	<b><i>-e</i></b>	<i>Ellos/ellas</i> (they)	<b><i>-en</i></b>

The common verb *vivir* (to live) is conjugated like this:

**Listen to Track 43**

<i>Yo</i>	<i>viv o</i>	<i>Nosotros</i>	<i>viv imos</i>
<i>Tú</i>	<i>viv es</i>	<i>Ustedes</i>	<i>viv en</i>
<i>Él/ella/usted</i>	<i>viv e</i>	<i>Ellos/ellas</i>	<i>viv en</i>

**The good news...**

That may feel like a lot of tables, but don't be overwhelmed! If we simplify things a little, you'll see that there aren't actually that many differences. Check out this table which shows them side by side.

--	--	--	--

<b>-ar</b>	<b>-er</b>	<b>ir</b>
-o	-o	-o
-as	-es	-es
-a	-e	-e
-amos	-emos	-imos
-an	-en	-en
-an	-en	-en

Not so bad, right?

**Null-Subject Language**

Spanish is what we call a “null-subject language.”

This means that, due to the variety of endings, we can leave out the subject of the verb and still make sense. Take the verb *vender* as an example. In English, most of the verb endings are the same:

I	sell	We	sell
You	sell	You (plural)	sell
He/she/it	sells	They	sell

So if you were to say “sell houses” you’d have no idea who is doing the selling. For that reason, in English we have to include the subject, to differentiate between “I sell houses,” “you sell houses,” “we sell houses,” and “they sell houses.”

But in Spanish, each person pretty much has its own verb ending. So if I say “*vendo casas*,” it’s perfectly clear that it’s me selling the houses, because of the ‘ o ’ at the end. There’s no need to say “*yo vendo casas* .”



## Examples

Take a look at these examples, and try to spot how the verb endings often allow us to drop the subject:

- **-ar verbs**

### Listen to Track 44

<del>Yo</del> <i>habl o</i> .	I speak.
¿Por qué <del>tú</del> me mir <i>as</i> ?	Why are you looking at me?
Carolina bail <i>a</i> bien.*	Carolina dances well.
<del>Nosotros</del> nad <i>amos</i> en el mar.	We swim in the sea.
¿ <del>Ustedes</del> trabaj <i>an</i> por aquí?	Do you (you plural) work around here?
<del>Ella</del> s tom <i>an</i> riesgos.	They take risks.

\*Examples like this are a little more complicated. The verb ending *-a* could refer to he or she or it or you (formal), so it may be necessary to include the subject to clarify who exactly we are talking about. But don't forget the power of context. If we were reading a book all about Carolina the ballerina then we wouldn't need to say "Carolina es bailarina de ballet. Carolina baila bien. Carolina tiene 30 años." It would be clear that we were talking about Carolina, so we could drop her name and just say: "Carolina es bailarina de ballet. Baila bien. Tiene 30 años."

- **-er verbs**

### Listen to Track 45

<del>Yo</del> tom <i>o</i> té.	I drink tea.
<del>Tú</del> aprend <i>es</i> rápido.	You learn fast.
Él no tem <i>e a</i> nada.	He fears nothing.
<del>Nosotros</del> com <i>emos</i> por la noche.	We eat in the evening.
<del>Ustedes</del> vend <i>en</i> muchas cosas.	You (you plural) sell lots of things.

<i>Ustedes le <b>en</b> libros.</i>	You (you plural) read books.
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- **-ir verbs**

<del>Yo</del> <i>viv <b>o</b> en Inglaterra.</i>	I live in England.
<i>¿<del>Tú</del> recib <b>es</b> mensajes de él?</i>	Do you receive messages from him?
<i>¿Qué ocurr <b>e</b> ?</i>	What is happening?
<del>Nosotros</del> <i>permit <b>imos</b> animales.</i>	We permit animals.
<del>Ustedes</del> <i>asist <b>en</b> al colegio.</i>	You attend school.
<i>Los destapacorchos abr <b>en</b> botellas.</i>	Bottle openers open bottles.

### Irregular Verbs

There are quite a few irregular verbs in Spanish, but it's important to learn the most common ones, as they're some of the most useful verbs in the language.

- **ir (to go)**

#### Listen to Track 46

<i>voy</i>	<i>vamos</i>
<i>vas</i>	<i>van</i>
<i>va</i>	<i>van</i>

Examples:

<i>Voy al mercado .</i>	I'm going to the market.
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<i>Juan va al gimnasio.</i>	Juan goes to the gym.
<i>Vamos a la playa.</i>	We are going to the beach.

### Listen to Track 47

- ***hacer* (to do/to make)**

<i>hago</i>	<i>hacemos</i>
<i>haces</i>	<i>hacen</i>
<i>hace</i>	<i>hacen</i>

Examples:

<i>Los martes, hago el súper.</i>	On Tuesdays, I do the grocery shopping.
<i>¿Qué haces?</i>	What are you doing?
<i>Hacen mucho ruido.</i>	They're making a lot of noise.

- ***ser* (to be)\***

### Listen to Track 48

<i>soy</i>	<i>somos</i>
<i>eres</i>	<i>son</i>
<i>es</i>	<i>son</i>

Examples:

<i>Eres hermosa.</i>	You are beautiful.

<i>Son idiotas.</i>	You are idiots.
<i>Son hombres.</i>	They are men.

- ***estar* (to be)\***

**Listen to Track 49**

<i>estoy</i>	<i>estamos</i>
<i>estás</i>	<i>están</i>
<i>está</i>	<i>están</i>

Examples:

<i>¿Dónde está la biblioteca?</i>	Where is the library?
<i>Están en mi casa.</i>	You (plural) are in my house.
<i>¿Señores, cómo están?</i>	Gentlemen, how are you?

\*The differences between these two versions of “to be” can be quite subtle and take a while to learn. Just remember that there are two verbs that mean “to be.”

- ***haber* (to have)\***

**Listen to Track 50**

<i>he</i>	<i>hemos</i>
<i>has</i>	<i>han</i>
<i>ha/hay</i>	<i>han</i>

This verb is usually used in compound tenses.

Another use of *haber* is that the third person singular form *hay* is used to mean “there is/there are.”

<i>He terminado.</i>	I have finished.
<i>Juan ha escrito algo.</i>	Juan has written something.
<i>Hay un ratón en la casa.</i>	There is a mouse in the house.

- ***tener* (to have)**

**Listen to Track 51**

<i>tengo</i>	<i>tenemos</i>
<i>tienes</i>	<i>tienen</i>
<i>tiene</i>	<i>tienen</i>

Examples:

<i>Julia tiene fiebre.</i>	Julia has a fever.
<i>Tenemos muchos problemas.</i>	We have a lot of problems.
<i>Los perros tienen muchos juguetes.</i>	The dogs have lots of toys.

- ***poner* (to put)**

**Listen to Track 52**

<i>pongo</i>	<i>ponemos</i>
<i>pones</i>	<i>ponen</i>
<i>pone</i>	<i>ponen</i>

Examples:

<i>¿Te pongo más ensalada?</i>	Shall I give you more salad?
<i>¿Por qué pones tus cosas en mi habitación?</i>	Why are you putting your things in my room?
<i>La radio pone mis canciones favoritas.</i>	The radio puts on my favorite songs.

- **decir (to say)**

**Listen to Track 53**

<i>digo</i>	<i>decimos</i>
<i>dices</i>	<i>dicen</i>
<i>dice</i>	<i>dicen</i>

Examples:

<i>Digo la verdad.</i>	I'm telling the truth.
<i>A veces mi padre dice groserías.</i>	Sometimes my dad says swear words.
<i>Dicen que todo pasa por alguna razón.</i>	They say that everything happens for a reason.

- **ver (to see)**

**Listen to Track 54**

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<i>veo</i>	<i>vemos</i>
<i>ves</i>	<i>ven</i>
<i>ve</i>	<i>ven</i>

Examples:

<i>Ya me has hecho daño, ¿ves?</i>	Now you've hurt me, see?
<i>Ven demasiadas películas.</i>	You watch too many films.
<i>Tus profesores lo ven todo.</i>	Your teachers see everything.

- **saber (to know something/to taste)**

**Listen to Track 55**

<i>sé</i>	<i>sabemos</i>
<i>sabes</i>	<i>saben</i>
<i>sabe</i>	<i>saben</i>

Examples:

<i>No lo sé.</i>	I don't know.
<i>La nieve sabe a vainilla.</i>	The ice cream tastes of vanilla.
<i>Sabemos cantar.</i>	We know how to sing.

- **venir (to come)**

**Listen to Track 56**

<i>vengo</i>	<i>venimos</i>

<i>vienes</i>	<i>vienen</i>
<i>viene</i>	<i>vienen</i>

Examples:

<i>Ya vengo.</i>	I'm coming.
<i>¿Señora, viene a la reunión?</i>	Madame, are you coming to the meeting?
<i>Vienen a la fiesta.</i>	They are coming to the party.

- ***conocer* (to know someone)**

**Listen to Track 57**

<i>conozco</i>	<i>conocemos</i>
<i>conoces</i>	<i>conocen</i>
<i>conoce</i>	<i>conocen</i>

Examples:

Conozco a Joan.	I know Joan.
¿Ustedes se conocen?	Do you know each other?
Conocen a Shakira.	They know Shakira.

- ***dar* (to give)**

**Listen to Track 58**

<i>doy</i>	<i>damos</i>
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<i>das</i>	<i>dan</i>
<i>da</i>	<i>dan</i>

Examples:

<i>Doy mis consejos.</i>	I give my advice.
<i>¿Me das tu número de teléfono?</i>	Will you give me your number?
<i>Estamos dando pasos para mejorar la situación.</i>	We are taking steps to improve the situation.

- **salir (to go out)**

**Listen to Track 59**

<i>salgo</i>	<i>salimos</i>
<i>sales</i>	<i>salen</i>
<i>sale</i>	<i>salen</i>

Examples:

<i>Salgo cada viernes.</i>	I go out every Friday.
<i>Sale más barato así.</i>	It works out cheaper this way.
<i>Normalmente salen por esa puerta.</i>	Normally they go out through that door.

**Stem-Changing Verbs**

Also known as radical-changing verbs, these don't follow the regular conjugations, but they aren't fully irregular, either!

In some verbs, the *o* → *ue*

In some verbs, the *e* → *ie*

In some verbs, the *e* → *i*

The changes occur in the *yo*, *tú*, *él/ella/usted*, and *ustedes/ellos/ellas* forms. No changes occur in the *nosotros* form.

- ***poder* (to be able to)**

### Listen to Track 60

*o* → *ue*

<i>p ue do</i>	<i>podemos</i>
<i>p ue des</i>	<i>p ue den</i>
<i>p ue de</i>	<i>p ue den</i>

Examples:

<i>No puedo ir.</i>	I can't go.
<i>¿Pueden venir?</i>	Can you (plural) come?
<i>Puede entrar.</i>	You (formal) may enter.

- ***volver* (to return)**

### Listen to Track 61

*o* → *ue*

<i>v ue lvo</i>	<i>volvemos</i>

v <b>ue</b> lves	v <b>ue</b> lven
v <b>ue</b> lve	v <b>ue</b> lven

Examples:

<i>Los lunes vuelvo a casa a medianoche.</i>	On Mondays I return home at midnight.
<i>Sandra siempre vuelve con su ex.</i>	Sandra always goes back to her ex.
<i>¿Chicas, a qué hora vuelven?</i>	Girls, what time are you coming back?

- **querer (to want)**

Listen to Track 62

**e → ie**

<i>qu <b>ie</b> ro</i>	<i>queremos</i>
<i>qu <b>ie</b> res</i>	<i>qu <b>ie</b> ren</i>
<i>qu <b>ie</b> re</i>	<i>qu <b>ie</b> ren</i>

Examples:

<i>Te quiero.</i>	I love you.
<i>¿Quieres un sandwich?</i>	Do you want a sandwich?
<i>Queremos ir a Japón.</i>	We want to go to Japan.

- **empezar (to start)**

Listen to Track 63

**e → ie**

<i>emp <b>ie</b> zo</i>	<i>empezamos</i>
<i>emp <b>ie</b> zas</i>	<i>emp <b>ie</b> zan</i>
<i>emp <b>ie</b> za</i>	<i>emp <b>ie</b> zan</i>

Examples:

<i>La película empieza pronto.</i>	The movie starts soon.
<i>Cuando estamos arregladas, nos empiezan las ganas de salir.</i>	When we're dressed up, we feel like going out.
<i>Las canciones empiezan bien.</i>	The songs start well.

- ***pensar* (to think)**

**Listen to Track 64**

**e → ie**

<i>p <b>ie</b> nso</i>	<i>pensamos</i>
<i>p <b>ie</b> nsas</i>	<i>p <b>ie</b> nsan</i>
<i>p <b>ie</b> nsa</i>	<i>p <b>ie</b> nsan</i>

Examples:

<i>¿Piensas en mí?</i>	Do you think about me?
<i>Tu madre y yo pensamos que eres muy inteligente.</i>	Your mother and I think that you're very intelligent.
<i>Ana y María están pensando en</i>	Ana and María are thinking about

*rentar el departamento.*

renting the apartment.

- ***preferir* (to prefer)**

**Listen to Track 65**

***e* → *ie***

<i>pref <b>ie</b> ro</i>	<i>preferimos</i>
<i>pref <b>ie</b> res</i>	<i>pref <b>ie</b> ren</i>
<i>pref <b>ie</b> re</i>	<i>pref <b>ie</b> ren</i>

Examples:

<i>Prefiero vivir en Alemania.</i>	I prefer living in Germany.
<i>¿Cuál prefiere usted?</i>	Which one do you (formal) prefer?
<i>¿Prefieren pastel o helado?</i>	Do you (plural) prefer cake or ice cream?

- ***repetir* (to repeat)**

**Listen to Track 66**

***e* → *i***

<i>rep <b>i</b> to</i>	<i>repetimos</i>
<i>rep <b>i</b> tes</i>	<i>rep <b>i</b> ten</i>
<i>rep <b>i</b> te</i>	<i>rep <b>i</b> ten</i>

Examples:

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<i>Repito: no vas a la fiesta.</i>	I say again: you are not going to the party.
<i>A veces cenamos y luego repetimos.</i>	Sometimes we have dinner then have second helpings.
<i>Repiteen los mismos errores.</i>	They make the same mistakes.

- **pedir (to ask for)**

**Listen to Track 67**

**e → i**

<i>p i do</i>	<i>pedimos</i>
<i>p i des</i>	<i>p i den</i>
<i>p i de</i>	<i>p i den</i>

Examples:

<i>No pido nada de él.</i>	I'm not asking anything from him.
<i>El gato pide leche.</i>	The cat pleads for milk.
<i>Piden voluntarios.</i>	They are looking for volunteers.

**Good job!**

That's a lot of example sentences to get through, so well done! It's okay if you don't memorize all this at once. Start by trying to learn the regular verb endings, practicing a little every day, then think about moving onto the irregular ones!

# Workbook Lesson 7: El presente simple – Present tense

**Exercise 1: Conjugate the verbs between brackets in the simple present tense.**

- 1- Yo (amar) \_\_\_\_\_ mucho esta película. (I really like this movie.)
- 2- Ellos (trabajar) \_\_\_\_\_ día y noche. (They work day and night.)
- 3- Ella (habla) \_\_\_\_\_ muy bien español. (She speaks Spanish very well.)
- 4- Nosotros (comer) \_\_\_\_\_ fuera esta noche. (We are eating out tonight.)
- 5- ¿Usted (pagar) \_\_\_\_\_ en efectivo o con tarjeta de crédito? (Are you going to pay in cash or by credit card?)

**Exercise 2: Change the verbs in the following sentences into plural.**

- 1- Él come un pastel. (He is eating a cake.)
- 2- Yo adoro la música. (I adore music.)
- 3- Tú bailas muy bien. (You dance very well.)
- 4- Ella juega a las cartas. (She plays cards.)
- 5- Yo busco los baños. (I'm looking for the toilets.)

**Exercise 3: Conjugate the verbs between brackets in the simple present tense.**

- 1- Ella (terminar) \_\_\_\_\_ sus tareas antes de jugar. (She finishes her homework before playing.)
- 2- Nosotros (pensar) \_\_\_\_\_ en una solución. (We are thinking about a solution.)
- 3- En mi casa (cenar) \_\_\_\_\_ muy temprano. (We have dinner very early in my house.)
- 4- ¿Usted (elegir) \_\_\_\_\_ cuál opción? (Which option do you choose?)
- 5- Ellos (aplauden) \_\_\_\_\_ cuando el espectáculo se termina. (They applaud when the show is over.)

**Exercise 4: Rewrite the following sentences in the singular.**

- 1- Nosotros elegimos ir de vacaciones. (We choose to go on vacation.)
- 2- Ellos terminan el examen a tiempo. (They finish the exam in time.)
- 3- Ellos crecen muy rápido. (They grow up so fast.)
- 4- Ustedes piensan mucho. (You think a lot.)
- 5- Ellos no obedecen órdenes. (They don't obey orders.)

**Exercise 5: Conjugate the verbs between brackets in the simple present tense.**

- 1- Nosotros (esperar) \_\_\_\_ el resultado desde la mañana. (We've been waiting for the results since this morning.)
- 2- ¿Qué ruta (tomar) \_\_\_\_ para ir al súper? (Which road do I take to go to the supermarket?)
- 3- Ellos (vender) \_\_\_\_ ropa bonita. (They sell beautiful clothes.)
- 4- Ella (responder) \_\_\_\_ al teléfono rápidamente. (She answers the phone quickly.)
- 5- ¿Usted (bajar) \_\_\_\_ aquí? (Are you coming down here?)

**Exercise 6: Change the following sentences from singular into plural, or from plural into singular.**

- 1- Yo espero desde hace mucho tiempo. (I've been waiting for a long time.)
- 2- Nosotros visitamos a nuestra abuela. (We visit our grandmother.)
- 3- Él escucha un ruido raro que viene de afuera. (He hears a weird sound coming from outside.)
- 4- Responde a nuestras preguntas. (Answer the questions.)
- 5- Yo siempre pierdo las llaves. (I always lose my keys.)

**Exercise 7: Conjugate the verbs between brackets in the simple present tense.**



- 1- Él (hablar) \_\_\_\_ bien inglés. (He speaks English well.)
- 2- Ellas (responder) \_\_\_\_ a todas las preguntas. (They answer all the questions.)
- 3- Nosotros (elegir) \_\_\_\_ dormir en el hotel esta noche. (We choose to sleep at the hotel tonight.)
- 4- Yo (esperar) \_\_\_\_ el metro. (I'm waiting for the metro.)
- 5- Usted (caminar) \_\_\_\_ muy rápido. (You walk very fast.)

**Exercise 8: Choose the right translation for these sentences.**

- 1- Yo no bebo vino.  
a. I don't drink wine. b. I never drink wine. c. I drink wine.
- 2- Ella ya no trabaja más.  
a. She's always working. b. She doesn't work.  
c. She doesn't work anymore.
- 3- Ellos comen muchos chocolates.  
a. They eat a lot of chocolates. b. He eats a lot of chocolates.  
c. They are eating a lot of chocolates.
- 4- Arturo trabaja en una fábrica.  
a. Arturo works in a factory. b. Arturo is working in a factory.  
c. Arturo has been working in a factory.
- 5- Pedro estudia historia.  
a. Pedro studied history. b. Pedro studies history.  
c. Pedro is studying history.

**Exercise 9: Tick the correct answer.**

- 1- Yo \_\_ Italiano. (I speak Italian.)  
a. hablo b. hablan c. hablas
- 2- Ellos \_\_\_\_ a Europa. (They travel to Europe.)

a. viajar b. viajan c. viaja

3- Nosotros \_\_\_ en Monterrey (We live in Monterrey.)

a. vivimos b. viven c. vivo

4- Ustedes \_\_\_ la televisión. (You watch TV.)

a. miras b. miran c. miro

5- Tú \_\_\_ mucho. (You walk a lot.)

a. caminas b. caminan c. camina

**Exercise 10: Conjugate the verbs in brackets in the simple present tense.**

1- Las ballenas (vivir) \_\_\_\_\_ en aguas frías. (Whales live in cold waters.)

2- Los argentinos (hablar) \_\_\_\_\_ español. (Argentinians speak Spanish.)

3- Lola y yo nunca (viajar) \_\_\_\_\_ en avión. (Lola and I never travel by plane.)

4- Nosotros no (comer) \_\_\_\_\_ carne. (We don't eat meat.)

5- ¿Dónde (pasar) \_\_\_\_\_ los veranos usted? (Where do you spend your summers?)

## **Answers:**

### **Exercise 1**

1/ Yo amo mucho esta película. 2/ Ellos trabajan día y noche. 3/ Ella habla muy bien español. 4/ Nosotros comemos fuera esta noche. 5/ ¿Usted paga en efectivo o con tarjeta de crédito?

### **Exercise 2**

1/ Ellos comen un pastel. 2/ Nosotros adoramos la música. 3/ Ustedes bailan muy bien. 4/ Ellas juegan a las cartas. 5/ Nosotros buscamos los baños.

### **Exercise 3**

1/ Ella termina sus tareas antes de jugar. 2/ Nosotros pensamos en una solución.  
3/ En mi casa cenamos muy temprano. 4/ ¿Usted elige cuál opción? 5/ Ellos aplauden cuando el espectáculo se termina.

### **Exercise 4**

1/ Yo eligo ir de vacaciones. 2/ Ella termina el exámen a tiempo. 3/ Él crece muy rápido. 4/ Tú piensas mucho. 5/ Él no obedece órdenes.

### **Exercise 5**

1/ Nosotros esperamos el resultado desde la mañana. 2/ ¿Qué ruta tomo para ir al súper? 3/ Ellos venden ropa bonita. 4/ Ella responde al teléfono rápidamente.  
5/ ¿Usted baja aquí?

### **Exercise 6**

1/ Nosotros esperamos desde hace mucho tiempo. 2/ Yo visito a mi abuela. 3/ Ellos escuchan un ruido raro que viene de afuera. 4/ Responden a nuestras preguntas. 5/ Nosotros siempre perdemos las llaves.

### **Exercise 7**

1/ Él habla bien inglés. 2/ Ellas responden a todas las preguntas. 3/  
Nosotros elegimos dormir en el hotel esta noche. 4/ Yo espero el metro. 5/  
Usted camina muy rápido.

### **Exercise 8**

1/ I don't drink wine. 2/ She doesn't work anymore. 3/ They eat a lot of  
chocolates.  
4/ Arturo works in a factory. 5/ Pedro studies history.

### **Exercise 9**

1/ Yo hablo italiano. 2/ Ellos viajan a Europa. 3/ Nosotros vivimos en  
Monterrey.  
4/ Ustedes miran la televisión. 5/ Tú caminas mucho.

### **Exercise 10**

1/ Las ballenas viven en aguas frías. 2/ Los argentinos hablan español. 3/  
Lola y yo nunca viajamos en avión. 4/ Nosotros no comemos carne. 5/  
¿Dónde pasa usted los veranos usted?

## Lesson 8. How to Ask Questions

If any conversation is going to go very far, you have to know how to ask questions. It would be very boring if two people just went back and forth, telling each other random statements about themselves.

Asking questions isn't just good for that, however. If you travel through a Spanish speaking country, you may want to get information such as “where are the bathrooms?” and “how much does this cost?”

This lesson will give you a quick guide to the different rules, structures, and important vocabulary you should know when asking questions in Spanish.

### **The Basics**

Let's start at the very beginning. Like in English, we have two options for asking questions in Spanish. The first is with a “question word.” The other is by changing a statement into a question with just a little shifting around of the words and/or changing the intonation of your voice.

Something unique about questions in Spanish is the way they are written. You've seen the “¿” before. Well, this is your chance to use it! In Spanish, there will be the inverted question mark at the beginning of the question, and the normal one at the end.

*¿Qué quieres hacer?* – What do you want to do?

### **Questions with Question Words**

So, let's start with the first possible way to ask questions in Spanish – with question words, or “Interrogatives.” These are words that make our statement a question. For example, in English we can say “Where is the

train station?” In this example, “where” is our question word, letting the listener know we are asking for information.

In Spanish, our question words are:

### **Listen to Track 68**

- *Qué* - What
- *Dónde* - Where
- *Cuánto/a* - How much
- *Cuántos/as* - How many
- *Por qué* - Why
- *Cuál* - Which
- *Quién* - Who
- *Cómo* - What
- *Cuándo* - When

You’ll notice that ALL of these words have accents! If they are used in a statement, they do not have the accent, but the pronunciation will stay the same.

### **Listen to Track 69**

Example:

*¿Dónde está Juan? ¡No sé donde está!* (Where is Juan? I don’t know where he is!)

Generally speaking, the verb will go right after our question word.

*¿Por qué tengo que ir?* (Why do I have to go?)

*¿Dónde está la biblioteca?* (Where is the library?)

*¿Cómo está?* (How is he/she/it? OR How are you (singular/formal)?)

You'll notice that with some questions, it's pretty clear what we're talking about. With others, however (the last in the list above, for example), unless we can infer it from the conversation, we need to specify a little. If this is the case, the subject will come after the verb.

*¿Cómo está ella?* (How is she?)

*¿Cómo está usted?* (How are you (singular/ formal)?)

### **Word Order and Intonation**

Sometimes you may have a question that doesn't use a question word. This is very common, in both Spanish and English. So, let's look at how those would be formed.

In Spanish, like in English, we can also create questions by moving around the words. However, there is a little more freedom in Spanish as to where those words should go.

For example, the question "Is she going to the store?" could be said:

### **Listen to Track 70**

*¿Va a la tienda?* – no subject because due to the conversation we're all aware we're talking about the subject "she."

The following are ways of putting in the subject for specification purposes (in case you weren't paying close enough attention during the conversation, or you just want to double check). This is because the verb conjugation can go with any number of subjects (he, she, it, you).

*¿Va ella a la tienda?*

*¿Ella va a la tienda? \*\**

You'll notice that in English, we use an auxiliary or "helping" verb ("is") whereas in Spanish we do not. To form the question in Spanish, the helping verb isn't required.

Or, the question "Do you want to go to the movies?" could be said:

*¿Quieres ir al cine?* – There's no subject because the conjugation tells us who we are talking about.

The following are examples with the subject. Note: when we have a verb conjugated to a subject that can only be one thing (i.e. "tú," "yo," "nosotros," "ustedes") we add in the subject, more often than not, because we want to emphasize it. The following are like saying "You want to go to the movies? (as in, you *never* want to go to the movies, and I'm surprised!).

*¿Quieres ir tú al cine?*

*¿Tú quieres ir al cine? \*\**

You'll notice here that the word "do" in English is another type of "question word." Other than turning the statement "you want to go to the movies" into the question "do you want to go to the movies?" it has no other purpose. In Spanish, we don't have this type of construction. We simply change the order of the words, and make sure our intonation goes up, up, up at the end of our question.

\*\* These questions have word orders that are identical to their statement forms. In these cases it is VERY important to use the correct intonation, or the listener will be confused.

One last thing...

### **Listen to Track 71**

You can also take a statement and turn it into a question by adding a sort of "question tag" to the end. For Example : "You're coming tonight, right?"

*Vienes esta noche, ¿verdad?*



Notice how the question marks only go around the part of the statement that is the question.

*Tienes que estudiar, ¿no?* (You have to study, no?)

*Voy a la fiesta, ¿y tú?* (I'm going to the party, are you?)

Asking questions in Spanish isn't unlike asking questions in English. The important thing to remember? Your intonation. This is the key!

Word order is a little more relaxed, and (other than the "question words" we looked at before) you don't have to worry about throwing in any "helping" words along the way. The best way to become more familiar and comfortable with asking questions is simple...by doing it! So, get out there and practice, practice, practice!

# Workbook Lesson 8: Hacer preguntas – Asking questions

## Exercise 1: Choose the correct answer.

- 1- You want to ask somebody his/her name. You should say:
  - a. ¿Cómo te llamas? (informal)/ ¿Cómo se llama usted? (formal)
  - b. ¿Quién eres? (informal)/ ¿Quién es usted? (formal)
  - c. ¿Tú te llamas cómo? (informal)/ ¿Usted se llama cómo? (formal)
- 2- You want to ask somebody his/her age. You should say:
  - a. ¿Cuál es tu edad?
  - b. ¿Qué edad tienes tú? / ¿Qué edad tiene usted?
  - c. ¿Cuántos años tienes? / ¿Cuántos años tiene usted?
- 3- You want to know where the toilets are. You should say:
  - a. ¿Hay baños aquí?
  - b. ¿Dónde están los baños?
  - c. ¿Cuántos baños hay aquí?
- 4- You want to know when the train arrives. You should say:
  - a. ¿Dónde está el tren?
  - b. ¿Cuál es el tren a París?
  - c. ¿Cuándo llega el tren?
- 5- You want to know how much this cost. You should say:
  - a. ¿Cuáles cuesta esto?
  - b. ¿Cuánto cuesta esto?
  - c. ¿Por qué cuesta tanto?

## Exercise 2: Change these statements into questions.

- 1- Usted ama Argentina. (You like Argentina.)

- 2- Es su perro. (It's your dog.)
- 3- Usted habla español. (You speak Spanish.)
- 4- Él es un buen amigo. (He's a good friend.)
- 5- Ella ha llegado. (She arrived.)

**Exercise 3: Choose the correct translation.**

- 1- What are you doing this weekend?
  - a. ¿Qué has hecho este fin de semana?
  - b. ¿Qué haces este fin de semana?
  - c. ¿Cuándo es el fin de semana?
- 2- When are you coming?
  - a. ¿De dónde vienes? b. ¿Cuándo vienes? c. ¿Cómo vienes?
- 3- Where do you live?
  - a. ¿Dónde vives? b. ¿Quién vive contigo? c. ¿Por qué vives tú aquí?
- 4- Do you have brothers or sisters?
  - a. ¿Cuántos hermanos y hermanas tienes?
  - b. ¿Tienes hermanos o hermanas?
  - c. ¿Dónde están tus hermanos o hermanas?
- 5- Which one of them is your dog?
  - a. ¿Dónde está tu perro?
  - b. ¿Cómo está tu perro?
  - c. ¿Cuál de éstos es tu perro?

**Exercise 4: Complete these questions with the right question words.**

- 1- ¿\_\_\_\_ cuesta este teléfono? (\_\_\_\_ does this phone cost?)
- 2- ¿\_\_\_\_ hermanos y hermanas tienes? (\_\_\_\_ brothers and sisters do you have?)
- 3- ¿\_\_\_\_ están mis zapatos nuevos? (\_\_\_\_ are my new shoes?)

- 4- ¿\_\_\_\_\_le hago para ir a la estación de tren? (\_\_\_\_ to do to go to the train station?)
- 5- ¿\_\_\_\_\_te gustan los perros? (\_\_\_ do you like dogs?)

**Exercise 5: Change these statements into questions using inversion.**

- 1- Tú amas el chocolate. (You like chocolate.)
- 2- Tú sabes cocinar. (You know how to cook.)
- 3- Usted tiene frío. (You are cold.)
- 4- Tú has visitado París. (You visited Paris.)
- 5- Usted me comprende. (You understand me.)

**Exercise 6: Change these statements into questions using “¿No es así?” or “¿No?”**

- 1- Él hace deporte. (He plays sports.)
- 2- Ella está en la casa (She’s at home.)
- 3- Tú has lavado los platos. (You washed the dishes.)
- 4- Tú amas el vino. (You like wine.)
- 5- Ellos están juntos. (They are together.)

**Exercise 7: Choose the correct translation.**

- 1- Do you like cats?
  - a. ¿Qué gato te gusta?
  - b. ¿Por qué te gustan los gatos?
  - c. ¿Te gustan los gatos?
- 2- Where is he?
  - a. ¿Dónde está él?
  - b. ¿Cuándo va a llegar él?
  - c. ¿Quién es él?
- 3- Did you eat lunch today?
  - a. ¿Has comido hoy?

- b. ¿Quisieras comer hoy?
- c. ¿Cuándo es que has comido hoy?
- 4- Who sings this song?
  - a. ¿Quién canta esta canción?
  - b. ¿Quién cantó esa canción?
  - c. ¿Dónde se canta esta canción?
- 5- Which one of you is María?
  - a. ¿Quién de ustedes es María?
  - b. ¿Cuál de ustedes es María?
  - c. ¿Quién es María?

**Exercise 8: Complete these questions with the right question words.**

- 1- ¿\_\_\_ empiezan las clases? (\_\_\_ do classes begin?)
- 2- ¿\_\_\_ de ustedes es médico?(\_\_\_ of you is a doctor?)
- 3- ¿\_\_\_ es el presidente de Francia? (\_\_\_ is the president of France?)
- 4- ¿\_\_\_ es tu película favorita? (\_\_\_ is your favourite movie?)
- 5- ¿\_\_\_ significa “hola” en español ? (\_\_\_ does “hola” mean in Spanish?)

**Exercise 9: Tick the right answer.**

- 1- ¿\_\_\_ ha llamado por teléfono? (Who called on the phone?)
  - a. Cuál b. Quién c. Cómo
- 2- ¿\_\_\_ vende esa señora? (What is that lady selling?)
  - a. Qué b. Quién c. Cuáles
- 3- ¿\_\_\_ son los ganadores? (Who are the winners?)
  - a. Quiénes b. Quién c. Cuándo
- 4- ¿\_\_\_ tienes en la mano? (What do you have in your hand?)
  - a. Quién b. Qué c. Cuál
- 5- ¿\_\_\_ viven Alberto y Diana? (Where do Alberto and Diana live?)

a. Cuándo b. Dónde c. Quién

**Exercise 10: Translate these sentences from English to Spanish.**

- 1- What are the Amazon countries?
- 2- Who is Camilo's father?
- 3- How old is Ernesto?
- 4- Why is he always late?
- 5- Where do you come from?

## **Answers:**

### **Exercise 1**

1/ ¿Cómo te llamas? (informal)/ ¿Cómo se llama usted? (formal) 2/ The three options are correct /¿ Qué edad tiene usted? 3/ ¿Dónde están los baños? 4/ ¿Cuándo llega el tren? 5/ ¿Cuánto cuesta esto?

### **Exercise 2**

1/ ¿Ama usted Argentina? 2/ ¿Es su perro? 3/ ¿Habla usted español? 4/ ¿Es él un buen amigo? 5/ ¿Ha llegado ella?

### **Exercise 3**

1 / ¿Qué haces este fin de semana? 2/ ¿Cuándo vienes? 3/ ¿Dónde vives? 4/ ¿Tienes hermanos o hermanas? 5/ ¿Cuál de éstos es tu perro?

### **Exercise 4**

1/ ¿Cuánto cuesta este teléfono? 2/ ¿Cuántos hermanos y hermanas tienes? 3/¿Dónde están mis zapatos nuevos? 4/ ¿Cómo hago para ir a la estación de tren? 5/ ¿Por qué te gustan los perros?

### **Exercise 5**

1/ ¿Amas el chocolate? 2/ ¿Sabes cocinar? 3/ ¿Tiene usted frío? 4/ ¿Has visitado París? 5/ ¿Usted me comprende?

### **Exercise 6**

1/ Él hace deporte, ¿no es así?/¿no? 2/ Ella está en la casa, ¿no es así?/¿no? 3/ Tú has lavado los platos, ¿no es así?/¿no? 4/ Tú amas el vino, ¿no es así?/¿no? 5/ Ellos están juntos, ¿no es así?/¿no?

### **Exercise 7**

1/ ¿Te gustan los gatos? 2/ ¿Dónde está él? 3/ ¿Has comido hoy? 4/ ¿Quién canta esta canción? 5/ ¿Quién de ustedes es María?

### **Exercise 8**

1/ ¿Cuándo empiezan las clases? 2/ ¿Quién de ustedes es médico? 3/ ¿Quién es el presidente de Francia? 4/ ¿Cuál es tu película favorita? 5/ ¿Qué significa “hola” en español?

**Exercise 9**

1/ Quién 2/ Qué 3/ Quiénes 4/ Qué 5/ Dónde

**Exercise 10**

1/ ¿Cuáles son los países amazónicos? 2/ ¿Quién es el padre de Camilo? 3/  
¿Cuántos años tiene Ernesto? 4/ ¿Por qué él siempre llega tarde? 5/ ¿De  
dónde vienen ustedes?



## Lesson 9. Ser and Estar

¡Hola! Undoubtedly one of the most important words in English is the verb “to be.” Well, “to be” in Spanish is also super important, but there’s a catch: there are two Spanish verbs that both mean “to be”: *ser* and *estar* .

Although they both mean “to be,” they aren’t the same in Spanish, and can’t just be used interchangeably. That’s where this lesson comes in!

A super-simplified rule for the difference between *ser* and *estar* is that *ser* is for permanent things, and *estar* is for temporary things. However, the rules go so much deeper than that, and we want you to be able to use the right verb at the right time!

### Ser

#### Conjugation

#### Listen to Track 72

First of all, let’s learn how to conjugate *ser* in the present tense. It’s very irregular.

<i>yo</i>	<i>soy</i>
<i>tú</i>	<i>eres</i>
<i>él/ella/usted</i>	<i>es</i>
<i>nosotros</i>	<i>somos</i>
<i>ustedes</i>	<i>son</i>
<i>ellos/ ellas</i>	<i>son</i>

## When to use *ser*

A common device for learning the uses of *ser* is to remember the acronym “**DOCTOR**.” Each letter stands for a situation where you’d use *ser*.

### **D = Descriptions**

#### **Listen to Track 73**

This refers to the permanent or essential qualities of a person or object. Let’s look at some examples.

<i>Soy Juan.</i>	I’m Juan.
<i>Eres un hombre guapo.</i>	You are a handsome man.
<i>Ana es una chica.</i>	Ana is a girl.
<i>Somos altos.</i>	We are tall.
<i>¿Son ingleses?</i>	Are you guys English?
<i>Los coches son negros.</i>	The cars are black.

### **O = Occupations**

#### **Listen to Track 74**

When you’re saying what someone does, use *ser*. It could be a job or just something that they do as a hobby.

<i>Soy médico*.</i>	I’m a doctor.
<i>Eres pianista.</i>	You’re a pianist.
<i>Jaime es mesero en un gran restaurante.</i>	Jaime is a waiter in a big restaurant.
<i>Tenemos muchos exámenes</i>	We have lots of exams because we

<i>porque somos estudiantes.</i>	are students.
<i>Señores, ¿son bomberos?</i>	Gentlemen, are you firefighters?
<i>Pablo y Paula son enfermeros.</i>	Pablo and Paula are nurses.

\*Note that in Spanish, you don't have to use 'a' or 'an' before an occupation. You say " *soy médico* " rather than " *soy un médico.* "

### **C = Characteristics**

As we said earlier, *ser* is used for descriptions, and this includes the characteristics of someone's personality.

### **Listen to Track 75**

<i>Yo soy flojo.</i>	I am lazy.
<i>Eres una persona feliz.</i>	You are a happy person (in general).
<i>Ignacio es aventurero.</i>	Ignacio is adventurous.
<i>Somos amables.</i>	We are nice.
<i>Son muy graciosos.</i>	You (plural) are very funny.
<i>Las chicas de mi clase son inteligentes.</i>	The girls in my class are intelligent.

### **T = Times**

When you're talking about times, use *ser* . This doesn't just mean times of the day—it also includes days, months, etc.

### **Listen to Track 76**

<i>Ya son las tres.</i>	It's already three o'clock.
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<i>Hoy es viernes.</i>	Today is Friday.
<i>¡Es mi cumpleaños!</i>	It's my birthday!
<i>Es marzo.</i>	It's March.

## **O = Origins**

### **Listen to Track 77**

We use *ser* to talk about the origin of something or someone. This includes what something is made of.

<i>Soy de Dinamarca.</i>	I'm from Denmark.
<i>Eres de Uruguay, ¿verdad?</i>	You're from Uruguay, right?
<i>La puerta es de madera.</i>	The door is made of wood.
<i>La guitarra es de Michoacán.</i>	The guitar is from Michoacán.

## **R = Relations**

### **Listen to Track 78**

When you're describing how people are related to each other, use *ser*.

<i>Soy la tía de Pepe.</i>	I'm Pepe's aunt.
<i>Eres mi novio.</i>	You are my boyfriend.
<i>Nuria es mi abuela.</i>	Nuria is my grandmother.
<i>Miki es el hermano de Ricky.</i>	Miki is Ricky's brother.

## **Estar**

## Conjugation

### Listen to Track 79

Here's how to conjugate *estar* in the present tense:

<i>yo</i>	<i>estoy</i>
<i>tú</i>	<i>estás</i>
<i>él/ella/usted</i>	<i>está</i>
<i>nosotros</i>	<i>estamos</i>
<i>ustedes</i>	<i>están</i>
<i>ellos/ellas</i>	<i>están</i>

### When to use *estar*

A useful way to remember when to use *estar* is the acronym “**PLACE**.”

#### **P = Position**

We use *estar* to say where something is, or how it's positioned.

### Listen to Track 80

<i>Estoy a tu lado.</i>	I'm by your side.
<i>¿Estás enfrente del hotel?</i>	Are you in front of the hotel?
<i>La biblioteca está al lado del mercado.</i>	The library is next to the market.
<i>Estamos acostados en el parque.</i>	We are lying in the park.
<i>Están sentados.</i>	You're sitting/seated.
<i>Mis padres están cerca.</i>	My parents are nearby.

## **L = Location**

### **Listen to Track 81**

As “PLACE” can help you remember, *estar* is used to talk about the place that someone or something is in. In other words, that person or thing’s location, whether it’s temporary or permanent!

<i>Estoy en el baño.</i>	I’m in the bathroom.
<i>¿Estás?</i>	Are you there?
<i>La estación está a tu derecha.</i>	The station is on your right.
<i>Estamos en Nueva York.</i>	We’re in New York.
<i>Están en mi casa.</i>	You (plural) are in my house.
<i>Los perritos están en el jardín.</i>	The puppies are in the yard.

There is an exception to this one. When you’re saying where an event is being held, you use *ser*.

So, it would be “*la fiesta es en mi casa*” rather than “*la fiesta está en mi casa.*”

## **A = Action**

*Estar* is used in the gerund, which can be used in past, present, future, etc. This is when you want to say what someone is do **ing**, e.g. he is swimm **ing**, she was sing **ing**, he’ll be laugh **ing**, etc.

### **Listen to Track 82**

<i>Estoy pensando en él.</i>	I’m thinking about him.
<i>Estás bailando.</i>	You are dancing.

<i>Dani está cambiando el mundo.</i>	Dani is changing the world.
<i>María y yo estamos buscando departamento.</i>	María and I are looking for an apartment.
<i>Chicos, ¿están caminando o corriendo?</i>	Boys, are you walking or running?
<i>Señoras, ¿están esperando?</i>	Ladies, are you waiting?

### **C = Condition**

When talking about a physical or emotional condition that is changeable (as opposed to personality traits, which are pretty much set), use *estar* .

**For example:**

**Listen to**

<i>Estoy mareado.</i>	I'm feeling dizzy.
<i>Mamá, ¿estás lista? ¡Vámonos!</i>	Mom, are you ready? Let's go!
<i>Carla está enamorada de Lucía.</i>	Carla is in love with Lucía.
<i>Estamos muy cansados.</i>	We are very tired.
<i>Puedo ver que están enfermos hoy. No tienen que hacer sus tareas.</i>	I can see that you're unwell today. You don't have to do your homework.
<i>Ayer mis abuelos estaban confundidos.</i>	Yesterday my grandparents were confused.

### **E = Emotion**

Okay, so this one is pretty self-explanatory. Use *estar* for emotional states.

## Listen to Track 84

<i>Estoy aburrida en esta clase.</i>	I am bored in this class.
<i>¿Estás contento?</i>	Are you happy?
<i>Victoria está feliz porque está con su hermana.</i>	Victoria is happy because she's with her sister.
<i>Ambos estamos muy emocionados (o: Los dos estamos muy emocionados).</i>	We are both very excited.
<i>Se ve que están tristes por sus calificaciones.</i>	It's clear that you (plural) are feeling sad about the grades.
<i>Tus amigos están preocupados por ti.</i>	Your friends are worried about you.

## Words that change meaning

Interestingly, some adjectives can be used with either *ser* or *estar*, and they have different meanings with each!

Sometimes the difference is subtle and linked to the permanence of the adjective, and sometimes it's quite a big difference in meaning.

It's tricky, but helpful to learn them. Some of the common ones are in the table below.

## Listen to Track 85

<i>Ser aburrido</i> (to be boring)	<i>Estar aburrido</i> (to be bored)
<i>Ser consciente</i> (to be aware)	<i>Estar consciente</i> (to be conscious)



<i>Ser un enfermo</i> (to be chronically ill)	<i>Estar enfermo</i> (to be unwell)
<i>Ser feliz</i> (to be happy - personality trait)	<i>Estar feliz</i> (to be happy - a temporary state)
<i>Ser frío</i> (to be cold - personality trait)	<i>Estar frío</i> (to be cold - current temperature)
<i>Ser guapo</i> (to be good-looking)	<i>Estar guapo</i> (to be looking good now)
<i>Ser listo</i> (to be smart/clever)	<i>Estar listo</i> (to be ready)
<i>Ser malo</i> (to be bad)	<i>Estar malo</i> (to be ill)
<i>Ser orgulloso</i> (to be proud - as a person; could have negative connotation)	<i>Estar orgulloso</i> (to be proud of someone or something)
<i>Ser rico</i> (to be rich)	<i>Estar rico</i> (to be tasty)
<i>Ser seguro</i> (to be safe)	<i>Estar seguro</i> (to be sure)
<i>Ser verde</i> (to be green)	<i>Estar verde</i> (to be unripe)
<i>Ser viejo</i> (to be old)	<i>Estar viejo</i> (to be looking old)
<i>Ser vivo</i> (to be quick/sharp)	<i>Estar vivo</i> (to be alive)

Be careful with these... the last thing you want is to try and say you're rich but accidentally claim to be tasty!

### **Well done!**

If you've followed this lesson, then you've done well, as the differences between *ser* and *estar* can be subtle. It takes practice before they start to

come naturally, so do a little bit of Spanish every day and watch the improvement!

# Workbook Lesson 9: Ser y estar - The verb “to be”

## Exercise 1: Tick the correct answer.

- 1- Yo \_\_\_ mexicano. (I am Mexican.)  
a. es b. soy c. son
- 2- Ellos \_\_\_ casados. (They are married.)  
a. están b. eres c. es
- 3- Nosotros \_\_\_ felices. (We are happy.)  
a. son b. somos c. eres
- 4- Ustedes \_\_\_ mis mejores amigos. (You are my best friends.)  
a. son b. somos c. eres
- 5- Tú \_\_\_ muy amable. (You are very nice.)  
a. es b. soy c. eres

## Exercise 2: Re-order these words to make sentences that make sense.

- 1- estoy/yo/en Puerto Vallarta (am/I/in Puerto Vallarta)
- 2- aburrida/estas/tú (bored/are/you)
- 3- ella/loca/está (she/crazy/is)
- 4- estamos/nosotros/cansados (we/are/tired)
- 5- está/sucia/la casa (is/dirty/the house)

## Exercise 3: Conjugate the verb “ser” in the present tense.

- 1- Él \_\_\_ un chico bueno. (He is a nice kid.)
- 2- Nosotros \_\_\_ italianos. (We are Italian.)
- 3- Ustedes \_\_\_ muy bien parecidos (You are very good looking.)
- 4- Ellas \_\_\_ hermanas. (They are sisters.)
- 5- Él \_\_\_ buena persona (He is a good person.)

**Exercise 4: Complete this dialogue with the right form of the verb “Estar” or “Ser.”**

**Pablo:** Buenos días, ¿ \_\_\_\_\_ aquí Maria? (Hello, is Maria there?)

**La mama de María :** No, ella no \_\_\_\_\_ . \_\_\_\_\_ en el doctor con su papá. Ellos \_\_\_\_\_ enfermos. ¿Quieres dejarle un mensaje? Tú \_\_\_\_\_ ?  
(No, she’s not here. She went to the doctor with her dad. They are both sick. Do you want to leave a message for her? You are...?)

**Pablo:** Pablo. \_\_\_\_\_ Pablo. Sí, muchas gracias. (Pablo. I am Pablo. Yes, thank you very much.)

**Exercise 5: Translate these sentences from English to Spanish.**

- 1- I am Mexican.
- 2- He is tall.
- 3- They are doctors. (m.)
- 4- We are smart.
- 5- You are nice. (pl.)

**Exercise 6: Conjugate the verb “Estar” in the present tense.**

- 1- Este café \_\_\_\_\_ muy caliente. (This coffee is so hot.)
- 2- Este árbol \_\_\_\_\_ muerto. (This tree is dead.)
- 3- Hoy no \_\_\_\_\_ feliz. (I am not happy today.)
- 4- Este libro \_\_\_\_\_ roto. (This book is broken.)
- 5- Mi ropa \_\_\_\_\_ sucia. (My clothes are dirty.)

**Exercise 7: Complete these sentences using the verb “Ser.”**

- 1- Ellos \_\_\_\_\_ franceses. (They are French.)
- 2- Ella \_\_\_\_\_ alta. (She is tall.)
- 3- Yo \_\_\_\_\_ africana. (I am African.)
- 4- Tú \_\_\_\_\_ tonto. (You’re stupid.)
- 5- Ellos \_\_\_\_\_ amables. (They’re kind.)

**Exercise 8: Find the mistake in each sentence and re-write it correctly.**

- 1- Ellos están Bolivia. (They are in Bolivia.)
- 2- Nosotros estás enfermos. (We are sick.)
- 3- Ella estamos embarazada. (She is pregnant.)
- 4- Ustedes estamos hablando mucho. (You are talking a lot.)
- 5- Tu es retrasado. (You're late.)

**Exercise 9: Conjugate the verb “Ser” in the present tense.**

- 1- ¿De dónde \_\_\_\_\_ tú? (Where are you from?)
- 2- ¿De dónde \_\_\_\_\_ tus padres? (Where are your parents from?)
- 3- ¿Cuántos \_\_\_\_\_ en tu familia? (How many are in your family?)
- 4- Diana \_\_\_\_\_ muy inteligente. (Diana is very smart.)
- 5- El coche de Eduardo \_\_\_\_\_ rojo. (Eduardo's car is red.)

**Exercise 10: Tick the correct answer.**

- 1- Omar \_\_\_ muy delgado. (Omar is very thin.)  
a. estamos b. está c. estoy
- 2- Yo \_\_\_ en Perú. (I'm in Peru.)  
a. está b. estoy c. están
- 3- Carla y Luis \_\_\_ de luna de miel. (Carla and Luis are on honeymoon.)  
a. estamos b. están c. estoy
- 4- Estos cristales \_\_\_ muy sucios. (These crystals are very dirty.)  
a. están b. estamos c. estás
- 5- Este plato \_\_\_ delicioso. (This dish is delicious.)  
a. estoy b. está c. están

## **Answers:**

### **Exercise 1**

1/ soy 2/ están 3/ somos 4/ son 5/ eres

### **Exercise 2**

1/ Yo estoy en Puerto Vallarta. 2/ Tú estás aburrida. 3/ Ella está loca. 4/ Nosotros estamos cansados. 5/ La casa está sucia.

### **Exercise 3**

1/ Él es un chico bueno. 2/ Nosotros somos italianos. 3/ Ustedes son muy bien parecidos. 4/ Ellas son hermanas. 5/ Él es buena persona.

### **Exercise 4**

Pablo: Buenos días, ¿está aquí María? (Hello, is Maria there?)

La mama de María: No, ella no está. Está en el doctor con su papá. Ellos están enfermos. ¿Quieres dejarle un mensaje? ¿Tú eres...? (No, she's not here. She went to the doctor with her dad. They are both sick. Do you want to leave a message for her? You are...?)

Pablo: Pablo. Soy Pablo. Sí, muchas gracias. (Pablo. I am Pablo. Yes, thank you very much.)

### **Exercise 5**

1/ Yo soy mexicano. 2/ Él es alto. 3/ Ellos son médicos/doctores. 4/ Nosotros somos inteligentes. 5/ Ustedes son amables.

### **Exercise 6**

1/ Este café está muy caliente. 2/ Este árbol está muerto. 3/ Hoy no estoy feliz.

4/ Este libro está roto. 5/ Mi ropa está sucia.

### **Exercise 7**

1/ Ellos son franceses. 2/ Ella es alta. 3/ Yo soy africana. 4/ Tú eres tonto. 5/ Ellos son amables.

### **Exercise 8**

1/ Ellos están en Bolivia. 2/ Nosotros estamos enfermos. 3/ Ella está embarazada.

4/ Ustedes están hablando mucho. 5/ Tu estás retrasado.

### **Exercise 9**

1/ ¿De dónde eres tú? 2/ ¿De dónde son tus padres? 3/ ¿Cuántos son en tu familia?

4/ Diana es muy inteligente. 5/ El coche de Eduardo es rojo.

### **Exercise 10**

1/ está 2/ estoy 3/ están 4/ están 5/ está

## Lesson 10. Singular and Plural Nouns

¡Buenos días! Today we're looking at how to make singular nouns plural! The only background knowledge you need is that when we say a noun is "singular," it means there's only one of them. When we refer to it as "plural," there's more than one.

We've made a list of rules to help you form all sorts of plurals, but generally it's pretty simple.

### Rule #1: Change the article

The first rule is that when you make a singular noun plural, you must remember to change the article that goes with it (the article is the tiny word in front), for example *la chica* becomes *la s chicas* .

Here's how to change the common articles, with examples:

### Listen to Track 86

<i>El</i>	<i>Lo s</i>
<i>El chico</i> (the boy)	<i>Lo s chicos</i> (the boys)
<i>La</i>	<i>La s</i>
<i>La chica</i> (the girl)	<i>La s chicas</i> (the girls)
<i>Un</i>	<i>Uno s</i>
<i>Un chico</i> (a boy)	<i>Uno s chicos</i> (some boys)

### Rule #2: Add an -s when it ends in a vowel

When a Spanish noun ends in an unstressed vowel, it's a simple case of adding an -s to the end of it.



### Listen to Track 87

<i>Un lobo</i> (one wolf)	<i>Dos lobo s</i> (two wolves)
<i>Una manzana</i> (one apple)	<i>Dos manzana s</i> (two apples)

### Rule #3: Add an -s when it ends in -é or -ó

We've seen what to do with unstressed vowels, but what if the vowel at the end of the noun has an accent? Words ending in -é or -ó also take their plurals by adding -s , just like in Rule #2. Nice and simple.

### Listen to Track 88

<i>Un café</i> (a coffee)	<i>Dos café s</i> (two coffees)
<i>La mesa de café E</i> (the coffee table)	<i>Las mesas de café L</i> (the coffee tables)

### Rule #4: Add an -es if it ends in -á , -í , or -ú (exceptions apply)

If a noun ends in -á or - í or -ú , we usually add -es .

### Listen to Track 89

<i>Sombrero de Panamá</i> (Panama hat)	<i>Sombreros de Panamá</i> (Panama hats)
<i>El bisturí</i> (the scalpel)	<i>Los bisturí es</i> (the scalpels)
<i>El tabú</i> (the taboo)	<i>Los tabú es</i> (the taboos)

There are exceptions to this rule. Some of these nouns (a lot of the common ones, actually) form their plurals irregularly, such as *mamá* , or *menú* , for which we just stick an -s on the end.

<i>La mamá y el papá</i> (the mommy and the daddy)	<i>Las mamá s y los papá s</i> (the mommies and the daddies)
--	--

<i>El menú</i> (the menu)	<i>Los menú s</i> (the menus)
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**Rule #5: Add an -es when it ends in a consonant other than s**

The general rule for words ending in consonants is that we add -es .

**Listen to Track 90**

<i>El color</i> (the color)	<i>Los color es</i> (the colors)
<i>La ciudad</i> (the city)	<i>Las ciudad es</i> (the cities)
<i>Un rey</i> (one king)	<i>Cinco rey es</i> (five kings)

**Rule #6: If the noun ends in -s , leave it as it is**

As long as there's no stress on the final syllable, the noun remains unchanged in the plural.

**Listen to Track 91**

<i>El Jueves</i> (Thursday)	<i>Los Jueves</i> (Thursdays)
<i>La tesis</i> (the thesis)	<i>Las tesis</i> (the theses, e.g. "The students submitted their theses")
<i>El cactus</i> (cactus)	<i>Los cactus</i> (cacti)

This rule often applies to Spanish compound nouns. We're talking about words where a verb and a noun are joined together to make a bigger word, e.g. *paraguas* = *parar* (to stop) + *agua* (water)!

<i>Mi paraguas</i> (my umbrella)	<i>Mis paraguas</i> (my umbrellas)
<i>Su cumpleaños</i> (his birthday)	<i>Sus cumpleaños</i> (his birthdays)
<i>El limpiaparabrisas</i> (the windshield wiper)	<i>Los limpiaparabrisas</i> (the windshield wipers)

But if the final syllable is stressed ...

**Rule #7: Add an -es when the noun ends in a stressed vowel + -s**

If the noun ends in -s and the emphasis is on the last syllable when spoken (which will also be the case for words that only have one syllable!), then add -es .

**Listen to Track 92**

<i>El mes</i> (month)	<i>Los mes es</i> (months)
<i>El autobús*</i> (bus)	<i>Los autobus es *</i> (buses)

\*see rule #8 to find out why we removed the accent.

**Rule #8: If the noun ends in a consonant and the last syllable has an accent, you can usually remove it**

In Spanish, we have rules surrounding stress and emphasis within words. If our noun ends in a consonant, then we're most likely going to be adding -es , which adds an extra syllable onto the end of the word.

This means that we don't need the accent anymore. Don't worry, you won't mess up the stress—follow the rules and the syllables sort themselves out!

**Listen to Track 93**

<i>Un autobús</i> (a bus)	<i>Unos autob <u>u</u> s es</i> (some buses)
<i>El francés</i> (Frenchman)	<i>Los franc <u>e</u> s es</i> (Frenchmen)
<i>Un rehén</i> (a hostage)	<i>Ocho reh <u>e</u> n es</i> (eight hostages)

**Rule #9: If the noun ends in -en , do the opposite of #8!**

Sometimes making a noun plural means we actually have to add an accent, to maintain the stress when we add the new -es syllable. This usually applies to words ending in -en .

## Listen to Track 94

<i>El crimen</i> (the crime)	<i>Los cr í men es</i> (the crimes)
<i>Una imagen</i> (an image)	<i>Unas im á gen es</i> (some images)

### Rule #10: If it's a foreign word, just add -s

One of the cool things about languages is that they're always borrowing and adapting words from each other! When a non-Spanish word (or an adapted version of it) is used in Spanish, we usually just add an -s to it!

## Listen to Track 95

<i>El chalet</i> (chalet)	<i>Los chalet s</i> (chalets)
<i>Un hacker</i> (one hacker)	<i>Dos hacker s</i> (two hackers)

### Rule #11: Families

When we use a surname to talk about members of a family, we don't add -s or -es . (Royalty is an exception.)

## Listen to Track 96

<i>Soy Ana Smithson</i> . (I'm Ana Smithson.)	<i>Somos los Smithson</i> . (We're the Smithsons.)
<i>Estoy enamorado de una Jones</i> . (I'm in love with a Jones.)	<i>Estoy enamorado de una de las Jones</i> . (I'm in love with one of the Joneses.)

### Rule #12: Some nouns are only ever plural anyway

So you don't need to worry about changing these, e.g *las tijeras* (scissors). You can't have just one scissor—you need a pair!

### Rule #13: Some nouns are only ever singular anyway

So you don't need to worry about making these plural, e.g. *el tenis* (tennis). You can have more than one **game of** tennis, but you can't have more than one tennis. These nouns are called mass nouns. They're uncountable.

### Rule #14: Spelling changes!

This one is just a quick note on spelling. If the noun in the singular form ends in *-z*, we'll need to change it to a *-c* before we add *-es*. Don't worry, change can be a good thing.

### Listen to Track 97

<i>Un pez</i> (a fish)	<i>Unos pe ces</i> (some fish)
<i>La voz</i> (the voice)	<i>Las vo ces</i> (the voices)

**Rule #15: To pluralize a noun that is written in both its masculine and feminine way in the same sentence, it is necessary to use the masculine one.**

When, for example, you invite one female friend and one male friend to a party, in English (plural) it rests the same: "I invited two **friends**". In Spanish you use the plural **Amigos** even though you invited **un amigo** (male) and **una amiga** (female). To summarize, you must pluralize them as if you were only using the masculine one, without forgetting its correct article!

<i>Un ciudadano y una ciudadana</i> (citizen)	<i>Unos ciudadan os</i> (some citizens )
<i>Un amigo y una amiga</i> (friend)	<i>Unos amig os</i> (some friends)
<i>Un niño y una niña</i> (kid)	<i>Unos niñ os</i> (some kids)
<i>El cliente y la clienta</i> (customer)	<i>Los client es</i> (the customers)

## Quiz

Try to figure out the plural form of each of the following nouns! The parts in parentheses give you the meaning of the singular noun in English, and then the plural that you want to get to. Don't forget to change the article!

### Listen to Track 98

1. *Un libro (a book -> some books)*
2. *El tentempié (the snack -> the snacks)*
3. *Una mamá (a mommy -> some mommies)*
4. *El corazón (the heart -> the hearts)*
5. *El lápiz (the pencil -> the pencils)*
6. *El germen (germ -> germs)*
7. *Una vez (one time -> a few/several times)*
8. *Un guardaespaldas (one bodyguard -> two bodyguards)*
9. *Una computadora (a computer -> three computers)*
10. *La crisis (the crisis -> the crises)*

So there are your rules! Now you know how to turn Spanish singular nouns into plurals ... which is a very useful skill to have, otherwise you'd only ever be able to talk about one of anything (#notideal)! ¡Hasta la próxima!

# Workbook Lesson 10: Sustantivos singulares y plurales - Singular and plural nouns

**Exercise 1: Write the plural of the following nouns.**

- 1- Actriz
- 2- Pantalones
- 3- Camión
- 4- Pez
- 5- Jueves

**Exercise 2: Replace the underlined words, as in the example.**

Example: Camila tiene un hijo y dos hijas □ Camila tiene tres hijos.

- 1- Una amiga y un amigo mío están en Buenos Aires. (Friends of mine are in Buenos Aires.)
- 2- El abuelo y la abuela de Claudia viven en Bogotá. (Claudia's grandfather and grandmother live in Bogota.)
- 3- En mi escuela hay un profesor y dos profesoras . (In my school there is a male teacher and two female teachers.)
- 4- El rey y la reina de Francia viven en París. (The king and queen of France live in Paris.)
- 5- En mi grupo hay tres chicos y dos chicas . (In my group there are three boys and two girls.)

**Exercise 3: Choose the correct plural of the following words.**

- 1- calcetín: a. calcetíns b. calcetines
- 2- pez: a. peces b. pezes
- 3- plátano: a. plátanes b. plátanos
- 4- jueves: a. jueves b. jueveses

5- lámpara: a. lámparas b. lampares

**Exercise 4: Write the plural of these words.**

- 1- mesa (table)
- 2- mar (sea)
- 3- edad (age)
- 4- bici (bike)
- 5- pera (pear)

**Exercise 5: Write the plural of the following sentences and phrases:**

- 1- La flor del jardín de María Victoria. (Maria Victoria's flower garden.)
- 2- El frijol mexicano es delicioso. (The Mexican bean is delicious.)
- 3- Nuestro mejor cocinero es de Tailandia. (Our best chef is from Thailand.)
- 4- Una raíz muy grande. (A huge root.)
- 5- El pastel de maracuyá. (Passion fruit cake.)

**Exercise 6: Translate the following phrases from English to Spanish.**

- 1- Nokia cellphones
- 2- green folders
- 3- skater boys
- 4- security officers
- 5- corn circles

**Exercise 7: Choose the right plural for each phrases.**

- 1- Una discoteca
  - a. Unes discotecas
  - b. Unas discotecas
  - c. Unas discotecs
- 2- Una alberca



- a. Unas albercas b. Unes alberques
- c. Unas alberques

3- Un cuaderno

- a. Los cuadernos b. Les cuadernos
- c. Unos cuadernos

4- Un diccionario

- a. Unos diccionaries b. Unes diccionarios
- c. Unos diccionarios

5- Un pizarrón

- a. Unas pizarronas b. Unos pizarrones
- c. Unos pisarones

**Exercise 8: Change these affirmative sentences into negative ones.**

- 1- Los tabúes son malos. (Taboos are bad.)
- 2- Los champús son caros. (Shampoos are expensive.)
- 3- Las leyes son duras. (Laws are tough.)
- 4- Las crisis son buenas. (Crises are good.)
- 5- El cáliz de la flor es grande. (The flower's calyx is big.)

**Exercise 9: Translate the following phrases from Spanish to English.**

- 1- Las estrellas mágicas.
- 2- Los libros de terror.
- 3- Los mapas del mar.
- 4- Los museos de arte.
- 5- Los gorilas de África.

## **Answers:**

### **Quiz**

1/ unos libros 2/ los tentempiés 3/ unas mamás 4/ los corazones 5/ los lápices 6/ los gérmenes 7/ unas veces 8/ dos guardaespaldas 9/ unas computadoras 10/ las crisis

### **Exercise 1**

1/ Actrices 2/ Pantalones 3/ Camiones 4/ Peces 5/ Jueves

### **Exercise 2**

1/ Dos amigos míos están en Buenos Aires. 2/ Los abuelos de Claudia viven en Bogotá. 3/ En mi escuela hay tres profesores. 4/ Los reyes de Francia viven en París. 5/ En mi grupo hay cinco chicos.

### **Exercise 3**

1/ calcetines 2/ peces 3/ plátanos 4/ jueves 5/ lámparas

### **Exercise 4**

1/ mesas 2/ mares 3/ edades 4/ bicis/bicicletas 5/ peras

### **Exercise 5**

1/ Las flores del jardín de María Victoria. 2/ Los frijoles mexicanos son deliciosos. 3/ Nuestros mejores cocineros son de Tailandia. 4/ Unas raíces muy grandes. 5/ Los pasteles de maracuyá.

### **Exercise 6**

1/ celulares Nokia 2/ carpetas verdes 3/ chicos patinadores 4/ agentes de seguridad 5/ círculos del maíz

### **Exercise 7**

1/ unas discotecas 2/ unas albercas 3/ unos cuadernos 4/ unos diccionarios 5/ unos pizarrones

### **Exercise 8**

1/ Los tabúes no son malos. 2/ Los champús no son caros. 3/ Las leyes no son duras. 4/ Las crisis no son buenas. 5/ El cáliz de la flor no es grande.

## **Exercise 9**

1/ magical stars 2/ horror books 3/ sea maps 4/ art museums 5/ African gorillas

# Lesson 11. Adjectives

Adjectives take a dull, plain thought and make it more exciting.

They can make a boring sentence dynamic, a nice sentiment sweeter, and a harsh word, well ... even harsher.

If you want to be able to do anything in terms of describing something, you need to be able to use this handy, and necessary, part of speech!

In Spanish, adjectives are a little more complicated than they are in English. But don't fret! Below you will find a quick guide to how you can spice up your conversations.

## The Basics

Let's start by first figuring out: what is an adjective? It's simple, really. Adjectives are the words we add to a sentence to define our nouns. They *describe* a person, place, thing or idea.

For example:

The house – The red house

The boy – The handsome boy

The building – The tall building

So, let's look at how these parts of speech work in Spanish.

Do you need a girl or a boy adjective?

All right, it's not really a "girl" or "boy" adjective, but one thing about Spanish that is very different from English is that words have a gender. They can be "feminine" or "masculine."

If you remember lesson 4, even just a little bit, you've realized that a lot of words end in *O* or *A*. Well, the "o" words are masculine, and the "a" words

are feminine\*. Like the nouns they modify, the adjectives will need to be either masculine or feminine .

For example:

“The red house” – here, the word “house” in Spanish is feminine (casa) so you will need the *feminine* form of the adjective “red” (roja).

\*Remember: Not ALL nouns will end in either “o” or “a.” But ALL nouns WILL have a gender! This means it’s something you’ll have to memorize. **Example:** *coche* (car) – masculine; *leche* (milk) – feminine.

### **And how many “reds” will you need?**

Just like agreeing in gender, your adjectives need to agree in number . If you have more than one house, you will have more than one “red.”

For example:

“The red house” – here, we have only one, singular red house, so our adjective would be *roja* (singular). But if we were to say “the red houses,” our adjective would become the plural version *rojas* . No matter if we have 2 or 23 red houses, if there is more than one, they will be *rojas* .

I know this seems a little weird, but it’s really not all that difficult. Just remember that your adjectives have to AGREE, AGREE!! (Two agrees for two criteria – gender , and number .)

### **Almost time to put it all together**

Just one last little detail to throw your way before we can dive in a little deeper to the really juicy technical stuff.

In Spanish, the adjectives come after the noun.

Let’s go back to our example :

“The red house” – In Spanish this little phrase would be “*La casa roja* .”  
So, literally you’re saying “The house red.”

Examples:

### Listen to Track 99

The handsome boy – *El chico* (the boy) *guapo* (handsome/ attractive)

The tall building – *El edificio* (the building) *alto* (tall)

The handsome boys – *Los chicos guapos*

The tall buildings – *Los edificios altos*

### The Technicalities

Some adjectives will be able to take ALL the possible forms we looked at briefly above (masculine, feminine, singular, plural) while some, actually, will only take a few of them.

You will find, generally speaking, three different types of adjectives:

- Adjectives that end in “o”
- Adjectives that end in “e”
- Adjectives that end in a consonant

To make this a little easier, why don't we look at these in a chart.

### Listen to Track 100

Adjective	Meaning	Masculine	Feminine	Singular	Plural
<i>Bonit o</i>	Pretty	<i>Bonito</i>	<i>Bonita</i>	<i>Bonito(a)</i>	<i>Bonitos/as</i>
<i>Tímid o</i>	Shy	<i>Tímido</i>	<i>Tímida</i>	<i>Tímido(a)</i>	<i>Tímidos/as</i>
<i>Grand e</i>	Big	----- -	----- -	<i>Grande</i>	<i>Grandes</i>
<i>Inteligent e</i>	Intelligent	-----	----- -	<i>Inteligente</i>	<i>Inteligentes</i>
<i>Leal</i>	Loyal	-----	-----	<i>Leal</i>	<i>Leales</i>

			-		
<i>Jove n</i>	Young	-----	-----	<i>Joven</i>	<i>Jóvenes</i>
			-		

As you can see in the chart above, there are a few small differences between the three different types of adjectives you'll find.

- **Adjectives that end in “o”**

Can be masculine or feminine

Can be singular or plural

**Listen to Track 101**

The shy boy	<i>El chico tímido</i>	Singular/ Masculine
The shy girl	<i>La chica tímida</i>	Singular/ Feminine
The shy children	<i>Los chicos tímidos</i>	Plural/ Masculine**

- **Adjectives that end in “e”**

Will only change between the singular and plural forms.

To make the plural form, simply add an “s.”

**Listen to Track 102**

The intelligent boy	<i>El chico inteligente</i>	Singular
The intelligent girl	<i>La chica inteligente</i>	Singular (doesn't change gender)
The intelligent children	<i>Los chicos inteligentes</i>	Plural (no gender)

- **Adjectives that end in a consonant**

Will only change between the singular and plural forms.

To make the plural form, add “es.”

**Listen to Track 103**

The loyal boy	<i>El chico leal</i>	Singular
The loyal girl	<i>La chica leal</i>	Singular (doesn't change gender)
The loyal children	<i>Los chicos leales</i>	Plural (no gender)

\*\*Note: When describing a group of something, the adjective will become masculine even if only one of the things in the group is masculine. For example: a group of 7 shy girls and only 1 shy boy will still be described using the masculine adjective (los niños tímidos). But if you have a group of 7 shy girls without the boy, you will make it feminine (las niñas tímidas). The same as in the rule #15, but with adjectives.

**Of course, the exceptions...**

Like with almost everything when learning a language, this part of speech comes with its own little list of exceptions to the rules.

- **Adjectives ending in -or, -án, -ín, -ón**

This group, although they end in consonant, will in fact still have a feminine form .

**Listen to Track 104**

Example	Meaning	Masculine	Feminine	Singular	Plural
<i>Hablador</i>	Talkative	<i>Hablador</i>	<i>Habladora</i>	<i>Hablador(a)</i>	<i>Habladores/as</i>

- **Adjectives that go before the noun**

There are some adjectives in Spanish that do, actually, go before the noun they are modifying.



The first group of adjectives that you will find in front of the noun are those relating to a quantity. They describe the amount of something.

For example:

*Hay poca gente en la casa .* (There are a few people in the house. )

You may be able to put a descriptive adjective before the noun if you are not trying to differentiate (or single out) the noun you are describing.

For example:

If I were to say “the intelligent students” (los estudiantes inteligentes), I’m talking about a specific group of students within an even large group of not as bright students.

However, if I said “los inteligentes estudiantes” I’m implying that ALL the students are intelligent.

- **Adjectives that change meaning when they change location**

There is a handful of adjectives that can go before OR after the noun, but they will change their meaning depending on where you put them.

The most common are:

**Listen to Track 105**

<b>Adjective</b>	<b>Meaning before</b>	<b>Meaning after</b>
<i>Antiguo</i>	Former, Ex-	Old, Ancient
<i>Pobre</i>	Poor (as in unfortunate)	Poor (as in no money)
<i>Gran/Grande</i>	Great	Big, Large
<i>Viejo</i>	Old (as in long-standing)	Old (as in age)
<i>Único</i>	Only	Unique

This has just been a quick overview of the basics behind using adjectives in Spanish. At first glance, this very useful part of speech may seem strange and even intimidating to the native English speaker. But the truth is, it's really not all that complicated! It just takes lots of practice and adjusting your mindset a little bit.

Remember—your adjectives need to AGREE, AGREE!

# Workbook Lesson 11: Adjetivos – Adjectives

**Exercise 1: Complete the sentences with the correct form of the adjectives in brackets.**

- 1- Lola tiene los ojos (verde)\_\_\_\_, es (rubio)\_\_\_\_ y tiene el pelo (corto)\_\_\_\_ y (rizado)\_\_\_\_ (Lola has green eyes, is blonde, and has short, curly hair.)
- 2- Él es muy (simpático) \_\_\_\_\_, (alegre)\_\_\_\_ y muy (charlatán)\_\_\_\_(He is very likeable, cheerful, and very talkative.)
- 3- Las hijas de Andrés son muy (joven)\_\_\_\_ (Andrew's daughters are very young.)
- 4- Me gustan las rosas (blanco)\_\_\_\_ (I like white roses.)
- 5- Esta gata está (enfermo)\_\_\_\_ (This cat is sick.)

**Exercise 2: Translate the following sentences from English to Spanish.**

- 1- I am very tired.
- 2- This saxophone is old.
- 3- The Spanish language is a difficult language.
- 4- They are talkers.
- 5- Charles is very poor.

**Exercise 3: Complete the sentences with a noun and an adjective, as in the example.**

Example: El chico inteligente

**Rojo, vieja, China, ojo, azul, comida, flor, ropa, bueno, nuevo, preferido**

- 1- Pablo tiene los \_\_\_\_\_ (Paul has blue eyes.)
- 2- La rosa es una \_\_\_\_\_ (The rose is a red flower.)
- 3- Esta computadora es muy \_\_\_\_\_ (This computer is very old.)

- 4- Necesito comprar \_\_\_\_\_. (I need to buy new clothes.)
- 5- Voy a comprar \_\_\_\_\_. (I am going to buy Spanish food.)

**Exercise 4: Choose the correct adjective for the following sentences.**

- 1- Elena y Camila son muy: a. trabajador b. trabajadoras
- 2- Me he comprado unos zapatos: a. negres b. negros
- 3- Marco y Andrés son: a. altos y morenos b. altes y morenos
- 4- Él es un hombre: a. leale b. leal
- 5- Ella es muy: a. tímida b. tímidas

**Exercise 5: Translate the following phrases from English to Spanish.**

- 1- The shy children
- 2- The kind lady
- 3- The intelligent children
- 4- The old cheerful man
- 5- The strong man

**Exercise 6: Complete the sentences with the correct form of the adjectives in brackets.**

- 1- Estoy muy (gordo) \_\_\_\_\_. (I'm very fat.)
- 2- Estamos muy (cansado) \_\_\_\_\_. (We are very tired.)
- 3- Somos los (campeón) \_\_\_\_\_. (We are the champions.)
- 4- Ella está (triste) \_\_\_\_\_. (She is sad.)
- 5- Marta es muy (alegre) \_\_\_\_\_. (Marta is very cheerful.)

**Exercise 7: Change these affirmative sentences into negative ones.**

- 1- Los belgas son muy amables. (Belgians are very kind.)
- 2- Las rusas son muy bonitas. (Russian women are very pretty.)
- 3- Iván es cubano. (Ivan is Cuban.)

- 4- La bandera argentina es azul y blanca. (The Argentinian flag is blue and white.)
- 5- Shakira es colombiana. (Shakira is Colombian.)

**Exercise 8: Complete the following dialogue by changing the adjectives.**

**Camilo:** Hola Liliana. Mira, esta es mi amiga Sofía es (Chile) \_\_\_\_\_.

**Liliana:** Hola Sofía, mucho gusto, yo soy (Panamá) \_\_\_\_\_.

**Sofía :** ¡Mucho gusto! Uff, me gusta mucho vivir en Panamá, hace calor y el clima es muy agradable. La ciudad es muy (bonito) \_\_\_\_\_, el aire está muy (limpio) \_\_\_\_\_ y la plaza \_\_\_\_\_ (antiguo) es muy (bello) \_\_\_\_\_.

**Exercise 9: Complete the sentences with a noun and an adjective from the example.**

**moneda, escritor, capital, chino, ruso, ciudad, mexicano, italiano, capital, escrito, británico**

- 1- El rublo es la \_\_\_\_\_ .
- 2- Shanghái es una \_\_\_\_\_ .
- 3- La Ciudad de México es la \_\_\_\_\_ .
- 4- J. K. Rowling es una \_\_\_\_\_ .
- 5- Roma es la \_\_\_\_\_ .

**Exercise 10: Translate the following phrases from Spanish to English.**

- 1- El perro amigable
- 2- El profesor japonés
- 3- Unos sellos alemanes
- 4- Un coche italiano
- 5- La blusa amarilla

## **Answers:**

### **Exercise 1**

1/ Lola tiene los ojos verdes, es rubia, y tiene el pelo corto y rizado. 2/ Él es muy simpático, alegre y muy charlatán. 3/ Las hijas de Andrés son muy jóvenes. 4/ Me gustan las rosas blancas. 5/ Esta gata está enferma.

### **Exercise 2**

1/ Estoy muy cansado. 2/ Este saxofón es antiguo. 3/ El español es un idioma difícil.  
4/ Ellos son comunicativos. 5/ Charles es muy pobre.

### **Exercise 3**

1/ Pablo tiene los ojos azules. 2/ La rosa es una flor roja. 3/ Esta computadora es muy vieja. 4/ Necesito comprar ropa nueva. 5/ Voy a comprar comida china.

### **Exercise 4**

1/ Trabajadoras 2/ Negros 3/ Altos y morenos 4/ Leal 5/ Tímida

### **Exercise 5**

1/ Los niños tímidos 2/ La señora amable 3/ Los niños inteligentes 4/ El viejo alegre  
5/ El hombre fuerte

### **Exercise 6**

1 / Estoy muy gordo. 2/ Estamos muy cansados. 3/ Somos los campeones.  
4/ Ella está triste. 5/ Marta es muy alegre.

### **Exercise 7**

1 / Los belgas no son muy amables. 2/ Las rusas no son bonitas. 3/ Iván no es cubano. 4/ La bandera argentina no es azul y blanca. 5/ Shakira no es colombiana.

### **Exercise 8**

Camilo: Hola Liliana. Mira, ésta es mi amiga Sofía, es chilena. (Hi Liliana. Look, this is my friend Sofia, she is Chilean.)

Liliana: Hola Sofía, mucho gusto, yo soy panameña. (Hi Sofia, glad to meet you. I am Panamanian.)

Sofía: ¡Mucho gusto! Uff me gusta mucho vivir en Panamá, hace calor y el clima es muy agradable. La ciudad es muy bonita, el aire está muy limpio y la plaza antigua es muy bella. (Nice to meet you! I really like living in Panama. It's hot and the weather is very nice. And the city is very pretty. The air is very clean and the Old Square is very beautiful.)

### **Exercise 9**

1/ El rublo es la moneda rusa. 2/ Shanghái es una ciudad china. 3/ La Ciudad de México es la capital mexicana. 4/ J.K. Rowling es una escritora británica. 5/ Roma es la capital italiana.

### **Exercise 10**

1/ The friendly dog 2/ The Japanese teacher 3/ Some German stamps 4/ An Italian car 5/ The yellow blouse

## Lesson 12. How to Tell Time

¡Hola!

Telling the time is an important skill, so in this lesson we're learning about telling the time in Spanish, split into handy sections.

### Numbers

Let's get started with the basics.

First up: numbers! You'll need to know the numbers 1 to 59 to tell the time, but once you've mastered a few, you'll be fine with them all. Zero to 15 are probably the most difficult to learn, because they're all quite different. We have discussed numbers in Lesson 5, so by now you should already be familiar with them. But just the same, we're providing some of the useful numbers for telling time below.

*Note that where we've given the pronunciation, the apostrophe at the beginning of a syllable denotes that the stress falls on that syllable, e.g. in 'oo-no , the first syllable is emphasized.*

0	cero	'seh-roh
1	uno/una	'oo-noh/'oo-nah
2	dos	dohs
3	tres	trehs
4	cuatro	'kwah-troh
5	cinco	'seehn-koh
6	seis	'seh-ees
7	siete	see-'eh-teh



8	ocho	'oh-choh
9	nueve	noo-'eh-beh
10	diez	dee-'ehs
11	once	'ohn-seh
12	doce	'doh-seh
13	trece	'treh-seh
14	catorce	kah-'tohr-seh
15	quince	'keen-seh

From number 16 onward, things start to look a bit more logical. All you need to remember is that “y” (pronounced *ee*) means “and.”

**Example:** 17 => 10 + 7 => ten and seven => diez y siete => diecisiete

16	<i>dieciséis</i>	dee-ehs-ee-'seh-ees
17	<i>diecisiete</i>	dee-ehs-ee-see-'eh-teh
18	<i>dieciocho</i>	dee-ehs-ee-'oh-choh
19	<i>diecinueve</i>	dee-ehs-ee-noo-'eh-beh

Then we get to 20, or “veinte.” Instead of pronouncing “veinte- **ee** -uno,” we mush it all together, making the word flow better: “veintiuno.”

**Example:** 27 => 20 + 7 => twenty and seven => veinte y siete => veintisiete

20	<i>veinte</i>	'beh-een-teh
21	<i>veintiuno</i>	beh-een-tee-'oo-noh

22	<i>veintidós</i>	beh-een-tee-'dohs
23	<i>veintitrés</i>	beh-een-tee-'trehs
24	<i>veinticuatro</i>	beh-een-tee-'kwah-troh
25	<i>veinticinco</i>	beh-een-tee-'seehn-koh
26	<i>veintiséis</i>	beh-een-tee-'seh-ees
27	<i>veintisiete</i>	beh-een-tee-see-'eh-teh
28	<i>veintiocho</i>	beh-een-tee-'oh-choh
29	<i>veintinueve</i>	beh-een-tee-noo-'eh-beh

At this point, we stop mushing things together. It's simply "tens" y "units." You've probably got to grips with the pattern by now, but here they are all laid out, just in case:

30	<i>treinta</i>	'treh-een-tah
31	<i>treinta y uno</i>	'treh-een-ta ee 'oo-noh
32	<i>treinta y dos</i>	'treh-een-ta ee dohs
33	<i>treinta y tres</i>	'treh-een-ta ee trehs
34	<i>treinta y cuatro</i>	'treh-een-ta ee 'kwah-troh
35	<i>treinta y cinco</i>	'treh-een-ta ee 'seehn-koh
36	<i>treinta y seis</i>	'treh-een-ta ee 'seh-ees
37	<i>treinta y siete</i>	'treh-een-ta ee see-'eh-teh
38	<i>treinta y ocho</i>	'treh-een-ta ee 'oh-choh
39	<i>treinta y nueve</i>	'treh-een-ta ee noo-'eh-beh
40	<i>cuarenta</i>	kwah-'rehn-tah
41	<i>cuarenta y uno</i>	kwah-'rehn-tah ee 'oo-noh

42	<i>cuarenta y dos</i>	kwah-'rehn-tah ee dohs
43	<i>cuarenta y tres</i>	kwah-'rehn-tah ee trehs
44	<i>cuarenta y cuatro</i>	kwah-'rehn-tah ee 'kwah-troh
45	<i>cuarenta y cinco</i>	kwah-'rehn-tah ee 'seehn-koh
46	<i>cuarenta y seis</i>	kwah-'rehn-tah ee 'seh-ees
47	<i>cuarenta y siete</i>	kwah-'rehn-tah ee see-'eh-teh
48	<i>cuarenta y ocho</i>	kwah-'rehn-tah ee 'oh-choh
49	<i>cuarenta y nueve</i>	kwah-'rehn-tah ee noo-'eh-beh
50	<i>cincuenta</i>	seehn -'kwehn-tah
51	<i>cincuenta y uno</i>	seehn -'kwehn-tah ee 'oo-noh
52	<i>cincuenta y dos</i>	seehn -'kwehn-tah ee dohs
53	<i>cincuenta y tres</i>	seehn -'kwehn-tah ee trehs
54	<i>cincuenta y cuatro</i>	seehn -'kwehn-tah ee 'kwah-troh
55	<i>cincuenta y cinco</i>	seehn -'kwehn-tah ee 'seehn-koh
56	<i>cincuenta y seis</i>	seehn -'kwehn-tah ee 'seh-ees
57	<i>cincuenta y siete</i>	seehn -'kwehn-tah ee see-'eh-teh

58	<i>cincuenta y ocho</i>	seehn -'kwehn-tah ee 'oh- choh
59	<i>cincuenta y nueve</i>	seehn -'kwehn-tah ee noo-'eh-beh
(...and for luck) 60	<i>sesenta</i>	seh-'sehn-tah

Well done for getting through all that counting!

**Asking for the Time**

Next, we want to know enough vocabulary to ask for the time!

**Listen to Track 106**

The time/the hour	<i>La hora</i>	lah 'oh-rah
Minute	<i>El minuto</i>	ehl mee-'noo-toh
Have you got the time?	<i>¿Tiene(s) la hora?</i>	tee-'eh-neh(s) lah 'oh- rah
What time is it?	<i>¿Qué hora es?*</i>	keh 'oh-rah ehs
What time do you make it?	<i>¿Qué hora tiene(s)?</i>	keh 'oh-rah tee-'eh- neh(s)
To tell the time	<i>Decir la hora</i>	deh-'seer lah 'oh-rah
To ask for the time	<i>Preguntar la hora</i>	preh-goon-'tahr lah 'oh-rah

\*In Mexico and other parts of Latin America you might also hear “ ¿qué horas son? ”, which is also correct. So feel free to use it, as well as all the other formats.

To respond to this question, we use the verb “ser” (“to be”). Instead of x o'clock, Spanish speakers count hours.

Example: Son las 8 => it is 8 (hours) => it is 8 o'clock.

Usually, you'll need to use "son las..." ( *sohn lahs* ) to mean "it is" but occasionally you use "es la" ( *ehs lah* ). This is because "son las" is used for plural times, i.e. anything bigger than 1 o'clock. "Es la" is singular, so it's used for 1 o'clock (and x minutes past 1).

### **O'clock**

So, let's have a look at the following times:

#### **Listen to Track 107**

It's 1 o'clock.	<i>Es la una.</i>
It's 3 o'clock.	<i>Son las tres.</i>
It's 6 o'clock.	<i>Son las seis.</i>
It's 11 o'clock.	<i>Son las once.</i>

### **Bonus :**

Usually, when we say "it's 12 o'clock," we know whether it's the middle of the day or the middle of the night by, like, seeing if it's dark outside. But sometimes we prefer to make it extra clear:

#### **Listen to Track 108**

It's midday.	<i>Es mediodía.</i>	ehs meh-dee-oh-'dee-ah
It's midnight.	<i>Es medianoche.</i>	ehs meh-dee-ah-'noh-cheh

### **Half past**

When it's half past the hour, we use "y media," ( *ee 'meh-dee-ah* ) which means "and half." See if these examples make sense:

## Listen to Track 109

It's 1:30.	<i>Es la una y media.</i>
It's 5:30.	<i>Son las cinco y media.</i>
It's 7:30.	<i>Son las siete y media.</i>
It's 12:30.	<i>Son las doce y media.</i>

## Quarter past

To say that it's quarter past the hour, we add "y cuarto" ( *ee 'kwahr-toh* ), which means "and a quarter."

## Listen to Track 110

It's 1:15.	<i>Es la una y cuarto.</i>
It's 4:15.	<i>Son las cuatro y cuarto.</i>
It's 8:15.	<i>Son las ocho y cuarto.</i>
It's 10:15.	<i>Son las diez y cuarto.</i>

Makes sense, right?!

## Quarter to

Like in English, we can still use the word for "quarter." If we say it as the literal translation *cuarto a la una* ( *' kwahr-toh ah lah ' oo-nah* ) is perfect. But in Mexico there are also two other versions that mean the same things:

“ *Falta un cuarto para las x.* ” There's a missing quarter to x (where is it ?!)

“ *Es cuarto para las x.* ” Using the verb “to be” ( *ser* ) to complement.

## Listen to Track 111

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It's 12:45 (quarter to one).	<i>Falta un cuarto para la una.</i>
It's 1:45 (quarter to two).	<i>Es cuarto para las dos.</i>
It's 8:45 (quarter to nine).	<i>Es cuarto para las nueve.</i>
It's 9:45 (quarter to ten).	<i>Falta un cuarto para las diez.</i>

### Minutes past

For highly specific numbers (i.e. not quarters or halves), we have a pretty simple rule! We just say the “o'clock” bit and then add the number of minutes past the hour!

### Listen to Track 112

It's 1:23.	<i>Es la una veintitrés.</i>
It's 1:47.	<i>Es la una cuarenta siete.</i>
It's 4:05.	<i>Son las cuatro cinco.</i>
It's 4:59.	<i>Son las cuatro cincuenta y nueve.</i>
It's 6:11.	<i>Son las seis once.</i>

### Minutes to

And for minutes **to** the hour, we use “*para la/las...*” ( *pahrah lah/lahs* ) or “*a la/las...*” ( *ah lah/lahs* ). You just have to say how many minutes are left.

\*For 1 use “*la*” and for all the other hours 2-12 use “*las*.” Also, keep in mind you can use “*Son...*” at the beginning or just go straight to it.

### Listen to Track 113

It's 12:55 (five minutes to one).	<i>(Son) cinco <b>para la</b> una.</i>
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It's 8:52 (8 minutes to 9).	(Son) <i>ocho a las nueve.</i> #arithmetic
It's 2:45 (15 minutes to 3).	(Son) <i>quince a las tres .</i>
It's 11:40 (20 minutes to 12).	(Son) <i>veinte para las doce.</i>

In Mexico this format is used when there aren't many minutes left to the next hour (max. 25 minutes).

**A few extras:**

**Listen to Track 114**

The morning	<i>La mañana</i>	<i>la mah-'nyah-nah</i>
It's 8 in the morning/8am.	<i>Son las ocho de la mañana.</i>	
The afternoon	<i>La tarde</i>	<i>lah 'tahr-deh</i>
It's 2 in the afternoon/2pm.	<i>Son las dos de la tarde.</i>	
The evening/night	<i>La noche</i>	<i>lah 'noh-cheh</i>
It's 11 at night/11pm.	<i>Son las once de la noche.</i>	
The early hours of the morning	<i>La madrugada</i>	<i>lah mah-droo-'gah-dah</i>
Go to sleep! It's 2am!	<i>¡Duérmete! ¡Son las dos de la madrugada!</i>	
... and a bit.	<i>... y pico*</i>	<i>ee 'peeh-koh</i>
It's a few minutes past	<i>Son las siete y pico.</i>	



7.		
Around	<i>Alrededor de más o menos</i>	ahl-reh-deh-'dohr deh mahs oh 'meh-nohs
It's around 5.	<i>Son alrededor de las cinco. Son las cinco más o menos.</i>	
On the dot.	<i>En punto.</i>	ehn 'poon-toh
It's 6 on the dot.	<i>Son las seis en punto.</i>	
At ...	<i>A la/las ...</i>	ah lah/lahs
We cook at 2.	<i>Cocinamos a las dos.</i>	
The party starts at 1.	<i>La fiesta empieza a la una.</i>	

\* “Y pico” / “Y algo” is understood as a “a few minutes past,” but it could also refer to anything up to around 50 minutes past the hour.

### **12-hour vs. 24-hour clock**

Depending on where you're from, you may be more used to the 12-hour clock than the 24-hour clock (military time). In Spanish-speaking destinations, you could encounter both. Like in English, spoken Spanish tends to use the 12-hour clock, even if the time is sometimes written in the 24-hour format. For example, if you were reading out theater times, the page in front of you might say “15:00,” but you'd say to your friend on the phone, “it starts at three.”

### **Mini-test**

It's **time** (see what I did there?) for a mini-test!

Use the guide we've given you and see if you can figure out what the following phrases mean.

### **Listen to Track 115**

1. *Es la una.*
2. *Es mediodía.*
3. *Son las tres y media.*
4. *Son las cuatro y cuarto.*
5. *Falta un cuarto para las siete.*
6. *Son las ocho diez.*
7. *Son cinco a las nueve.*
8. *Son las once en punto.*
9. *Son las once de la mañana.*

### **Keep practicing**

Whether you've struggled with this or found it pretty easy, practicing Spanish daily will help you get to grips with telling the time. Numbers are used often in everyday life, so the more you speak, the more opportunity you'll get to practice them! If you know any native Spanish-speakers, try and practice what you've learnt with them.

### **Spanish Calendar Vocabulary: Days and Months in Spanish**

Another year is here! A whole new set of twelve months to look forward to. You know what's a good way to mark this occasion? Learn Spanish words about the calendar!

Here in this lesson, we'll talk about Spanish words for the different days of the week, the Spanish names of the months, as well as how to talk about dates in Spanish.

### **The basics**

Before we proceed to the different names of days and months, let us tackle the basic words first.

### **Listen to Track 116**

<i>El calendario</i>	Calendar
<i>El día</i>	Day
<i>La semana</i>	Week
<i>El mes</i>	Month
<i>La fecha</i>	Date

### **The days of the week**

Now let's move on to the days of the week ( *días de la semana* ).

### **Listen to Track 117**

<i>Lunes</i>	Monday
<i>Martes</i>	Tuesday
<i>Miércoles</i>	Wednesday
<i>Jueves</i>	Thursday
<i>Viernes</i>	Friday
<i>Sábado</i>	Saturday
<i>Domingo</i>	Sunday

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Take note that, unlike in English, the names of the days of the week are not capitalized in Spanish.

Let's see some examples below.

### **Listen to Track 118**

*Necesito ir al médico el jueves.* (I need to go to the doctor on Thursday.)

*Mi cumpleaños es el martes.* (My birthday is on Tuesday.)

*El nuevo capítulo sale cada miércoles.* (The new chapter comes out every Wednesday.)

*Voy a la iglesia el domingo.* (I go to church on Sunday.)

### **Months in Spanish**

Now let's move on to the different months of the year.

### **Listen to Track 119**

<i>Enero</i>	January
<i>Febrero</i>	February
<i>Marzo</i>	March
<i>Abril</i>	April
<i>Mayo</i>	May
<i>Junio</i>	June
<i>Julio</i>	July
<i>Agosto</i>	August
<i>Septiembre</i>	September
<i>Octubre</i>	October

<i>Noviembre</i>	November
<i>Diciembre</i>	December

Just like the days of the week, the names of the months are also not capitalized in Spanish!

Let's take a look at some example sentences below.

### **Listen to Track 120**

*El cumpleaños de Luis es en febrero.* Luis's birthday is in February.

*Las vacaciones terminan en septiembre.* Vacation ends in September.

*Mi boda será en enero.* My wedding will be in January.

### **Talking about dates in Spanish**

Dates will always come up during conversations, so make sure you know how to say the date in Spanish!

Here are a few reminders:

When talking about dates in Spanish, the month is said after the day.

For example:

*Hoy es el nueve de enero.* (Today is January 9.)

The format for saying dates in Spanish is: el + day + de + month (+ del [from 2000] + year).

For example:

*el dos de septiembre del 2015.* (September 2, 2015.)

\*You only use “*el*” when you are talking about a past event or something that hasn't happened yet. If someone ask you: When was the party? You answer “*el 10 de diciembre.*” But, if some demands to know what day is today, you tell them just “15 de mayo del 2020.”

Cardinal numbers ( *uno, dos, tres* ) are used when talking about dates in Spanish, except for the first day of the month, where an ordinal number is needed.

Example:

*Hoy es primero de enero.* (Today is January 1st.)

But for all other dates, cardinal numbers are still used.

Here are some more examples:

### **Listen to Track 121**

*Hoy es 5 de Diciembre **del** 2018.* (Today is December 5, 2018.)

*Ella nació **el** 12 de febrero **de** 1990.* (She was born on February 12, 1990.)

*Nuestra primera cita fue **el** 10 de julio **del** 2018.* (Our first date was on July 10, 2018.)

# **Workbook Lesson 12: Cómo decir la hora – How to tell time**

**Exercise 1: Write the right time in Spanish from the following phrases.**

- 1- It's 1:20
- 2- It's 6:30
- 3- It's 7 o'clock
- 4- It's 11:15
- 5- It's 5:45 (quarter to six)

**Exercise 2: Translate the following sentences from English to Spanish.**

- 1- I work in the morning and study in the afternoon.
- 2- The party is on Sunday at nine.
- 3- The match is at four.
- 4- I leave work at seven.
- 5- They are going to the cinema at one o'clock.

**Exercise 3: Translate the following phrases from Spanish to English.**

- 1- Alrededor de
- 2- A la/las ...
- 3- Once
- 4- Faltan cinco a la una
- 5- La madrugada

**Exercise 4: Complete the next exercise with the days of the week.**

- 1- Antes del martes está el \_\_\_\_\_
- 2- Antes del sábado está el \_\_\_\_\_
- 3- Antes del jueves está el \_\_\_\_\_
- 4- Antes del miércoles está el \_\_\_\_\_
- 5- \_\_\_\_\_, sábado, domingo

**Exercise 5: Translate the following phrases from Spanish to English:**

- 1- La semana
- 2- El calendario
- 3- El día
- 4- El mes
- 5- La fecha

**Exercise 6: Reorder the letters in each word to discover the hidden month.**

- 1- LUJIO:
- 2- TOGOSA:
- 3- ROEEN:
- 4- SBREEPTMIE:
- 5- YMAO:

**Exercise 7: Complete the next exercise with the correct month.**

- 1- La navidad siempre es en \_\_\_\_\_.
- 2- El verano empieza en \_\_\_\_\_.
- 3- \_\_\_\_\_ es el primer mes del año.
- 4- Me gusta \_\_\_\_\_ por las flores hermosas.
- 5- San Valentín es en \_\_\_\_\_.

**Exercise 8: Rearrange the following words into a sentence.**

- 1- Cumpleaños/ el / de / pedro / es / en marzo
- 2- La final/ de / en julio/ la liga / es
- 3- Yo termino / en noviembre / mis /estudios
- 4- Ellos / en octubre / se casaron
- 5- El / febrero / es / carnaval de Río

**Exercise 9: Change these affirmative sentences into negative ones.**

- 1- En agosto hace mucho calor.
- 2- Ella nació el 5 de abril.



- 3- El día de los muertos en México es en noviembre.
- 4- El día de San Patricio es el 17 de marzo.
- 5- En octubre se celebra *Halloween*.

## **Answers:**

### **Mini-test**

1/ It's 1:00. 2/ It's midday. 3/ It's 3:30. 4/ It's 4:15. 5/ It's 6:45. 6/ It's 8:10. 7/ It's 8:55. 8/ It's exactly 11/11 on the dot. 9/ It's 11am.

### **Exercise 1**

1/ Es la una veinte 2/ Son las seis y media 3/ Son las siete en punto 4/ Son las once y cuarto 5/ Son quince a las seis

### **Exercise 2**

1/ Trabajo por la mañana y estudio por la tarde. 2/ La fiesta es el domingo a las nueve. 3/ El partido es a las cuatro. 4/ Yo salgo del trabajo a las siete. 5/ Ellos van al cine a la una en punto.

### **Exercise 3**

1/ Around 2/ At ... 3/ Eleven 4/ Five minutes to one 5/ Early morning

### **Exercise 4**

1/ Lunes 2/ Viernes 3/ Miércoles 4/ Martes 5/ Viernes, sábado, domingo

### **Exercise 5**

1/ The week 2/ The calendar 3/ The day 4/ The month 5/ The date

### **Exercise 6**

1/ Julio 2/ Agosto 3/ Enero 4/ Septiembre 5/ Mayo

### **Exercise 7**

1/ La navidad siempre es en diciembre. 2/ El verano empieza en junio. 3/ Enero es el primer mes del año. 4/ Me gusta abril por las flores hermosas. 5/ San Valentín es en febrero.

### **Exercise 8**

1/ El cumpleaños de Pedro es en marzo. 2/ La final de la liga es en julio. 3/ Yo termino mis estudios en noviembre. 4/ Ellos se casaron en octubre. 5/

El carnaval de Río es en febrero.

**Exercise 9**

1/ En agosto no hace mucho calor. 2/ Ella no nació el 5 de abril. 3/ El día de los muertos en México no es en noviembre. 4/ El día de San Patricio no es el 17 de marzo. 5/ En octubre no se celebra Halloween.

## Lesson 13. Negatives

It's time to get negative! Using negatives in Spanish is important and can make your language seem a lot more sophisticated, so let's look at how to do it (but stay positive throughout the lesson)!

### Double negatives in Spanish are okay!

When making negative statements in Spanish, you can either use *no* (which means "no" or "not"), or you can use a negative word with it! (Sometimes you can use the negative word without the *no*, but more on that later.)

Don't let the apparent double negatives confuse you. We're taught in English not to use double negatives, because a negative and a negative make a positive, so using it can get quite confusing (and grammatically incorrect), for example:

I have **n't** got **nothing**. (I have actually got something.)

But in Spanish, a negative and a negative remain negative!

*No tengo nada*. (I haven't got anything./ I've got nothing.)

### Word order

The basic rule is that we put the *no* before the main verb in the phrase. If there are pronouns, then stick it in front of those. The other negative word (if applicable) goes right after the verb.

### Listen to Track 122

<i>No voy a la biblioteca.</i>	I don't go to the library.
<i>No voy <b>nunca</b> a la biblioteca</i>	I never go to the library.

When using a compound tense (the perfect, the pluperfect, etc.), you still put the *no* before the verbs. You then put the other negative word **after both** verbs.

<i>No he dicho <b>nada</b> .</i>	I haven't said anything.
<i>No había venido <b>nadie</b> .</i>	No one had arrived.

Okay, so earlier we said that negative words usually need to be used with *no* as well. However, sometimes it will be more natural to use the negative word alone, without *no* . In this case, you'd put the negative word before the verb(s).

<i>No cantó nadie. → <b>Nadie</b> cantó.</i>	Nobody sang.
<i>No bailas nunca. → <b>Nunca</b> bailas.</i>	You never dance.

Another simple way to use negatives is as one-word answers (so we don't have to worry about word order!).

### Listen to Track 123

—¿Quieres tomar algo conmigo? —No.	—Do you want to get a drink with me? —No.
—¿Qué haces? —Nada.	—What are you doing? —Nothing.
—¿Has estado alguna vez en	—Have you ever been to Brazil?

<i>Brasil?</i> — <i>¡Nunca!</i>	—Never!
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- **No**

This one is versatile! It can simply mean “no,” or it can mean “not” when used to negate statements. Put it at the beginning of a phrase, before the verb, and before pronouns if there are any.

**Listen to Track 124**

— <i>¿Vienes a la fiesta?</i> — <i>No.</i>	—Are you coming to the party? —No.
<i>Hay fruta en casa.</i> <i>No hay fruta en casa.</i>	There’s fruit at home. There isn’t fruit at home.
<i>Lo sé.</i> <i>No lo sé.</i>	I know. I don’t know.
<i>Me lo dio.</i> <i>No me lo dio.</i>	He gave it to me. He didn’t give it to me.

Sometimes, *no* is used as a question tag. We can make a statement then stick a *no* on the end, to see if the person you’re talking to agrees or not.

**Listen to Track 125**

<i>Ana es muy inteligente, ¿no?</i>	Ana is very intelligent, isn’t she?
<i>Has hecho la tarea, ¿no?</i>	You’ve done the homework, haven’t you?
<i>La clase es mañana, ¿no?</i>	The class is tomorrow, right?

- **Ni... ni...**

This means “neither... nor...” Its opposite is *o... o...* (“either... or...”).

**Listen to Track 126**

<i>Ni canto ni bailo.</i>	I neither sing nor dance.
<i>No canto ni bailo.</i>	I don't sing or dance.

- **Ni (siquiera)**

*Ni* and *ni siquiera* mean “not even.”

**Listen to Track 127**

<i>No sé ni (siquiera) tocar el piano, mucho menos el órgano.</i>	I don't even know how to play the piano, let alone the organ.
<i>Ni (siquiera) Juan viene.</i>	Not even Juan is coming.
<i>Ni (siquiera) tengo una hora libre.</i>	I don't even have one hour free.

- **Nada**

*Nada* means “nothing.” It's the opposite of *algo* (“something”).

**Listen to Track 128**

<i>No dije nada.</i>	I didn't say anything.
<i>No hay nada en el refri.</i>	There is nothing in the refrigerator.
<i>Nada nos puede separar.</i>	Nothing can separate us.

- **Nadie**

This one means “no one” or “nobody.” Its opposite would be *alguien* (“someone”/ “somebody”).

**Listen to Track 129**

<i>¿No viste a nadie?</i>	You didn't see anyone?
<i>No hay nadie en el equipo que me pueda ayudar.</i>	There is no one on the team who can help me.
<i>Aquí nadie se rinde.</i>	Nobody quits here.

- **Ninguno/a/os/as**

*Ninguno* means “not any.” It’s what we call an “indefinite adjective,” and it modifies a noun.

When it’s used before a masculine singular noun, *ninguno* becomes *ningún*.

**Listen to Track 130**

<i>No hay ninguna mujer en el edificio.</i>	There aren't any women/there are no women in the building.
<i>No hay ningún hombre aquí.</i>	There aren't any men/there are no men here.
<i>Ningún hombre en esta oficina sabe qué hacer en esta situación.</i>	No man (none of the men) in this office knows what to do in this situation.

- **Ninguno/a/os/as**



Similar to the above, this one means “neither one’/’none.” This is an “indefinite pronoun,” and it’s slightly different as it’s used as a replacement for the noun.

There’s no shortening to *ningún* in this case.

### Listen to Track 131

—¿Cuál chico prefieres? —Pues ninguno.	—Which guy do you prefer? —Well, neither/none.
—¿Tienes ideas? —No, no tengo ninguna.	—Do you have any ideas? —No, I don’t have any/I have none.

- **Nunca/Jamás**

Usually, *nunca* and *jamás* mean “never.” (They can also be used in the sense of “ever,” but don’t worry about that right now!) Naturally, their opposite is *siempre* (always).

### Listen to Track 132

<i>No voy nunca a su casa.</i>	I never go to her house.
<i>Nunca vienes a mi casa.</i>	You never come to my house.

- **Tampoco**

Last but not least, this one means “(n)either.” It’s the opposite of *también* (“also”).

### Listen to Track 133

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<i>Ella no va tampoco/Ella tampoco va.</i>	She's not going either.
— <i>No quiero salir con David.</i> — <i>Yo tampoco.</i>	—I don't want to go out with David. —Me neither.
<i>Tampoco quiere salir con nosotras.</i>	Nor does he want to go out with us./He doesn't want to go out with us either.

## Workbook Lesson 13: La negación – Negation

### Exercise 1: Choose the right translation for each sentence.

- 1- I don't like onions.  
a. No me gustan las cebollas. b. Ya no gusta las cebollas.  
c. No gusta las cebollas.
- 2- I have never been to Cuba.  
a. Yo nunca no fui a Cuba. b. Yo nunca he ido a Cuba.  
c. Yo iré a Cuba.
- 3- We have nothing to lose.  
a. No tenemos nada que perder. b. Nunca tenemos que perder.  
c. No tenemos nunca que perder.
- 4- I don't love you anymore.  
a. Ya no más te amo. b. Ya no te amo más.  
c. No más te amo.
- 5- I don't see anyone.  
a. Yo no veo a nadie. b. Yo no veo a nada.  
c. Yo no veo más nada.

### Exercise 2: Change these affirmative sentences into negative ones.

- 1- Yo amo las manzanas. (I love apples.)
- 2- Él hace deporte. (He plays sports.)
- 3- Ellos están casados. (They are married.)
- 4- El vestido es rojo. (The dress is red.)
- 5- Ella trabaja aquí. (She works here.)

### Exercise 3: Change these negative sentences into affirmative ones.

- 1- Esa falda no es verde. (This skirt is not green.)
- 2- Esta película no es mala. (This movie is not bad.)

- 3- Ellos no son malos. (They are not mean.)
- 4- Este trabajo no es difícil. (This work is not hard.)
- 5- Yo no estoy cansado. (I am not tired.)

**Exercise 4: Choose the right translation for these sentences.**

- 1- El nunca ha manejado.
  - a. He always drove.
  - b. He never drove.
  - c. He doesn't drive.
- 2- Ella no trabaja más.
  - a. She's always working.
  - b. She doesn't work.
  - c. She doesn't work anymore.
- 3- Yo no conozco a nadie aquí.
  - a. I know everybody here.
  - b. I don't know anybody here
  - c. I don't know anymore.
- 4- Yo no tengo suficiente dinero para comprar una casa.
  - a. I don't have enough money to buy a house.
  - b. I have enough money to buy a house.
  - c. I don't have enough money to buy a house anymore.
- 5- Yo no tengo nada que darte.
  - a. I have nothing to give you.
  - b. I have nothing to give you anymore.
  - c. I have something to give you.

**Exercise 5: Change these affirmative sentences into negative ones.**

- 1- Yo aún te amo. (I still love you.)
- 2- La casa es grande. (The house is big.)

- 3- La ventana está abierta. (The window is open.)
- 4- Yo entiendo todo. (I understand everything.)
- 5- Yo hablo español. (I speak Spanish.)

**Exercise 6: Choose the right answer.**

- 1- “No me gustan las aceitunas” “A mí tampoco.” What does “A mí tampoco” mean here?
  - a. Me neither / Nor me.
  - b. I don’t.
  - c. Me too.
- 2- Which one of these is said in an informal conversation?
  - a. Yo no amo más las fresas.
  - b. Yo amo no las fresas.
  - c. Yo no amo las fresas.
- 3- “¿Quién rompió ese jarrón?!” “¡Yo no!” What does “Yo no!” mean here?
  - a. Me!
  - b. Not me!
  - c. Him!
- 4- “Mamá, ¿puedo salir esta tarde?” “¡De ninguna manera!” What does “¡De ninguna manera!” mean here?
  - a. No way!
  - b. Don’t!
  - c. No question.

**Exercise 7: Transform these affirmative sentences into negative ones.**

- 1- Yo te escucho. (I hear you.)
- 2- Él le ha regalado dinero. (He gave him/her money.)
- 3- Yo lo vi ayer. (I saw him yesterday.)
- 4- Ella le preguntó su número de teléfono. (She asked him for his phone number.)
- 5- Yo le hablo en francés. (I talk to him in French.)

**Exercise 8: Complete these sentences with “No,” “Nunca,” “Nada,” or “Nadie.”**

- 1- Me encantaba esta película, pero ahora ya \_\_\_\_ me gusta más. (I liked this movie before. Now, I don't like it anymore.)
- 2- Me gustaría viajar. Yo \_\_\_\_ lo he hecho. (I would like to travel. I've never done it.)
- 3- No he hecho \_\_\_\_ en todo el día. (I've done nothing all day long.)
- 4- ¿Dónde está la gente? No veo a \_\_\_\_ aquí. (Where are the people? I don't see anyone here.)
- 5- Ayer lavé los platos. Hoy \_\_\_\_ los he lavado. (Yesterday, I washed the dishes. Today, I didn't do it.)

**Exercise 9: Transform these negative sentences into affirmative to ones.**

- 1- No eres de Brasil. (You are not from Brazil.)
- 2- Pedro no come nieve. (Pedro doesn't eat ice-cream.)
- 3- Ellos no están disponibles. (They are not available.)
- 4- Él no conoce a Camila. (He doesn't know Camila.)
- 5- Ella no habla chino. (She doesn't speak Spanish.)

**Exercise 10: Tick the correct answer.**

- 1- Ellos \_\_\_\_ saben cocinar. (They don't know how to cook.)  
a. Nadie b. No c. Nunca
- 2- Martin \_\_\_\_ está en casa (Martin is not at home.)  
a. Nunca b. No c. Nadie
- 3- \_\_\_\_ aquí entiende este tema. (Nobody here understands this topic.)  
a. No b. Nadie c. Nunca
- 4- \_\_\_\_ puedes fumar aquí. (You cannot smoke here.)  
a. No b. Nadie c. Nunca
- 5- \_\_\_\_ debes hablar por teléfono aquí. (You mustn't talk on the phone here.)  
a. Nunca b. Nadie c. No

## **Answers:**

### **Exercise 1**

1/ No me gustan las cebollas. 2/ Yo nunca he ido en Cuba. 3/ No tenemos nada que perder. 4/ Ya no te amo más. 5/ Yo no veo a nadie.

### **Exercise 2**

1/ Yo no amo las manzanas. 2/ Él no hace deporte. 3/ Ellos no están casados. 4/ El vestido no es rojo. 5/ Ella no trabaja aquí.

### **Exercise 3**

1/ Esa falda es verde. 2/ Esta película es mala. 3/ Ellos son malos. 4/ Este trabajo es difícil. 5/ Yo estoy cansado.

### **Exercise 4**

1/ He never drove. 2/ She doesn't work anymore. 3/ I don't know anybody here. 4/ I don't have enough money to buy a house. 5/ I have nothing to give you.

### **Exercise 5**

1/ Yo no te amo más. 2/ La casa no es grande. 3/ La ventana no está abierta. 4/ Yo no entiendo nada. 5/ Yo no hablo español.

### **Exercise 6**

1/ Me neither. 2/ Yo no amo las fresas. 3/ Not me! 4/ No way!

### **Exercise 7**

1/ Yo no te escucho. 2/ Él no le ha regalado dinero. 3/ Yo no lo vi ayer. 4/ Ella no le preguntó su número de teléfono. 5/ Yo no le hablo en francés.

### **Exercise 8**

1/ No 2/ Nunca 3/ Nada 4/ Nadie 5/ No

### **Exercise 9**

1/ Eres de Brasil. 2/ Pedro come nieve. 3/ Ellos están disponibles. 4/ Él conoce a Camila. 5/ Ella habla chino.

## **Exercise 10**

1/ No 2/ No 3/ Nadie 4/ No 5/ No



# Lesson 14. Prepositions

Prepositions are small words that pack a big punch. They define, identify, and explain, and are an essential part of everyday speech.

They help you identify the girl with the long hair, and you need them to explain that dinner is on the table. It's almost impossible to say a single sentence without (see what I mean?) one of these useful little words!

Learning to use prepositions in Spanish isn't overly difficult, but does take some practice. Read on for a quick introduction to these very useful little words.

## Let's start at the beginning...

Before we dive in too deep with the Spanish prepositions and how we use them, let's take a step back and review what prepositions are.

## What are prepositions and why are they so important?

A preposition is a (usually) little word that can have a big impact on what you're saying. It is what forms the connections and relations between different elements in a sentence.

For example (prepositions in bold):

The girl **from** Cuba

The boy **across** the street

The store **in** the mall

They can be very important because there's a big difference between saying, "The dog is on the table" and "the dog is under the table," and it would make absolutely no sense to say "the dog is in the table."

## Prepositional Phrases

A preposition is always followed by an object (a noun or pronoun). In the examples given previously, the prepositional phrases would be:

The girl from Cuba

The boy across the street

The store in the mall

These phrases function as either adjectives or adverbs. In the examples above, the prepositional phrases are all functioning as adjectives, describing the nouns (girl, boy, store) answering the question “Which girl/boy/store?”

An example of a prepositional phrase functioning as an adverb would be the set of examples relating to the dog.

The dog is under the table.

Here, the prepositional phrase answers the question “Where (is the dog)?”

## Prepositions in Spanish

Prepositions in Spanish function much as they do in English. They always take an object, and they serve as either an adverb or adjective.

While on the surface they appear pretty easy (since they’re like English and all), sometimes they can cause a few problems. Mainly, this comes when deciding which preposition to use when.

For example, one of the prepositions that gets misused frequently in Spanish by English speakers is *en*.

## Listen to Track 134

Spanish	English	Examples
En	in, on, at	<i>Estoy en la tienda.</i>

		<i>Está en la mesa.</i> <i>Estoy en la casa de un amigo.</i>
--	--	---

Two of its uses are pretty easy (in, on) since it sounds like its English equivalents.

*Estoy en la tienda.* (I'm in the store.)

*Está en la mesa.* (It's on the table.)

This little word causes problems, however, with its third meaning “at.” Often times, as English speakers, we want to use the Spanish preposition *a* in place of *en* because we associate the *a* with our own “at”. This is wrong, though.

For example:

*Estoy en la casa de un amigo.* (I'm at a friend's house.)

NOT : *Estoy a la casa de un amigo.*

Let's look at some of the most common prepositions in Spanish and their different meanings and uses.

**Most Common Prepositions in Spanish**

In addition to *en* which we've already seen, you will also commonly hear/see the following prepositions in Spanish:

**Listen to Track 135**

Spanish	English	Examples
<b>A</b>	To, At (for time)	<i>Voy a la tienda .</i> (I'm going to the store.) <i>Estaré ahí a las tres .</i> (I'll be there at 3:00.)

<b>Antes de</b>	Before	<i>Debes estirar antes de hacer ejercicio .</i> (You should stretch before doing exercise.)
<b>Cerca de</b>	Near	<i>Estamos cerca de tu casa .</i> (We are near your house.)
<b>Con</b>	With	<i>Ella está con sus padres .</i> (She is with her parents.)
<b>De</b>	Of, From, indicating possession	<i>¿Qué piensas de la película nueva?</i> (What do you think of the new movie?) <i>Soy de Estados Unidos .</i> (I am from the USA.) <i>Estamos en (la) casa de María .</i> (We are at Maria's house.)
<b>(A) dentro de</b>	Inside	<i>Mi coche está (a)dentro del garaje .</i> (My car is inside the garage.)
<b>Desde</b>	Since, From	<i>No he estado ahí desde hace un mes .</i> (I haven't been there since last month.) <i>Tiró la pelota desde aquí .</i> (He threw the ball from here.)
<b>Después de</b>	After	<i>Después de clase, voy a estudiar .</i> (After class, I'm going to study.)
<b>Detrás de (Atrás de)</b>	Behind	<i>El pan está detrás de los huevos.</i> (The bread is behind the eggs.) <i>La mochila está atrás del sillón</i> (The backpack is behind the couch.)
<b>Durante</b>	During	<i>Durante el vuelo, dormí .</i> (During the

		flight, I slept.)
<b>Encima de</b>	On top of	<i>La sal está encima de la mesa.</i> (The salt is on top of the table.)
<b>Enfrente de</b>	Opposite (across from)	<i>Nos veremos enfrente de la biblioteca.</i> (We'll meet across from the library). *Note: This is another one that usually trips up English speakers since it sounds like our version of "in front of." If you want to say "We'll meet <u>in front of</u> the library" it would be <i>Nos veremos <u>en</u> (at) la biblioteca.</i>
<b>Entre</b>	Between, Among	<i>Entre nosotros (nos), no me gusta el profe de inglés .</i> (Between us, I don't like the English teacher.) <i>Hay un traidor entre nosotros.</i> (There's a traitor among us.)
<b>Fuera de (Afuera de)</b>	Outside	<i>Los baños están (a)fuera de la estación.</i> (The restrooms are outside the station.)
<b>Hasta</b>	Until	<i>No llegaré hasta las seis.</i> (I won't arrive until 6:00.)
<b>Para</b>	For, In order to	<i>Compré el regalo para ti.</i> (I bought the gift for you.) <i>Para aprender español, tienes que estudiar mucho .</i> (In order to learn Spanish, you have to study a lot.)
<b>Por</b>	For, By,	<i>Les damos las gracias por su paciencia.</i>

	Through	(We are thankful for your patience.) <i>El Quijote fue escrito por Cervantes.</i> (Don Quixote was written by Cervantes.) <i>Tenemos que atravesar por el parque para llegar a la escuela.</i> (We have to pass through the park in order to get to the school.)
<b>Sin</b>	Without	<i>No puedo vivir sin ti.</i> (I can't live without you.)
<b>Sobre</b>	Over, About	<i>El avión vuela sobre el océano.</i> (The plane flies over the ocean.) <i>El libro es sobre la Guerra Civil.</i> (The book is about the Civil War.)

### Some tricky verb/ preposition combinations

So, now that we have a working list of the most common prepositions in Spanish, let's look at some of the verb/preposition combinations that tend to be more difficult for English speakers.

A lot of verbs in Spanish take a specific preposition. For example:

#### Listen to Track 136

*Empezar a* - to start

*Acabar de* - to finish

*Dejar de* - to quit

The best way to learn these is simply by familiarizing yourself with them as you come across them. Below, however, I want to list the ones that seem to be common pitfalls for English speakers because we would also use a

preposition with the verb. However, the preposition we use is different from the one used in Spanish (i.e. they don't translate exactly).

### **Listen to Track 137**

***Pensar de*** – It means to think of . This is used to give an opinion.

***Pensar en*** – Meaning to think about . This is where the verb *pensar* with a preposition can get tricky. The translation isn't exact (as it would be “think in/on”).

This is used to say “I've been thinking about him a lot” or “I'm thinking about going to England for the summer.”

*He estado pensando mucho en él. Or Estoy pensando en ir a Inglaterra durante el verano.*

NOT an opinion.

***Soñar con*** – Meaning to dream about/ of .

For example: *Anoche soñé con ir a París* . (Last night I dreamed about/ of going to Paris.)

NEVER *soñar de*.

***Enamorarse de*** – Meaning to fall in love with

For example: *Me enamoré de Bolivia*. (I fell in love with Bolivia).

NEVER *enamorarse con*

***Depender de*** – Meaning to depend on

For example: *Esto depende de lo que hace él*. (This depends on what he does.)

NEVER *dependen en*

## **Contar con** – Meaning to count on

For example: *Cuento mucho contigo* . (I count on you a lot.)

NEVER *contar en*

## **The dreaded “por” and “para”**

These two little words can easily incite a sense of fear in English speaking Spanish students everywhere. Given that, more often than not, we translate both of them to our preposition “for,” knowing when to use each one can be a little confusing.

While giving an in-depth explanation of when to use each one may be a little too much for this lesson (don’t worry, we’ll cover that in the next lesson), let’s just look at a quick chart that might help to clear up a few things.

<b>Por</b>	<b>Para</b>
Used to show something in process. There’s no finality associated with it. Commonly means or is used for: - “through” - “by” - “on behalf of” - Expressing gratitude or extending an apology - Exchanging (including sales) - Expressing cause or reason	Used to show the “end” of something. There’s a sense of finality with it. Commonly means or is used for: - Indicating destination - Showing the purpose of an object - Indicating the recipient of something - “in order to” - Expressing a deadline

## **Example:**



### **Listen to Track 138**

*Compré un regalo para (recipient) mi madre. Pagué 200 pesos por (exchange-sale) él. También tuve que comprar otro regalo para (recipient) mi hermano. Tuve que buscar por (indicating destination) toda la ciudad, porque él es muy difícil de complacer.*

(I bought a present for my mom. I paid 200 pesos for it. I also had to buy another present for my brother. I had to search all over town because he's really hard to please.)

### **Contractions in Spanish**

There are only 2 contractions in Spanish, and they both happen to relate to prepositions. So, let's just go ahead and take a quick look at those, shall we?

### **Listen to Track 139**

#### **A+el=Al**

In you ever find these two little words ( *a* and *el* ) right next to each other, you can go ahead and mush them into one!

*Quiero ir a el cine= Quiero ir al cine . (I want to go to the movies.)*

#### **De+el=Del**

You can do the same thing if you come across these two words ( *de* and *el* ).

*Vengo de el dentista= Vengo del dentista. (I'm coming from the dentist.)*

On the surface, Spanish prepositions appear to be just like the ones in English. However, there are a few little nuances that every English-speaking Spanish student should be familiar with. These little, but

extremely useful, words can be confusing sometimes. But, don't worry! The more you practice them, the easier they become.

# Workbook Lesson 14: Preposiciones – Prepositions

## Exercise 1: Complete the sentences with the appropriate prepositions.

- 1- Despiértame \_\_\_\_ las ocho. (Wake up me at eight.)
- 2- Los domingos solo trabajo \_\_\_\_ la mañana. (I only work in the morning on Sundays.)
- 3- Mi cumpleaños es el 30 \_\_\_\_ noviembre. (My birthday is November 30.)
- 4- Ana no puede estudiar \_\_\_\_ la noche, se duerme. (Anna cannot study at night – she falls asleep.)
- 5- Podemos vernos \_\_\_\_ las siete. (We can meet at seven.)

## Exercise 2: Complete the sentences with the corresponding prepositions using *a*, *hasta*, *desde*, *de*, o *dentro de* to create the expressions in brackets.

- 1- Trabajé en una empresa mexicana \_\_\_\_ el año pasado. (I worked for a Mexican company until last year.)
- 2- Patricio vive en la Ciudad de México \_\_\_\_ 2003. (Patricio has lived in Mexico City since 2003.)
- 3- Los bancos abren \_\_\_\_ ocho \_\_\_\_ cuatro. (Banks open from eight to four.)
- 4- Quiero ir a México \_\_\_\_ dos meses. (I want to go to Mexico in two months.)
- 5- Katia lleva enferma \_\_\_\_ el martes. (Katia has been sick since Tuesday.)

## Exercise 3: Complete the sentences with the corresponding prepositions using *a*, *hasta*, *desde*, *de*, o *dentro de*.

- 1- Diego estuvo con nosotros (el principio, fin de otoño) \_\_\_\_ . (Diego was with us from the beginning to the end of autumn.)
- 2- Emilio vivió en Paraguay (2006-2008) \_\_\_\_ . (Emilio lived in Paraguay from 2006 to 2008.)
- 3- Beto y María se casan \_\_\_\_ (cuatro meses). (Beto and Maria get married in four months.)
- 4- Voy a un gimnasio \_\_\_\_ \_\_\_\_ (siete,nueve). (I go to a gym from seven to nine.)
- 5- Quiero ir a la India \_\_\_\_ (dos meses). (I want to go to India for two months.)

**Exercise 4: Complete the sentences using *antes de, durante, o después de***

.

- 1- Camilo estuvo hablando \_\_\_\_ toda la clase. (Camilo was speaking throughout the class.)
- 2- Estábamos agotados \_\_\_\_ nadar en en mar. (We were exhausted after swimming at the beach.)
- 3- Cristina estaba muy nerviosa \_\_\_\_ la entrevista. (Cristina was very nervous during the interview.)
- 4- Me quedé muy relajado \_\_\_\_ de tomar un baño. (I was very relaxed after the shower.)
- 5- Hay que tener los teléfonos apagados \_\_\_\_ los conciertos. (You have to keep your phones off during concerts.)

**Exercise 5: Tick the correct answer using *a, hacia, hasta, de, o desde* . In some cases there are two correct possibilities.**

- 1- ¿Usted nos puede llevar \_\_\_\_ la estación?  
a. a b. de c. hacia
- 2- Este camión no llega \_\_\_\_ el centro.  
a. hasta b. hacia c. a

- 3- Para ver esa estrella hay que mirar \_\_\_\_\_ el este.  
a. de b. hacia c. desde
- 4- El río Amazonas fluye \_\_\_\_\_ el este.  
a. hacia b. de c. desde
- 5- ¿Cómo se llega \_\_\_\_\_ el estadio?  
a. hasta b. a c. hacia

**Exercise 6: Complete the sentences with the correct word from the following: *con, de, a, sobre, en o entre* .**

- 1- Hay dos fotos \_\_\_\_\_ el piano. (There are two pictures above the piano.)
- 2- Esperanza está \_\_\_\_\_ su padre y su madre. (Esperanza is with his father and mother.)
- 3- Cartagena está \_\_\_\_\_ Colombia. (Cartagena is in Colombia.)
- 4- Gira por la primera \_\_\_\_\_ la izquierda. (Turn at / take the first left.)
- 5- Hay unas nubes \_\_\_\_\_ el pueblo. (There are clouds over the village.)

**Exercise 7: Reorder the words to form sentences.**

- 1- Te espero/ al hotel/ frente. (I'll wait for you in front of the hotel.)
- 2- Una estación de metro/ mi casa /hay /cerca de. (There is a metro station near my house.)
- 3- Debajo de/ el libro/ está/ la mesa. (The book is under the table.)
- 4- Está / encima/ de la silla/ el teléfono. (The phone is above the chair.)
- 5- Saturno /lejos /está/ de la tierra. (Saturn is far from Earth.)

**Exercise 8: Change these affirmative sentences into negative ones.**

- 1- Hay un banco junto al cine. (There is a bank next to the cinema.)
- 2- Hay muchos árboles frente al museo. (There are many trees in front of the museum.)

- 3- Las pantuflas están debajo de la cama. (The slippers are under the bed.)
- 4- Hay un parque atrás del colegio. (There is a park behind the school.)
- 5- Hay una mosca dentro de la botella. (There is a fly inside the bottle.)

**Exercise 9: Complete the following sentences using *con, contra, o sin* .**

- 1- Quiero un café \_\_\_\_ leche. (I want a latte.)
- 2- No puedes irte \_\_\_\_ permiso. (You cannot leave without permission.)
- 3- Mañana hay una manifestación \_\_\_\_ la pena de muerte. (Tomorrow there is a demonstration against the death penalty.)
- 4- Es difícil manejar \_\_\_\_ lluvia. (It is difficult to drive in rain.)
- 5- No podrás encender el gas \_\_\_\_ cerillos. (You won't be able to light the gas without matches.)

**Exercise 10: Complete the sentences using *por, para, sin, con, contra, o según* .**

- 1- He recibido los documentos \_\_\_\_ correo. (I received the documents by mail.)
- 2- Es difícil hacer esta traducción \_\_\_\_ diccionario. (It is difficult to do this translation without a dictionary.)
- 3- Necesitamos cortinas \_\_\_\_ la habitación. (We need curtains for the room.)
- 4- Hace frío, no salgas \_\_\_\_ abrigo. (It's cold, don't go out without a coat.)
- 5- Están buscando una vacuna \_\_\_\_ el sarampión. (They're looking for a measles vaccine.)

## **Answers:**

### **Exercise 1**

1/ a 2/ por 3/ de 4/ por 5/ a

### **Exercise 2**

1/ Trabajé en una empresa mexicana hasta el año pasado. 2/ Patricio vive en la Ciudad de México desde 2003. 3/ Los bancos abren de ocho a cuatro. 4/ Quiero ir a México dentro de dos meses. 5/ Katia lleva enferma desde el martes.

### **Exercise 3**

1/ Diego estuvo con nosotros desde el principio hasta el final del otoño. 2/ Emilio vivió en Paraguay desde 2006 hasta 2008. 3/ Beto y María se casan dentro de cuatro meses. 4/ Voy a un gimnasio de siete a nueve. 5/ Quiero ir a la India por dos meses.

### **Exercise 4**

1/ Camilo estuvo hablando durante toda la clase. 2/ Estábamos agotados después de nadar en el mar. 3/ Cristina estaba muy nerviosa durante la entrevista. 4/ Me quedé muy relajado después de tomar un baño. 5/ Hay que tener los teléfonos apagados durante los conciertos.

### **Exercise 5**

1/ Hacia, a 2/ Hasta 3/ hHcia 4/ Desde 5/ Hasta

### **Exercise 6**

1/ Hay dos fotos sobre el piano. 2/ Esperanza está con su padre y su madre. 3/ Cartagena está en Colombia. 4/ Gira por la primera a la izquierda. 5/ Hay unas nubes sobre el pueblo.

### **Exercise 7**

1/ Te espero frente al hotel. 2/ Cerca de mi casa hay una estación de metro. 3/ El libro está debajo de la mesa. 4/ El teléfono está encima de la silla. 5/ Saturno está lejos de la tierra.

**Exercise 8**

1/ No hay un banco junto al cine. 2/ No hay muchos árboles frente al museo. 3/ Las pantuflas no están debajo de la cama. 4/ No hay un parque atrás del colegio. 5/ No hay una mosca dentro de la botella.

**Exercise 9**

1/ Quiero un café con leche. 2/ No puedes irte sin permiso. 3/ Mañana hay una manifestación contra la pena de muerte. 4/ Es difícil manejar con lluvia. 5/ No podrás encender el gas sin cerillos.

**Exercise 10**

1/ He recibido los documentos por correo. 2/ Es difícil hacer esta traducción sin diccionario. 3/ Necesitamos cortinas para la habitación. 4/ Hace frío, no salgas sin abrigo. 5/ Están buscando una vacuna contra el sarampión.



## Lesson 15. Por and Para

In the previous lesson, we touched a little on this topic, but here we'll delve more deeply into *por* and *para* .

*Por* and *para* both translate into English as “for,” but they can't be used interchangeably! In this lesson we'll show you when to opt for *por* and when to pick *para* .

The way some people like to look at it is that *por* is used for looking back to the cause or origin of something, and *para* is used for forward-looking things (like purpose or destination). But this is a massive generalization, and we want you to understand the difference in more detail.

### When to use *para*

*Para* is often used in the sense of looking forward towards a goal/deadline/effect. Let's look at *para* first, as it has fewer complicated uses than *por* !

BONUS: Sometimes, in more colloquial speech, you're likely to hear *para* shortened to *pa* . Listen for it in Spanish movies and songs!

- **Final goal/destination/purpose/object**

One of the main uses of *para* is to talk about the final goal or purpose of something.

### Listen to Track 140

—¿ <i>Para qué es esto?</i>	What is this for?
— <i>Es para limpiar los platos.</i>	It's for washing dishes.
<i>Una mesa para tres, por favor.</i>	A table for 3 (people), please.

<i>Come verduras para mantenerse sano.</i>	He eats vegetables to stay healthy.
<i>Compré algo para ti.</i>	I bought something for you.

- **Advantage or disadvantage**

When something is good/bad for someone/something.

**Listen to Track 141**

<i>Beber demasiado alcohol es malo para la salud.</i>	Drinking too much alcohol is bad for the health.
<i>Eres muy importante para mí.</i>	You are very important to/for me.

- **Deadline**

We use *para* to express that something needs to be done by a certain time.

**Listen to Track 142**

<i>Lo tarea es para el martes.</i>	The homework is for (to be handed in by) Tuesday.
<i>Necesito un vestido para mañana.</i>	I need a dress for/by tomorrow.

- **Direction after motion verbs**

We can use *para* to say where we're headed.

**Listen to Track 143**

<i>Este camión va para las montañas.</i>	This bus is going to the mountains.
<i>Voy para la casa.</i>	I'm going/heading home.

- **Reaction/response**

Use *para* to say that a certain reaction or feeling is being had by a specific person.

**Listen to Track 144**

<i>Para mí, huele a fresa.</i>	To me, it smells of strawberry.
<i>Para Pedro, Diana es perfecta.</i>	In Pedro's eyes, Diana is perfect.

- **Considering**

When we want to say “for” in the sense of “considering” or “given,” we use *para* .

**Listen to Track 145**

<i>Sofía lee bien para su edad.</i>	Sofía reads well for her age.
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- **Para + infinitive = in order to**

We can use *para* with an infinitive, to mean “in order to.”

**Listen to Track 146**

<i>Me lo compré para usarlo en la fiesta.</i>	I bought it to wear to the party.
<i>Marcos estudia para pasar los exámenes.</i>	Marcos studies (in order) to pass his exams.

**When to use *por***

As we've mentioned, *por* is often used when talking about the root or cause of something, but not always. It's used in various ways, as we explain below. Some of the categories are very similar, and may overlap, but looking at a variety of situations will help you get the picture!

**BONUS:** After looking at these examples, the phrase ¿*por qué?* should now make sense, as it literally means “for what?”

- **Cause**

The first use we'll look at is cause. When something is the cause of something else, we can use *por* to mean “because of.”

**Listen to Track 147**

<i>Vengo a Barcelona por su arquitectura.</i>	I come to Barcelona for/because of its architecture.
<i>Las flores murieron por falta de sol.</i>	The flowers died for/due to lack of sunlight.

This can include emotional states. Let's say you're feeling sad because you've just done an exam and you feel it hasn't gone very well.

—¿ <i>Por qué estás triste?</i> — <i>Por el examen.</i>	Why are you sad? Because of the exam.
--	--

- **How something works**

We use *por* to explain how something works or happens, in the sense that it happens through/by means of something, always writing *medio de* (means of) after *por*. Otherwise, it may not make sense.

### Listen to Track 148

<i>El microondas funciona por medio de radiación.</i>	The microwave works by means of radiation.
<i>La estufa funciona por medio de gas.</i>	The stove works by means of gas.

- **Manner of communication or travel**

We use *por* to describe the way in which something (e.g. a person or a piece of information) has traveled.

### Listen to Track 149

<i>Me lo dijo por teléfono.</i>	S/he told me by phone.
<i>Mi paquete fue enviado por avión</i>	My package was sent by plane.
<i>Lo enviaré por correo.</i>	I'll send it by/in the post.

- **Behalf**

We use *por* when describing things done on someone's behalf.

### Listen to Track 150

<i>Llamé a Juan por ti.</i>	I called Juan for you/on your behalf.
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- **For the sake of**

*Por* can be used to refer to doing something for the sake/good of something/someone.

## Listen to Track 151

<i>Voy a dejar de beber por mi salud.</i>	I'm going to quit drinking for the sake of my health.
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But it can also be used to portray a pointless action:

<i>Pelear por pelear.</i>	To fight for the sake of fighting.
<i>Lo está lavando por lavar.</i>	He's just washing it for the sake of it.

- **In favor of**

Earlier we saw that *estar para* means “to be about to.”

If we use *por* instead of *para*, we get a completely different phrase. *Estar por* is used to literally say you're for (as opposed to against) something.

## Listen to Track 152

<i>Estoy aquí por los derechos humanos.</i>	I'm here for human rights.
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- **Yet to be done**

Another way we can use *estar* with *por* is to talk about something that needs to be done, or will be done. Just put an infinitive after the *por* !

## Listen to Track 153

<i>El baño está por ser limpiado.</i>	The bathroom is yet to be cleaned.
<i>Laura está por llegar.</i>	Laura is yet to arrive.

- **Location**

*Por* can be used to describe the general area of a location.

**Listen to Track 154**

<i>Keith viajó por Perú.</i>	Keith traveled around Peru.
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Similarly, if an object moves through another object, use *por* .

<i>El hilo pasó por el ojo de la aguja.</i>	The thread passed through the eye of the needle.
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- **Exchange/price**

Use *por* to say that you bought something for a certain amount, or to describe swapping something for something else.

**Listen to Track 155**

<i>Juan compró el reloj por \$3,000.</i>	Juan bought the watch for \$3,000.
<i>Te doy mis papas fritas, por tus galletas,</i>	For your biscuits, I'll give you my chips.

- **Multiplied by**

In math, *por* is used when multiplying numbers. It translates in this case as “by.”

**Listen to Track 156**

<i>Tres por tres son nueve.</i>	$3 \times 3 = 9$
<i>La hoja de papel mide 6 por 10</i>	The sheet of paper measures 6 by

<i>cm.</i>	10 cm.
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- **“By” in passive constructions**

*Por* is often used in what we call “passive constructions” when we want to describe something that was done by someone. Check out these **examples**:

**Listen to Track 157**

<i>El libro fue escrito por Cervantes.</i>	The book was written by Cervantes.
<i>La mujer fue atacada por el cocodrilo.</i>	The woman was attacked by the crocodile.

- **To take for...**

To perceive someone or something in a certain way.

**Listen to Track 158**

<i>¡No me tomes por idiota!</i>	Don't take me for an idiot.
<i>Lo damos por sentado.</i>	We take him for granted.

- **To judge by/going by**

This is a situation when you want to make a judgement based on some other information.

**Listen to Track 159**

<i>Por lo que me dijo, ...</i>	Going by what she told me, ...
<i>Por su voz, creo que estaba feliz.</i>	Judging by his voice, I think he was happy.



- **In search of something**

This one is a little counterintuitive, but we can use *por* when we are going to get something.

**Listen to Track 160**

<i>Fui por mi coche.</i>	I went for (to get) my car.
<i>Marco fue a la tienda por fruta.</i>	Marco went to the store for (to buy) fruit.

- **However...**

We don't mean "however" in the sense of "but." We're using it in the sense of "however much X happens, Y won't happen." Check out the **examples**:

**Listen to Track 161**

<i>Por más que te quejes, no cambiará nada.</i>	However much you complain, nothing will change.
<i>Por mucho dinero que tenga, no comprará un coche nuevo.</i>	However much money he has, he won't buy a new car.

- **Duration**

This one is a little complicated. In some situations, *para* (in the case of the duration of something in the future), or maybe even no preposition at all, will be preferable. But here's when you usually use *por* :

When you want to emphasize that something only lasted for a short period of time, use *por*.

**Listen to Track 162**

<i>Solo estuvo aquí por un momento.</i>	He was only here for a moment.
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Use *por* when you want to say how long something lasted in general.

<i>Me quedé en el hotel por dos semanas.</i>	I stayed in the hotel for two weeks.
<i>Vi la serie por tres horas seguidas.</i>	I watch the series for three straight hours.

- **Gracias**

When giving thanks for something, we always use *por* not *para* .

**Listen to Track 163**

<i>Gracias por el anillo.</i>	Thank you for the ring.
<i>Muchas gracias por venir.</i>	Thank you very much for coming.

## Workbook Lesson 15: Por and Para

**Exercise 1: Select the correct preposition in each case choosing between “por” or “para.”**

- 1- Te felicito **por** / **para** tu trabajo. (Congratulations on your work.)
- 2- Hay que comprar comida **para** / **por** el sábado. (We have to buy food by Saturday.)
- 3- ¿ **Por**/ **para** quién es esto? (Who is this for?)
- 4- No pudimos salir **para**/ **por** el frío. (We can't go out in the cold.)
- 5- Sube el volumen **por**/ **para** oír la música mejor. (Turn up the volume to hear the music better.)

**Exercise 2: Complete the correct preposition in each case using “por” or “para.”**

- 1- Él vino \_\_\_\_ pedirte un favor. (He came to ask you a favour.)
- 2- Javier fue rechazado \_\_\_\_ Susana. (Javier was rejected by Susana.)
- 3- Tienes que haberlo escrito \_\_\_\_ el jueves. (You must have it written by Thursday.)
- 4- Gracias \_\_\_\_ ser mi mejor amigo. (Thanks for being my best friend.)
- 5- Él me lo vendió \_\_\_\_\_ \$50. (He sold it to me for \$50.)

**Exercise 3: Transform these affirmative sentences into negative ones.**

- 1- El gato pasa por la casa. (The cat passes by the house.)
- 2- Pepe es bueno para las matemáticas. (Pepe is good at math.)
- 3- Él trabaja los domingos por la mañana. (He works on Sunday mornings.)
- 4- El león cruzó por el río. (The lion crossed the river.)
- 5- Es para limpiar los platos. (It's for cleaning the dishes.)

**Exercise 4: Complete the sentences with the correct preposition, using “por” or “para.”**

- 1- No hay función \_\_\_\_ falta de público. (There is no performance due to a lack of spectators.)
- 2- Estudio otro idioma \_\_\_\_ ser bilingüe. (I study another language to be bilingual.)
- 3- Iré \_\_\_\_ tu fiesta de cumpleaños. (I'll go to your birthday party.)
- 4- Laura teme hablar \_\_\_\_ nerviosismo. (Laura is afraid to speak because of nerves.)
- 5- Estaré ausente \_\_\_\_ una semana. (I will be absent for a week.)

**Exercise 5: Translate the following sentences from English to Spanish.**

- 1- What's this for?
- 2- You're very important to me.
- 3- I need a dress for the day after tomorrow.
- 4- For him, it smells like mango.
- 5- Clara reads well for her age.

**Exercise 6: Tick the right answer to complete the sentences.**

- 1- Los juguetes son \_\_\_\_ los niños.  
a. por b. para
- 2- He decidido cambiar mi departamento \_\_\_\_ una casa.  
a. por b. para
- 3- Compré dos pantalones \_\_\_\_ el precio de uno.  
a. por b. para
- 4- Repartimos dos caramelos \_\_\_\_ niño.  
a. por b. para
- 5- Usaré este libro \_\_\_\_ estudiar geometría.  
a. para b. por

**Exercise 7: Translate the following sentences from Spanish to English.**

- 1- Mi mamá cambió su vehículo por uno nuevo.
- 2- Tengo la mañana para caminar.
- 3- El libro estaba por aquí.
- 4- Hago ejercicio por las mañanas.
- 5- No sirve para nada.

**Exercise 8: Complete these sentences with “por” or “para.”**

- 1- Pelear \_\_\_\_ pelear. (Fighting for fighting’s sake.)
- 2- Estoy \_\_\_\_ los derechos humanos. (I am for human rights.)
- 3- El baño está \_\_\_\_ ser limpiado. (The bathroom will be cleaned.)
- 4- Lizeth está \_\_\_\_ llegar. (Lizeth is coming.)
- 5- Karen viajó \_\_\_\_ la Guyana. (Karen travelled through Guyana.)

**Exercise 9: Complete these sentences with “por” or “para.”**

- 1- Tirar la casa \_\_\_\_ la ventana. (Throw the house out the window. [*idiom* ])
- 2- Mi papá me dio dinero \_\_\_\_ comprarme un vestido. (My dad gave me money to buy myself a dress.)
- 3- Iremos a ver el espectáculo \_\_\_\_ la noche. (We will go to see the show at night.)
- 4- Me levanto \_\_\_\_ las mañanas para ir a la universidad. (I get up in the morning to go to college.)
- 5- Escucho música \_\_\_\_ relajarme. (I listen to music to relax.)

**Exercise 10: Complete the paragraph with “por” or “para.”**

El viernes mis amigos y yo nos iremos 1. \_\_\_\_ Texas 2. \_\_\_\_ visitar a nuestro amigo Tom. Vamos allá 3. \_\_\_\_ descansar también. No tenemos mucho dinero, 4. \_\_\_\_ consiguiendo optamos 5. \_\_\_\_ ir en coche.

## **Answers:**

### **Exercise 1**

1/ Te felicito por tu trabajo. 2/ Hay que comprar comida para el sábado. 3/ ¿Para quién es esto? 4/ No podemos salir por el frío. 5/ Sube el volumen para oír la música mejor.

### **Exercise 2**

1/ Él vino para pedirte un favor. 2/ Javier fue rechazado por Susana. 3/ Tienes que haberlo escrito para el jueves. 4/ Gracias por ser mi mejor amigo. 5/ Él me lo vendió por \$50.

### **Exercise 3**

1 / El gato no pasa por la casa. 2/ Pepe no es bueno para las matemáticas. 3/ Él no trabaja los domingos por la mañana. 4/ El león no cruzó por el río. 5/ No es para limpiar los platos.

### **Exercise 4**

1/ No hay función por falta de público. 2/ Estudio otro idioma para ser bilingüe. 3/ Iré para tu fiesta de cumpleaños. 4/ Laura teme hablar por nerviosismo. 5/ Estaré ausente por una semana.

### **Exercise 5**

1/ ¿Para qué es esto? 2/ Tú eres muy importante para mí. 3/ Necesito un vestido para pasado mañana. 4/ Para él, huele a mango. 5/ Clara lee bien para su edad.

### **Exercise 6**

1/ par a 2/ por 3/ por 4/ por 5/ para

### **Exercise 7**

1/ My mom traded her vehicle for a new one. 2/ I have the morning to walk. 3/ The book was by here. 4/ I do sport in the morning. 5/ It's useless.

### **Exercise 8**

1 / Pelear por pelear. 2/ Estoy por los derechos humanos. 3/ El baño está por ser limpiado. 4/ Lizeth está por llegar. 5/ Karen viajó por la Guyana.

### **Exercise 9**

1/ Tirar la casa por la ventana. 2/ Mi papá me dio dinero para comprarme un vestido. 3/ Iremos a ver el espectáculo por la noche. 4/ Me levanto por las mañanas para ir a la universidad. 5/ Escucho música para relajarme.

### **Exercise 10**

El viernes mis amigos y yo nos iremos para Texas para visitar a nuestro amigo Tom. Vamos allá para descansar también. No tenemos mucho dinero, por consiguiente, optamos por ir en coche.

## Lesson 16. Perfect Tense

Being able to conjugate verbs in the perfect tense is a great skill to have, as it helps you to describe things that have occurred in the past. All you need to know is how to conjugate one verb ( *haber* ), and how to form past participles. In today's lesson, we'll learn how to do it.

### What is the perfect tense?

You might hear lots of different names for this tense, like b “present perfect,” “perfect indicative,” or “ *pretérito perfecto compuesto* .” Don't be put off by these names, as they all mean the same thing, which we'll call “the perfect tense” for simplicity!

We use the perfect tense to describe something that has happened. Think of it as the not-too-distant past.

As we said before, it's more commonly used in Spain than in Mexico or Latin America, just as it's more common in the UK than the USA. Here's a table to demonstrate the difference between the perfect tense and the preterite (which is a completely different past tense).

Perfect tense	Preterite tense
I have eaten dinner (already tonight).	I ate dinner (yesterday).
What have you been doing (today, before you came here)?	What did you do (at a specific point in the distant past)?
I've been skating (today).	I went skating (at a specific point in the distant past).



It has been a pleasure to meet you (today).	It was a pleasure to meet her (last week).
I think it has rained (recently, because it's wet now).	I think it rained (last week, but it may well be dry today).

With practice, it will soon become clear when to use which tense. Basically, if you want to say, “I have ...-ed,” then you’ll need the perfect tense.

### **How to form it?**

The good news is that the perfect tense is pretty easy to form, as it’s made of two simple parts.

### ***Haber***

This verb means “to have” when it’s used in certain tenses, including the perfect tense (not to be confused with *tener* , which means “to have” in pretty much all *other* situations).

### **Past participle**

This is the -ed version of the regular verbs, e.g. knitted, played.

Here is the conjugation of *haber* that you’ll need:

<i>Yo</i>	<i>He</i>	I have
<i>Tú</i>	<i>Has</i>	You have
<i>Él/ella</i> <i>Usted</i>	<i>Ha</i>	He/she/it has You (formal) have
<i>Nosotros</i>	<i>Hemos</i>	We have
<i>Ustedes</i>	<i>Han</i>	You (you plural) have
<i>Ellos/ellas</i>	<i>Han</i>	They have

**Top tip:** Remember that in Spanish, the ‘h’ is silent.

For the perfect tense, this is the only verb you need to know how to conjugate! The past participles don’t actually need to be conjugated...

## Past participles

### Regular formation

The normal formation of past participles is super simple. You take the verb in the infinitive, then:

For - *ar* verbs, remove the -*ar* then add - *ado*.

For - *er* and - *ir* verbs, remove the- *er* or - *ir* then add - *ido*.

For example:

to play: *jugar* → *jug* ~~*ar*~~ → *jug* + *ado* → *jugado*

to love: *amar* → *am* ~~*ar*~~ → *am* + *ado* → *amado*

to eat: *comer* → *com* ~~*er*~~ → *com* + *ido* → *comido*

to drink: *beber* → *beb* ~~*er*~~ → *beb* + *ido* → *bebido*

to live: *vivir* → *viv* ~~*ir*~~ → *viv* + *ido* → *vivido*

to pretend: *fingir* → *fing* ~~*ir*~~ → *fing* + *ido* → *fingido*

### Irregular past participles

In an unusual twist, the (normally very awkward) verbs *ir* , *ser* , and *estar* actually form their past participles in the regular way!

to go: *ir* → - ~~*ir*~~ → - + *ido* → *ido*

to be: *ser* → *s* ~~*er*~~ → *s* + *ido* → *sido*

to be: *estar* → *est* ~~*ar*~~ → *est* + *ado* → *estado*

However, you're not gonna get away that easily! This is Spanish, so there'll always be some irregular ones sneaking around. The following have irregular past participles which need to be learnt.

**Top tip:** You might start to spot patterns for how the irregular ones are formed, e.g. things that end in - *cubrir* ( *cubrir* , *descubrir* , etc.) have past participles that end in - *cubierto* ( *cubierto* , *descubierto* , etc.).

### Listen to Track 164

<b>Infinitive</b>	<b>Past participle</b>	<b>English</b>
<i>Abrir</i>	<i>Abierto</i>	Opened
<i>Cubrir</i>	<i>Cubierto</i>	Covered
<i>Decir</i>	<i>Dicho</i>	Said
<i>Descubrir</i>	<i>Descubierto</i>	Discovered
<i>Escribir</i>	<i>Escrito</i>	Written
<i>Freír</i>	<i>Frito</i>	Fried
<i>Hacer</i>	<i>Hecho</i>	Done/Made
<i>Imprimir</i>	<i>Impreso</i>	Printed
<i>Morir</i>	<i>Muerto</i>	Died
<i>Poner</i>	<i>Puesto</i>	Put
<i>Resolver</i>	<i>Resuelto</i>	Resolved
<i>Romper</i>	<i>Roto</i>	Broken
<i>Satisfacer</i>	<i>Satisfecho</i>	Satisfied
<i>Ver</i>	<i>Visto</i>	Seen
<i>Volver</i>	<i>Vuelto</i>	Returned

## Triggers

A good general rule is that if you're talking about something that's happened in "this ...", e.g. "today" ("this day"), "this morning," "this week," "this month," "this year," then you'll need the perfect tense. It's also useful to recognize other [phrases that trigger](#) the perfect tense. Here are some common ones to look out for!

### Listen to Track 165

<i>Hoy</i>	Today
<i>Ya</i>	Already
<i>Recientemente</i>	Recently
<i>X veces</i>	X Times
<i>Todavía</i>	Still
<i>Nunca/jamás</i>	Never

### BONUS LESSON: The Pluperfect Tense

If you're feeling smart, and you got all that, you might want to also think about the pluperfect tense. Instead of talking about things that have happened, it allows you to describe things that had happened.

It's formed in almost the same way as the perfect tense, except that *haber* is conjugated in the imperfect (yet another type of past tense):

### Listen to Track 166

<i>Yo</i>	<i>Había</i>	I had
<i>Tú</i>	<i>Habías</i>	You had

<i>Él/ella</i> <i>Usted</i>	<i>Había</i>	He/she/it had You (formal) had
<i>Nosotros</i>	<i>Habíamos</i>	We had
<i>Ustedes</i>	<i>Habían</i>	You (you plural) had
<i>Ellos/ellas</i>	<i>Habían</i>	They had

**To sum up ...**

Perfect:	<i>He</i> + past participle ( <i>He comido</i> )	I have + past participle (I have eaten)
Pluperfect:	<i>Había</i> + past participle ( <i>Había comido</i> )	I had + past participle (I had eaten)

# Workbook Lesson 16: Tiempo perfecto - Perfect tense

**Exercise 1: Use the perfect tense to complete the sentences. Use “Haber” + the verb in the past participle.**

- 1- Este verano nosotros \_\_\_\_\_ (estar) en Alaska. (This summer we went to Alaska.)
- 2- Este año \_\_\_\_\_ (llover) mucho. (This year it has rained a lot.)
- 3- Se \_\_\_\_\_ (despertar) a las 10. (He woke up at 10.)
- 4- ¿Tú \_\_\_\_\_ (leer) algo interesante últimamente? (Have you read anything interesting lately?)
- 5- Hoy nosotras \_\_\_\_\_ (comer) ceviche. (Today we have eaten ceviche.)

**Exercise 2: Write the news corresponding to the given headlines. Use the following verbs: “escaparse, acabar, ganar, morir, subir”.**

Example: Sube la gasolina: Ha subido la gasolina. (Gas is up.)

- 1- Fuga de 70 presos: \_\_\_\_\_ (Escape by 70 prisoners.)
- 2- Muere el escritor: \_\_\_\_\_ (The writer has died.)
- 3- Fin de la huelga de transporte: \_\_\_\_\_ (The transport strike has ended.)
- 4- América, campeón de la liga: \_\_\_\_\_ (America, league champion.)
- 5- Suben los impuestos: \_\_\_\_\_ (Taxes have gone up.)

**Exercise 3: Translate the following sentences from Spanish to English.**

- 1- ¿Tú has visto a Eduardo?
- 2- ¿Qué han hecho ustedes este verano?
- 3- Hoy hemos trabajado cerca de 10 horas.
- 4- Él ha jugado a bolos.

5- Ella ha enviado unos correos.

**Exercise 4: Choose the right answer.**

- 1- He \_\_\_\_ una vida intense.  
a. tenido b. teniado
- 2- Yo \_\_\_actriz de Hollywood.  
a. he sido b. has sido
- 3- Ella \_\_\_\_\_ por todo el mundo.  
a. ha viajado b. has viajado
- 4- Nosotros \_\_\_\_\_ en una fábrica.  
a. hemos trabajado b. han trabajado
- 5- Pedro nunca \_\_\_\_\_ de México.  
a. ha salido b. han salido

**Exercise 5: Use the perfect tense to complete the sentences. Use “Haber” + the verb in the past participle.**

- 1- Pepe \_\_\_\_\_ (estar) en Uruguay. (Pepe has been to Uruguay.)
- 2- Ellos \_\_\_\_\_ (tener) cinco hijos. (They have had five children.)
- 3- Yo \_\_\_\_\_ (conocer) personajes famosos. (I have met famous characters.)
- 4- ¿Tú \_\_\_\_\_ (comer) paella alguna vez? (Have you ever eaten paella?)
- 5- Nosotras nunca \_\_\_\_\_ (tomar) tequila. (We have never had tequila.)

**Exercise 6: Translate the following sentences from Spanish to English.**

- 1- Recientemente he salido con Paula.
- 2- Ya hemos comido hoy.
- 3- Todavía no ha llegado la carta.

- 4- Jamás he estado en Chile.
- 5- Ellos han descubierto tu secreto.

**Exercise 7: Reorder these words to create phrases using the verb “Haber” with its correct conjugation for each person.**

- 1- Ronaldo/ estar/ nunca / en África. (Ronaldo has never been to Africa.)
- 2- ¿Ustedes/ comer/ alguna vez/ pozole? (Have you ever eaten pozole?)
- 3- ¿Ustedes / enamorarse/ alguna vez? (Have you ever fallen in love?)
- 4- Yo / nunca / ir/ a la ópera. (I've never been to the opera.)
- 5- Nosotros / usar/ siempre/ el servicio Uber. (We have always used Uber.)

**Exercise 8: Form phrases uniting elements from the two columns.**

Example: No he podido llamar porque he perdido mi teléfono.

1- No puedo entrar a la casa	1- Trabajar mucho todo el día
2- Juana no ve bien	2- Olvidar la cartera
3- No puedo pagar	3- Perder las llaves
4- Están agotadas	4- Romper los lentes
5- No he podido llamar	5- Tener tiempo

**Exercise 9: Write the news corresponding to the given headlines. Use the following verbs: *recoger, reservar, pedir, cambiar, ver* .**

Example: ¿Has visto esa película? Sí, ya la he visto.

- 1- ¿Has recogido los boletos? (Have you collected the tickets?)
- 2- ¿Has reservado el hotel? (Have you booked the hotel?)
- 3- ¿Has pedido la visa? (Did you apply for a visa?)
- 4- ¿Has cambiado el dinero? (Have you changed the money?)
- 5- ¿Has visto a Arturo hoy? (Have you seen Arthur today?)



**Exercise 10: Write the news corresponding to the given headlines. Use the following verbs: *salir, acabar, haber, cenar, cerrar* .**

Example: Él llegó. Salimos de la casa. Cuando salimos de la casa él había llegado.

- 1- La reunión acabó. Llegué a la oficina. (The meeting is over. I get to the office.)
- 2- El avión salió. Llegamos al aeropuerto. (The plane left. We arrived at the airport.)
- 3- Cerraron las tiendas. Camilo quiso comprar comida. (The shops closed. Camilo wanted to buy food.)
- 4- Cené. Sofía me llamó. (I had dinner. Sofia called me.)
- 5- Hubo un accidente. Nos pararon en la Carretera. (There was an accident. They stopped us on the road. )

## **Answers:**

### **Exercise 1**

1/ Este verano hemos estado en Alaska. 2/ Este año ha llovido mucho. 3/ Se ha despertado a las 10. 4/ ¿Tú has leído algo interesante últimamente? 5/ Hoy nosotras hemos comido ceviche.

### **Exercise 2**

1/ Se han fugado setenta presos. 2/ Ha muerto el escritor. 3/ Ha acabado la huelga de transporte. 4/ América ha quedado campeón de la liga. 5/ Han subido los impuestos.

### **Exercise 3**

1/ Have you seen Eduardo? 2/ What have you done this summer? 3/ Today we have worked about 10 hours. 4/ He has been bowling. 5/ She has sent some emails.

### **Exercise 4**

1/ tenido 2/ he sido 3/ ha viajado 4/ hemos trabajado 5/ ha salido

### **Exercise 5**

1/ Pepe ha estado en Uruguay. 2/ Ellos han tenido cinco hijos. 3/ Yo he conocido personajes famosos. 4/ ¿Tú has comido alguna vez paella? 5/ Nosotras nunca hemos tomado tequila.

### **Exercise 6**

1/ I have recently dated Paula. 2/ We have already eaten today. 3/ The letter has not yet arrived. 4/ I've never been to Chile. 5/ They have discovered your secret.

### **Exercise 7**

1/ Ronaldo nunca ha estado en África. 2/ ¿Ustedes han comido alguna vez pozole? 3/ ¿Ustedes se han enamorado alguna vez? 4/ Yo nunca he ido a la ópera. 5/ Nosotros siempre hemos usado el servicio UBER.

### **Exercise 8**

1/ No puedo entrar a la casa porque he perdido las llaves. 2/ Juana no ve bien porque ha roto los lentes. 3/ No puedo pagar porque he olvidado la cartera. 4/ Están agotadas porque han trabajado mucho todo el día. 5/ No he podido llamar porque no he tenido tiempo.

### **Exercise 9**

1/ Sí, los he recogido ya. 2/ Sí, he reservado ya. 3/ Sí, la he pedido ya. 4/ Sí, ya lo he cambiado. 5/ Sí, lo he visto hoy.

### **Exercise 10**

1/Cuando llegué a la oficina la reunión ya había acabado. 2/ Cuando llegamos al aeropuerto, el avión ya había salido. 3/ Cuando Camilo quiso comprar comida ya habían cerrado las tiendas. 4/ Cuando Sofía me llamó ya había cenado. 5/ Nos pararon en la carretera porque había habido un accidente.

# Lesson 17. Possessives

## What are possessives?

Possessives are used to describe who owns (or possesses) something. We can split possessives into groups:

- Possessive adjectives
- Short form
- Longer form
- Possessive pronouns

We'll look at them bit by bit!

## Spanish Possessive Adjectives—Short Form

The short version is the most common form of possessive adjective, and you just stick it in front of the noun.

A really important thing to remember is that the possessive adjective has to agree in number (and gender) with the thing that's possessed, not the person possessing it. We'll show you some examples later.

**Here are the short form possessive adjectives:**

**Listen to Track 168**

<i>Mi(s)</i>	My
<i>Tu(s)</i>	Your (familiar singular)
<i>Su(s)</i>	His/Her/Its your (formal singular)
<i>Nuestro(s)/nuestra(s)</i>	Our
<i>Su(s)</i>	Their/Your (you plural)

It helps to look at the words in context, and get a bit of practice. Here are some example sentences to start you off:

**Listen to Track 169**

<i>Estoy buscando mi llave.</i>	I'm looking for my key.
<i>Estoy buscando mis llaves.</i>	I'm looking for my keys.
<i>Toma tu libro.</i>	Take your book.
<i>Toma tus libros.</i>	Take your books.
<i>Alejandra ha perdido sus lentes de contacto.</i>	Alejandra has lost her contact lens.
<i>Alejandra ha perdido sus lentes.</i>	Alejandra has lost her glasses.
<i>Señora, ¿dónde está su perro?</i>	Madam, where is your dog? (formal)
<i>Nosotros*/nosotras* estamos en nuestro país.</i>	We are in our country.
<i>Nosotros*/nosotras* estamos en nuestra casa.</i>	We are in our house.
<i>Estamos con nuestros primos.</i>	We are with our cousins. (male/mixed)
<i>Estamos con nuestras primas.</i>	We are with our cousins. (female)

<i>¿Quién es su padre?</i>	Who is your father? (familiar plural)
<i>¿Dónde está su madre?</i>	Where is your mother?
<i>¿Quiénes son sus padres?</i>	Who are your parents?
<i>¿Dónde están sus hermanas?</i>	Where are your sisters?
<i>Soy su hija.</i>	I'm their daughter.
<i>Soy su mesero.</i>	I'm your waiter. (you plural)

\*Remember, it doesn't matter here what gender we are. What matters is the gender of the object that we own! The same goes for *nuestro/a/os/as*—it agrees with the thing being possessed, NOT the possessor!

## Spanish Possessive Adjectives—Longer Form

These mean pretty much the same as the short form adjectives, but they help to emphasize who is possessing, rather than focusing on the possessed object! We place them after the noun being possessed.

This time, it's not just *nuestro* that has to agree in gender. All the forms have to agree in gender AND number (singular/plural) with the thing being possessed.

### Listen to Track 170

<i>mío(s)/mía(s)</i>	my
<i>tuyo(s)/tuya(s)</i>	your (familiar singular)
<i>suyo(s)/suya(s)</i>	his/her your (formal singular)
<i>nuestro(s)/nuestra(s)</i>	our

<i>suyo(s)/suya(s)</i>	their your (plural)
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As you look at the following examples, remember that *suyo(s)/suya(s)* can have various meanings. Context will usually make things clear.

“his” or “her”

“your” (formal singular)

“their”

“your” (plural)

### Listen to Track 171

<i>¡Dios mío!</i>	My God!
<i>Veó a dos hermanos míos por ahí.</i>	I see two of my brothers over there.
<i>No llores, hija mía.</i>	Don't cry, my dear (my daughter).
<i>Paula y Claudia son amigas mías.</i>	Paula and Claudia are friends of mine.
<i>Fue un error tuyo.</i>	It was a mistake of yours (it was your mistake).
<i>Fueron errores tuyos.</i>	They were mistakes of yours.
<i>Fue una idea tuya.</i>	It was an idea of yours (it was your idea).
<i>Fueron ideas tuyas.</i>	They were ideas of yours.
<i>Necesito encontrar a Pablo. Tengo</i>	I need to find Pablo. I have to give

<i>que devolverle un documento suyo.</i>	back a document of his.
<i>Necesito encontrar a Pablo. Tengo que devolverle unos documentos suyos.</i>	I need to find Pablo. I have to give back some documents of his.
<i>Necesito encontrar a Pablo. Tengo que devolverle una corbata suya.</i>	I need to find Pablo. I have to give back a necktie of his.
<i>Necesito encontrar a Pablo. Tengo que devolverle unas corbatas suyas.</i>	I need to find Pablo. I have to give back some neckties of his.
<i>¿Es un conocido suyo?</i>	Is he an acquaintance of yours? (formal singular)
<i>¿Son unos conocidos suyos?</i>	Are they acquaintances of yours?
<i>¿Es una amiga suya?</i>	Is she a friend (female) of yours?
<i>¿Son unas amigas suyas?</i>	Are they friends (females) of yours?
<i>Es un traje nuestro.</i>	It's a suit of ours.
<i>Son trajes nuestros.</i>	They're suits of ours.
<i>Es hermana nuestra.</i>	She's a sister of ours.
<i>Son algunas de nuestras hermanas.</i>	They're some of our sisters.
<i>Chicos, es un logro suyo.</i>	Guys, it's an achievement of yours. (familiar plural)
<i>Chicos, todos son logros suyos.</i>	Guys, they're all achievements of yours.
<i>Chicos, ¿fue esto una broma suya?</i>	Guys, was this a prank of yours?



<i>Chicos, ¿fueron bromas suyas?</i>	Guys, were they pranks of yours?
<i>Juan es un compañero suyo.</i>	Juan is a colleague of theirs.
<i>Juan y Pol son compañeros suyos.</i>	Juan and Pol are colleagues of theirs.
<i>Ana es prima suya.</i>	Ana is a cousin (female) of theirs.
<i>Ana y Andrea son primas suyas.</i>	Ana and Andrea are cousins (female) of theirs.
<i>Señores, ya hemos escuchado un discurso suyo.</i>	Gentlemen, we have already heard a speech of yours. (you plural)
<i>Señores, ya hemos escuchado algunos discursos suyos.</i>	Gentlemen, we have already heard speeches of yours.
<i>Señores, leí una carta suya.</i>	Gentlemen, I read a letter of yours.
<i>Señores, leí unas cartas suyas.</i>	Gentlemen, I read some letters of yours.

### **Spanish Possessive Pronouns**

Sometimes the longer form is used with the definite article ( *el / la / los / las* ).

The difference is that in these cases, the possessive is acting as a pronoun, meaning that it replaces the noun rather than modifying it.

The possessive pronouns are the same as the longer form possessives as mentioned above. Here's a reminder:

### **Listen to Track 172**

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<i>Mío(s)/Mía(s)</i>	Mine
<i>Tuyo(s)/Tuya(s)</i>	Yours (familiar)
<i>Suyo(s)/Suya(s)</i>	His/Hers/Yours (formal)
<i>Nuestro(s)/Nuestra(s)</i>	Ours
<i>Suyo(s)/Suya(s)</i>	Theirs/Yours (plural)

Again, remember that *suyo(s)/suya(s)* can have various meanings.

### Listen to Track 173 – 179

<i>Este plátano es el mío.</i>	This banana is mine (my one).
<i>Estos plátanos son los míos.</i>	These bananas are mine (my ones).
<i>Esa fresa es la mía.</i>	That strawberry is mine (my one).
<i>Esas fresas son las mías.</i>	Those strawberries are mine (my ones).
<i>Vi el tuyo.</i>	I saw yours (your one).
<i>Vi los tuyos.</i>	I saw yours (your ones).
<i>Vi la tuya.</i>	I saw yours (your one).
<i>Vi las tuyas.</i>	I saw yours (your ones).
<i>¿Cuál perro?</i> — <i>El suyo.</i>	Which dog? Hers (her one).
<i>¿Cuáles perros?</i> — <i>Los suyos.</i>	Which dogs? Hers (her ones).
<i>¿De cuál falda hablamos?</i>	Which skirt are we talking about?

—(De) <i>La suya.</i>	Hers (her one).
¿ <i>De cuáles faldas hablamos?</i> —(De) <i>Las suyas.</i>	Which skirts are we talking about? Hers (her ones).
<i>Este libro es el suyo.</i>	This book is yours (formal singular) (your one).
<i>Estos libros son los suyos.</i>	These books are yours (your ones).
<i>Creo que esta bebida es la suya.</i>	I think this drink is yours (your one).
<i>Creo que estas bebidas son las suyas.</i>	I think these drinks are yours (your ones).
<i>Ese es el nuestro.</i>	This one is ours (our one).
<i>Esos son los nuestros.</i>	These ones are ours (our ones).
<i>Esa es la nuestra.</i>	That one is ours (our one).
<i>Esas son las nuestras.</i>	Those ones are ours (our ones).
<i>Mi deseo es aprender. ¿Y el suyo?</i>	My desire is to learn. And yours (familiar plural) (your one)?
<i>Mis planes son claros. ¿Y los suyos?</i>	My plans are clear. And yours (your ones)?
<i>La idea de ellos es impresionante. ¿Cuál es la suya?</i>	Their idea is impressive. What is yours (your one)?
<i>Las ideas de ellos son impresionantes. ¿Ya tienen las suyas?</i>	Their ideas are impressive. Do you have yours (your ones) yet?

<i>Juan y Ángel viven en la esquina. El edificio café es el suyo.</i>	Juan and Ángel live on the corner. The brown building is theirs (their one).
<i>Juan y Ángel se estacionaron ahí. Los coches azules son los suyos.</i>	Juan and Ángel parked over there. The blue cars are theirs (their ones).
<i>Juan y Ángel viven en la esquina. La casa verde es la suya.</i>	Juan and Ángel live on the corner. The green house is theirs (their one).
<i>Juan y Ángel se estacionaron ahí. Las motos negras son las suyas.</i>	Juan and Ángel parked over there. The black motorcycles are theirs (their ones).
<i>Señores y señoras, este mesero es el suyo.</i>	Ladies and gentlemen, this waiter is yours (your one).
<i>Señores y señoras, estos meseros son los suyos.</i>	Ladies and gentlemen, these waiters are yours (your ones).
<i>Señores y señoras, esta mesa es la suya.</i>	Ladies and gentlemen, this table is yours (your one).
<i>Señores y señoras, estas mesas son las suyas.</i>	Ladies and gentlemen, these tables are yours (your ones).

### Cool extra stuff

You can also use a long form possessive with *lo* to refer to some unnamed business, or to say that you're in your element:

### Listen to Track 180

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<i>¡Mi novio sabe de lo nuestro!</i>	My boyfriend knows about us!
<i>Lo suyo es fascinante.</i>	That stuff with you guys is fascinating.
<i>Eso es el mío.</i>	This is my thing/I'm in my element.

We have lots of phrases in English where we use a possessive with body parts. In Spanish, we actually don't use the possessive in these cases:

<i>Me duele la cabeza.</i>	My head hurts.
<i>Dame la mano.</i>	Give me your hand.
<i>Cierra la boca.</i>	Shut your mouth.

## Workbook Lesson 17: Posesivos – Possessives

### Exercise 1: Complete the phrases with possessive adjectives.

- 1- ¿Cuál es \_\_\_\_ color preferido? (What is your favorite color?)
- 2- Mi hermano y yo jugamos mucho al tenis, es \_\_\_\_ deporte favorito.  
(My brother and I play tennis a lot, it's our favorite sport.)
- 3- La señora Marta y \_\_\_\_ hijos son muy agradables. (Mrs. Martha and her children are very nice.)
- 4- Anoche fui al cine con \_\_\_\_ padre y \_\_\_\_ hermanos. (Last night I went to the movies with my father and my brothers.)
- 5- Juan, Pedro, ¿dónde están \_\_\_\_ libros? (Juan, Pedro, where are your books?)

### Exercise 2: Translate the following sentences from Spanish to English.

- 1- Rodrigo trabaja con su padre.
- 2- Su abuela tiene 86 años.
- 3- Dame tu chaqueta.
- 4- ¿Quién es tu profesor?
- 5- Abel es su mujer.

### Exercise 3: Complete sentences as in the example: *mías, nuestros, tuyas, tuyo, suyo*.

Example: ¿De quién es este libro? Es mío.

- 1- ¿De quién son estas llaves? Son \_\_\_\_\_. (Whose keys are these? They are mine.)
- 2- ¿Son \_\_\_\_\_ estas maletas? (Are these suitcases yours?)
- 3- ¿De quién son estos CDs? Son \_\_\_\_\_. (Whose are these CDs? They're ours.)
- 4- ¿Es \_\_\_\_\_ este reloj? (Is this watch yours?)

- 5- ¿De quién es este paraguas? Es \_\_\_\_\_. (Whose umbrella is this? It's yours.)

**Exercise 4: Tick the right answer.**

- 1- ¿Es ese su coche? No \_\_\_ es más grande.  
a. el mío b. mío
- 2- Este abrigo no es de Pedro. \_\_\_\_\_ es negro.  
a. El suyo b. Tuyo
- 3- ¿Ese es nuestro profesor? No \_\_\_\_\_ es más joven.  
a. el suyo b. el nuestro
- 4- Mi profesora es peruana. \_\_\_\_\_ es colombiana.  
a. La mía b. La mío
- 5- Un amigo \_\_\_ es pintor.  
a. mío b. el mío

**Exercise 5: Complete the sentences as in the example: *mío, tuyo, suyo, ustedes, nuestro, (un, una, unas, unas)* .**

Example: (amiga, yo) \_\_\_\_\_ es piloto - Una amiga mía es piloto

- 1- (Amiga, yo) \_\_\_\_\_ ha ganado un premio. (A friend of mine has won a prize.)
- 2- Ayer estuve con (primo, ustedes) \_\_\_\_\_. (Yesterday I was with a cousin of yours.)
- 3- Raquel es (prima, nosotros) \_\_\_\_\_. (Rachel is our cousin.)
- 4- El sábado conocimos a (familiares, ustedes) \_\_\_\_\_. (On Saturday, we met some of your relatives.)
- 5- ¿Es Susana (tía, tu)? \_\_\_\_\_. (Is Susana your aunty?)

**Exercise 6: Translate the following sentences from Spanish to English.**

- 1- Estos lápices no son míos.

- 2- ¿Es tuya esa bolsa?
- 3- Una tía nuestra vive en Londres.
- 4- ¿De quién es esto? Es suyo.
- 5- Ésta no es la patineta de Germán, la suya es pequeña.

**Exercise 7: Sort the following words to create sentences.**

- 1- mi coche/ es / el tuyo /caro /pero / es más. (My car is expensive, but yours is more.)
- 2- ha / perdido /equipo / nuestro. (Our team has lost.)
- 3- abuelos / se llaman / tus / Pedro y Ana. (Your grandparents are called Peter and Ana.)
- 4- hijos / son / mis / muy inteligentes. (My children are very intelligent.)
- 5- perro/ tu / es / muy cariñoso. (Your dog is very sweet.)

**Exercise 8: Change these affirmative sentences into negative ones.**

- 1- Este dinero es tuyo. (This money is yours.)
- 2- Nuestro abuelo ha muerto. (Our grandfather is dead.)
- 3- Su cabello es negro, el suyo es café. (His hair is black, hers is brown.)
- 4- Mi casa es grande, pero tu casa es enorme. (My house is big but your house is huge.)
- 5- Tus gallinas comen muy bien. (Your chickens eat very well.)

**Exercise 9: Translate the following sentences from Spanish to English.**

- 1- Me gustan mucho sus pinturas.
- 2- Conozco a una amiga tuya.
- 3- ¿Cuándo celebra Mateo su cumpleaños?
- 4- Pepe no encuentra sus llaves.
- 5- Una prima suya vive en Nueva York.



**Exercise 10: Complete the statements below using possessive adjectives.**

¿Quieres saber algo de \_\_\_\_ familia? Pues mira, \_\_\_\_ familia no es muy grande, pero vivimos en diferentes ciudades de México. \_\_\_\_ padres están jubilados y viven en \_\_\_\_ casa que está en Ajijic. \_\_\_\_ hermana se llama Claudia y ella y \_\_\_\_ marido Fernando viven en Cancún. (You want to know about our family? Look, my family's not very big, but we live in different cities in Mexico. My parents are retired and live in their home in Ajijic. My sister's name is Claudia, and she and her husband Fernando live in Cancún.)

## **Answers:**

### **Exercise 1**

1/ ¿Cuál es tu color preferido? 2/ Mi hermano y yo jugamos mucho al tenis, es nuestro deporte favorito. 3/ La señora Marta y sus hijos son muy agradables. 4/ Anoche fui al cine con mi padre y mis hermanos. 5/ Juan, Pedro, ¿dónde están sus libros?

### **Exercise 2**

1/ Rodrigo works with his father. 2/ His grandmother is 86 years old. 3/ Give me your jacket. 4/ Who's your teacher? 5/ Abel is his wife.

### **Exercise 3**

1/ ¿De quién son estas llaves? Son mías. 2/ ¿Son tuyas estas maletas? 3/ ¿De quién son estos CDs? Son nuestros. 4/ ¿Es tuyo este reloj? 5/ ¿De quién es este paraguas? Es suyo.

### **Exercise 4**

1/ El mí o 2/ El suyo 3/ El nuestro 4/ La mía 5/ Mío

### **Exercise 5**

1/ Una amiga mía ha ganado un premio. 2/ Ayer estuve con un primo de ustedes. 3/ Raquel es prima nuestra. 4/ El sábado conocimos a unos familiares de ustedes. 5/ ¿Es Susana tía tuya?

### **Exercise 6**

1/ These pencils are not mine. 2/ Is that bag yours? 3/ One of our aunts lives in London. 4/ Whose is this? It's yours. 5/ This is not German's skateboard, his is small.

### **Exercise 7**

1/ Mi coche es caro, pero el tuyo es más. 2/ Nuestro equipo ha perdido. 3/ Tus abuelos se llaman Pedro y Ana. 4/ Mis hijos son muy inteligentes. 5/ Tu perro es muy cariñoso.

**Exercise 8**

1/ Este dinero no es tuyo. 2/ Nuestro abuelo no ha muerto. 3/ Su cabello no es negro, el suyo es café. 4/ Mi casa no es grande, pero su casa es enorme. 5/ Tus gallinas no comen muy bien.

**Exercise 9**

1/ I like his paintings very much. 2/ I know a friend of yours. 3/ When does Matthew celebrate his birthday? 4/ Pepe can't find his keys. 5/ A cousin of yours lives in New York.

**Exercise 10**

¿Quieres saber algo de nuestra familia? Pues mira, mi familia no es muy grande, pero vivimos en diferentes ciudades de México. Mis padres están jubilados y viven en su casa que está en Ajijic, Jalisco. Mi hermana se llama Claudia y ella y su marido Fernando viven en Cancún.

# Lesson 18. Demonstrative Adjectives and Demonstrative Pronouns

Demonstrative adjectives and demonstrative pronouns are slightly different, so let's start by looking at the adjectives and then move on to the pronouns.

## What is a Demonstrative Adjective?

Demonstrative adjectives demonstrate which thing is being talked about. Adjectives are words that modify nouns. So basically, a demonstrative adjective is a word that you put before a noun, and it specifies which noun you're referring to if there's any ambiguity (e.g. "this egg" vs. "that egg").

In English, we distinguish between "this" and "that." In Spanish, there's one additional level. Spanish-speakers differentiate between "that which isn't right next to me but isn't too far away" and "that all the way over there." In other words, there are two different versions of "that" depending on how far away the object is (more on that later)!

So, the Spanish demonstrative adjectives are these:

## Listen to Track 181

<i>Este</i> __	This __ (masculine)
<i>Esta</i> __	This __ (feminine)
<i>Estos</i> __	These __ (masculine plural)
<i>Estas</i> __	These __ (feminine plural)

<i>Ese</i> __	That __ (masculine)
<i>Esa</i> __	That __ (feminine)
<i>Esos</i> __	Those __ (masculine plural)
<i>Esas</i> __	Those __ (feminine plural)
<i>Aquel</i> __	That __ over there (masculine)
<i>Aquella</i> __	That __ over there (feminine)
<i>Aquellos</i> __	Those __ over there (masculine plural)
<i>Aquellas</i> __	Those __ over there (feminine plural)

### How they work

Because they're adjectives, we put them before nouns, just like in English. The demonstrative adjective that you use has to agree in gender (masculine or feminine) and number (singular or plural) with the noun it's modifying. We've listed all the gender and number options above.

Here are some examples for you to read, to help give you some context and understand how to use demonstrative adjectives.

### Listen to Track 182

<i>Este anillo es de oro.</i>	This ring is made of gold.
<i>Compré este libro ayer.</i>	I bought this book yesterday.
<i>Esta mañana fui al mercado.</i>	This morning I went to the market.
<i>Me encanta esta falda.</i>	I love this skirt.

<i>Estos perros son míos.</i>	These dogs are mine.
<i>Vendrá uno de estos días.</i>	He will come one of these days.
<i>Estas máquinas están rotas.</i>	These machines are broken.
<i>Quiero comprar estas chaquetas.</i>	I want to buy these jackets.

<i>Ese camión va al centro.</i>	That bus goes to the city center.
<i>Dame ese lápiz.</i>	Pass me that pen.
<i>Esa mochila es de Beatriz.</i>	That backpack belongs to Beatriz.
<i>Me gusta esa foto.</i>	I like that photo.
<i>Esos zapatos son de muy buena calidad.</i>	Those shoes are really good quality.
<i>¿Estás cómodo usando esos pantalones?</i>	Are you comfortable wearing those jeans?
<i>Esas arañas me dan miedo.</i>	Those spiders frighten me.
<i>La señora robó una de esas manzanas.</i>	The lady stole one of those apples.

<i>Aquel edificio es donde trabaja mi madre.</i>	That office over there is where my mother works.
<i>Me gusta mucho aquel chico.</i>	I really like that guy over there.
<i>Aquella chica no deja de mirarme.</i>	That girl over there won't stop staring at me.
<i>No nos conocíamos en aquella época.</i>	We didn't know each other back then (far away in time, in the distant past).

<i>Aquellos hombres son artistas.</i>	Those men over there are artists.
<i>No he estado en aquellos países.</i>	I haven't been to those (faraway) countries.
<i>Aquellas mujeres son muy inteligentes.</i>	Those women over there are very intelligent.
<i>Me gustaría caminar por aquellas montañas.</i>	I'd like to walk around those mountains over there.

For native English speakers, correctly differentiating between *ese* (that) and *aquel* (that over there) can take a while to master. Here are some sentences that make use of “this,” “that,” and “that over there” so you can see the difference.

**Listen to Track 183**

<i>Carlos, no me basta esta hoja de papel. ¿Me pasas ese cuaderno? Si no, mejor voy a usar aquella computadora.</i>	Carlos, this sheet of paper isn't big enough. Would you pass me that notebook? Otherwise, I'll go use that computer.
<i>Rafael quiere entrar en esta iglesia y Nerea quiere visitar ese museo en la próxima calle. Yo quiero caminar hasta aquella torre afuera del pueblo.</i>	Rafael wants to go into this church, and Nerea wants to visit that museum in the next street. I want to walk to that tower outside the village.
<i>Este hombre es mi marido, ese señor a tu lado es su padre y aquellos niños jugando afuera son nuestros hijos.</i>	This man is my husband. That man next to you is his father. Those children playing outside are our children.

*No toques esta pluma, es mía. Ese lápiz es tuyo, o puedes buscar aquellos colores que te compró mamá ayer.*

Don't touch this pen. It's mine.  
That pencil is yours. Or you can look for those crayons that Mommy bought you yesterday.

## What is a Demonstrative Pronoun?

Now we're done with adjectives, let's look at pronouns. As we said earlier, demonstratives demonstrate which thing someone is talking about. Pronouns are words that replace nouns. So basically, a demonstrative pronoun is a word that you use instead of a noun, and it specifies which noun you're referring to.

Demonstrative pronouns are useful when we don't have to give as much context. If we already know we're talking about cars, we don't need to say "this car" and "that car." Instead, we can just say "this" and "that."

So, the Spanish demonstrative pronouns are these:

### Listen to Track 184

<i>Este</i>	This (masculine)
<i>Esta</i>	This (feminine)
<i>Estos</i>	These (masculine plural)
<i>Estas</i>	These (feminine plural)
<i>Ese</i>	That (masculine)
<i>Esa</i>	That (feminine)
<i>Esos</i>	Those (masculine plural)



<i>Esas</i>	Those (feminine plural)
<i>Aquel</i>	That (masculine)
<i>Aquella</i>	That (feminine)
<i>Aquellos</i>	Those (masculine plural)
<i>Aquellas</i>	Those (feminine plural)

### **An important note on spelling...**

Until recently, demonstrative pronouns (except the neuter ones, mentioned below) had an accent on them. This was to differentiate between demonstrative adjectives and demonstrative pronouns, and you used to have to remember which ones took accents. It looked something like this:

*Me gusta esta casa.* (I like this house.) vs. *Me gusta ésta.* (I like this one.)

*Aquel gato es mío.* (That cat is mine.) vs. *Aqué! es mío.* (That one is mine.)

It's good for you to be aware of this, because a heap of what you read will still use the old rules. But what's the new rule? [Leave out the accents altogether!](#)

### **How they work**

Because they're pronouns, they're used to replace nouns. The demonstrative pronoun that you choose has to agree in gender and number with the noun it's replacing. And don't forget to differentiate between "that" and "that over there"!

Demonstrative pronouns are a little different from demonstrative adjectives, because as well as masculine and feminine forms, you have a kind of genderless form, called the “neuter” form.

It’s used when we’re not referring to a particular noun. It can be used to refer to ideas, statements, or sometimes objects, but not living things (if we’re talking about a person or animal, we need to figure out its gender and use the corresponding masculine or feminine pronoun).

**The neuter ones:**

**Listen to Track 185**

<i>Esto</i>	This
<i>Eso</i>	That
<i>Aquello</i>	That (more distant)

**Examples**

Look through these sentences and see if they make sense!

<i>Este es mi coche.</i>	This one is my car.
<i>Dame otra pluma. Esta no escribe.</i>	Give me another pen. This one doesn’t work.
<i>Esta es mi falda favorita.</i>	This skirt is my favorite one.
<i>En una oficina como esta, hay que trabajar duro.</i>	In an office like this one, you have to work hard.
<i>Estos dos son los míos.</i>	These two are mine.
<i>A ver si estos funcionan.</i>	Let’s see if these ones work.
<i>Estas son mejores que aquellas.</i>	These ones are better than those

	ones over there.
<i>Me encantaría tener calificaciones como estas.</i>	I'd love to have grades like these.
<i>(NEUTER) Esto me hace feliz.</i>	This (situation/environment) makes me happy.
<i>(NEUTER) ¿Quién ha hecho esto?</i>	Who's done this?

<i>Ese es mejor que este.</i>	That one is better than this one.
<i>No me gusta este hombre. Prefiero ese.</i>	I don't like this man. I prefer that one.
<i>Esa es la mía.</i>	That one is mine.
<i>No quiero esta vela. Quiero esa, la rosa.</i>	I don't want this candle. I want that one, the pink one.
<i>Esos son los mejores.</i>	Those ones are the best.
<i>Nos gustan estos libros, pero nos gustan también esos.</i>	We like these books, but we also like those ones.
<i>Esas sí que son valientes.</i>	Now those ones—they're brave.
<i>¿Que cuáles flores me gustan? ¡Me encantan esas!</i>	Which flowers do I like? I love those ones!
<i>(NEUTER) ¡Eso es, campeón! ¡Muy bien!</i>	That's it, buddy! Well done!
<i>(NEUTER) Quiero que pare todo eso.</i>	I want all that to stop.

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<i>Aquel sería el mejor.</i>	That one over there would be the best one.
<i>No me gusta este traje. Voy a comprar aquel.</i>	I don't like this suit. I'm going to buy that one over there.
<i>Aquella fue la época más violenta.</i>	That was the most violent era.
<i>¿Cuál?</i> — <i>Aquella.</i>	Which one? —That one.
<i>Aquellos son tuyos. Esos son míos.</i>	Those ones over there are yours. Those (a bit closer) are mine.
<i>¿Aquellos son tus zapatos?</i>	Are those your shoes?
<i>Aquellas viven fuera de la ciudad.</i>	Those ones live outside the city.
<i>Mis películas favoritas son aquellas con actores poco conocidos.</i>	My favorite movies are those with unknown actors.
<i>(NEUTER) Aquello es lo que te espera.</i>	That's what awaits you.
<i>(NEUTER) No me meto en todo aquello.</i>	I'm not getting involved in all that.

## ¡Muy bien!

Hopefully this lesson has shown you the difference between adjectives and pronouns and taught you how to use the demonstrative forms of each. Try and spot them when you're reading in Spanish and think about whether they're adjectives or pronouns.

# **Workbook Lesson 18: Adjetivos demostrativos y Pronombres Demostrativos – Demonstrative adjectives and demonstrative pronouns**

**Exercise 1: Complete the phrases with demonstrative pronouns or adjectives.**

- 1- \_\_\_\_ chica es amiga de Ana. (That girl is Ana's friend.)
- 2- \_\_\_\_ zapatos son muy caros. (These shoes are very expensive.)
- 3- \_\_\_\_ es Juan, mi novio. (This is John, my boyfriend.)
- 4- ¿De quién es \_\_\_\_? (Whose is that?)

**Exercise 2: Translate the following phrases from Spanish to English.**

- 1- estas llaves
- 2- aquella maleta
- 3- esa revista
- 4- este verano
- 5- este es tu paraguas

**Exercise 3: Complete the sentences, as in the example.**

Example: ¿De quién es \_\_\_\_ libro?: – ¿De quién es este libro? (Whose book is this?)

- 1- Me gusta mucho \_\_\_\_ (I really like this restaurant.)
- 2- \_\_\_\_ vaso está sucio. (This glass is dirty.)
- 3- ¿Conoces a \_\_\_\_ chico? (You know this guy?)
- 4- Mira, \_\_\_\_ es el padre de Carlos. (Look, that's Charles's father.)
- 5- ¿A dónde va \_\_\_\_ 1 amion? (Where does this bus go?)

**Exercise 4: Tick the right answer.**

- 1- \_\_\_\_ verano vamos a ir a París.  
a. Este b. Estos
- 2- Nací en 1989. \_\_\_\_ mismo año nació mi primo.  
a. Ese b. Este
- 3- ¿Qué haces \_\_\_\_ noche?  
a. esa b. esta
- 4- \_\_\_\_ mes ha sido fabuloso.  
a. Este b. Aquel
- 5- \_\_\_\_ tarde tengo un examen.  
a. Esta b. Esa

**Exercise 5 : Complete sentences as in the example. Use the following demonstratives: *este, estos, eso, esos, aquellos* .**

- 1- Mi amigo Juan dice que \_\_\_\_ bar es el mejor de la ciudad. (My friend Juan says this bar is the best in the city.)
- 2- ¿Ustedes conocen a \_\_\_\_ chicas? Son hermosas. (You know those girls? They are beautiful.)
- 3- \_\_\_\_ es la casa de Ramón, la blanca. (That's Ramon's house, the white one.)
- 4- ¿Cuánto cuesta \_\_\_\_ moto? (How much is this bike?)
- 5- \_\_\_\_ día llovió sin parar. (That day it rained non-stop.)

**Exercise 6 : Translate the following sentences from English to Spanish.**

- 1- Give me those papers, please.
- 2- Do you like that lamp for the house?
- 3- How much is this computer?
- 4- Where do I put this picture?
- 5- That's not what I said.

**Exercise 7: Sort the following words to create a correct sentence.**

- 1- Compañía / esta / es / muy segura. (This company is very safe.)
- 2- Relojes / estos/ son / muy baratos. (These watches are very cheap.)
- 3- Raqueta? / ¿ cuánto / cuesta/ esta (How much is this racket?)
- 4- Dame / plato/ ese / de allí. (Give me that plate over there.)
- 5- Jardín / no entres/ este / es privado. (Do not enter, this garden is private.)

**Exercise 8: Change these affirmative sentences into negative ones.**

- 1- Aquel perro está jugando con su dueño. (That dog is playing with his master.)
- 2- Esa azafata es rubia. (That air hostess is blonde.)
- 3- Eso es cierto. (That is true.)
- 4- Esta silla es muy cómoda. (This chair is very comfortable.)
- 5- Necesitan unos pantalones de mezclilla como estos. (They need jeans like these.)

**Exercise 9: Complete the following dialogue with the corresponding demonstrative pronouns.**

\_\_\_\_\_ es mi familia. Mi madre se llama Rebeca y mi papá Alberto. Tengo dos hermanos. \_\_\_\_\_ que está sentado se llama David, y el que \_\_\_\_\_ jugando es el menor, Pedro. \_\_\_\_\_ que están en el jardín son mis primos Diego y Camila. \_\_\_\_\_ que están en el patio son nuestros perros, Lancer y Claudio. Bueno, \_\_\_\_\_ es toda mi familia. ¡Que tengas un buen día!

(This is my family. My mother's name is Rebecca and my dad is Alberto. I have two brothers. This one sitting here is called David. And that one playing is the younger one, Peter. Those in the garden are my cousins, Diego and Camila. Those in the yard are our dogs, Lancer and Claudio. Well this is my whole family. Have a good day!)

**Exercise 10: Translate the following sentences from Spanish to English.**

- 1- Estas camisas cuestan 30 dólares.
- 2- ¿Cómo está esa pizza? Deliciosa.
- 3- ¿Hay alguien en esa casa?
- 4- ¿Quieres algo de aquella tienda?
- 5- Esas son las nuevas estudiantes.



## **Answers:**

### **Exercise 1**

1/ Esa chica es amiga de Ana. 2/ Estos zapatos son muy caros. 3/ Este es Juan, mi novio. 4/ ¿De quién es eso?

### **Exercise 2**

1/ these keys 2/ that suitcase 3/ that magazine 4/ this summer 5/ this is your umbrella

### **Exercise 3**

1/ Me gusta mucho este restaurante. 2/ Este vaso está sucio. 3/ ¿Conoces a ese chico? 4/ Mira, ese es el padre de Carlos. 5/ ¿A dónde va este camión?

### **Exercise 4**

1/ Este verano vamos a ir a París. 2/ Nací en 1989. Ese mismo año nació mi primo.  
3/ ¿Qué haces esta noche? 4/ Este mes ha sido fabuloso. 5/ Esta tarde tengo un examen.

### **Exercise 5**

1/ Mi amigo Juan dice que este bar es el mejor de la ciudad. 2/ ¿Ustedes conocen a esas chicas? Son hermosas. 3/ Esa es la casa de Ramón, la blanca. 4/ ¿Cuánto cuesta esta moto? 5/ Aquel día llovió sin parar.

### **Exercise 6**

1/ Dame esos papeles, por favor. 2/ ¿Te gusta esa lámpara para la casa? 3/ ¿Cuánto cuesta esta computadora? 4/ ¿Dónde pongo este cuadro? 5/ Eso no es lo que yo dije.

### **Exercise 7**

1/ Esta compañía es muy segura. 2/ Estos relojes son muy baratos. 3/ ¿Cuánto cuesta esta raqueta? 4/ Dame ese plato de allí. 5/ No entres, este jardín es privado.

### **Exercise 8**

1/ Aquel perro no está jugando con su dueño. 2/ Esa azafata no es rubia. 3/ Eso no es cierto. 4/ Esta silla no es muy cómoda. 5/ No necesitan unos pantalones de mezclilla como estos.

### **Exercise 9**

Esta es mi familia. Mi madre se llama Rebeca y mi papá Alberto. Tengo dos hermanos. Ese que está sentado se llama David y el que está jugando es el menor, Pedro. Aquellos que están en el jardín son mis primos Diego y Camila. Esos que están en el patio son nuestros perros, Lancer y Claudio. Bueno, esta es toda mi familia. ¡Que tengas un buen día!

### **Exercise 10**

1/ These shirts cost \$30. 2/ How is that pizza? Delicious. 3/ Is anyone in that house? 4/ Do you want anything from that store? 5/ Those are the new students.

## Lesson 19. Making Comparisons

In this lesson, we'll look at comparatives and superlatives, and some handy phrases that can be slipped into conversation or writing!

A comparative compares two things, while a superlative compare three or more things, including sometimes all of a particular thing that exists.

For example:

<b>Adjective</b>	<b>Comparative</b>	<b>Superlative</b>
bright	brighter	brightest
happy	happier	happiest
expensive	more expensive	most expensive

### Comparatives

Let's start with comparatives—those are the words which often end in -er in English. We need to know how to say that A is “more + adjective” or “less + adjective” than B. The formula is pretty simple. The words for “more” and “less” are these:

More	<i>Más</i>
Less	<i>Menos</i>

All you have to do is stick *más* or *menos* before the adjective (that's the word which describes a noun), then add *que* , meaning “than.” Let's look at some examples:

## Listen to Track 186

Maria is more elegant than Juan.	<i>María es más elegante que Juan.</i>
Ana is less greedy than Ignacio.	<i>Ana es menos golosa que Ignacio.</i>
Your mental health is more important than this exam.	<i>Tu salud mental es más importante que este examen.</i>
The UK is less humid than Thailand.	<i>El Reino Unido es menos húmedo que Tailandia.</i>
The book is funnier (more funny) than the film.	<i>El libro es más gracioso que la película.</i>
Jorge is less grumpy than his twin brother.	<i>Jorge es menos gruñón que su gemelo.</i>

**This formula also works for adverbs (words which describe verbs), as you can see here:**

Marta fights more bravely than her brother.	<i>Marta lucha más valientemente que su hermano.</i>
Today, they spoke less confidently than yesterday.	<i>Hoy hablaron menos confiadamente que ayer.</i>

## Superlatives

Superlatives allow us to say that something is “the most + adjective” or “the least + adjective.” All you have to do is add *el / la / los / las* before *más* or *menos* . You choose whichever one matches the noun and remember to make sure the adjective also agrees with the noun. Some examples will make it clearer.

## Listen to Track 187

Jason is the funniest (the most funny).	<i>Jason es el más gracioso.</i>
Caitlyn is the least tall.	<i>Caitlyn es la menos alta.</i>
My shoes are the shiniest.	<i>Mis zapatos son los más brillantes.</i>
My female cousins are the least annoying.	<i>Mis primas son las menos molestas.</i>

**Top tip:** To make something plural, you'll need to add *-s* or *-es* .

## Irregular Stuff

As usual, you won't get away with learning Spanish without learning exceptions to the rules! There aren't too many to learn, but they are really common, so it's worth taking time to practice them.

Don't forget, we have these irregularities in English, too! You wouldn't describe something as "gooder" or "badder" than something else, you'd say "better" or "worse." The same kinds of words are irregular in Spanish.

## Listen to Track 188

Good (well*)	<i>Bueno/a (bien*)</i>
Better	<i>Mejor</i>
Best	<i>El/la mejor</i>

  

Bad (badly*)	<i>Malo/a (mal*)</i>
Worse	<i>Peor</i>

Worst	<i>El/la peor</i>
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\*As well as adjectives, you may want to use comparatives and superlatives with adverbs. It's the difference between "you did a good job" and "you did the job well."

Big (in the sense of "old," e.g. When talking about siblings)	<i>Grande</i>
Bigger (older)	<i>Mayor</i>
Biggest (oldest)	<i>El/la mayor</i>

Small (in the sense of "young," e.g. When talking about siblings)	<i>Pequeño/a</i>
Smaller (younger)	<i>Menor</i>
Smallest (youngest)	<i>El/la menor</i>

**Más de/Menos de**

**Listen to Track 189**

So far, we've looked at *más* and *menos* with *que* . There are some occasions when you'll need to use *más de* or *menos de* . This is for when you're using numbers or quantities.

There will be more than 30 people.	<i>Habrá más de 30 personas.</i>
There will be fewer than 30 chairs.	<i>Habrá menos de 30 sillas.</i>

**Phrases that use comparatives**

There are several phrases that are super useful to know, and they all involve some form of comparison. Let's take a look:

### Listen to Track 190

As ... as ...	<i>Tan ... como ...; Igual de ...</i>
Victoria is as kind as Nacho.	<i>Victoria es tan amable como Nacho.</i> <i>Victoria y Nacho son igual de amables.</i>
Equally ...	<i>Igual de ...</i>
Victoria and Nacho are equally kind.	<i>Victoria y Nacho son igual de amables.</i>

The more ... , the more ...	<i>Cuanto más ... , más ...</i>
The more I work, the more money I earn.	<i>Cuanto más trabajo, más dinero gano.</i>

More and more	<i>Cada vez más</i>
I'm getting more and more excited.	<i>Me pongo cada vez más emocionada.</i>

As ... as possible	<i>Lo más ... posible</i>
Dress as smartly as possible.	<i>Vístase lo más arreglado posible.</i>

More than anything (mainly)	<i>Más que nada</i>
I mainly like rock music.	<i>Más que nada, me gusta la música</i>

	<i>rock.</i>
--	--------------

More or less	<i>Más o menos</i>
- How old are you? Like 40? - Haha, more or less!	- ¿Cuántos años tienes? ¿40 o así? - ¡Jaja*, más o menos!

\*This is legit for how Spanish speakers write “haha,” which makes sense, because the Spanish ‘j’ sound is quite like the English ‘h’ sound! Jajaja.

What a ... ..	<i>¡Qué ... tan ...!</i>
What a beautiful dog!	<i>¡Qué perro tan bonito!</i>

To go from bad to worse	<i>Ir de mal en peor</i>
The situation has gone from bad to worse.	<i>La situación ha ido de mal en peor</i>

To go from bad to worse / from the fire into the frying pan	<i>Salir de Guatemala para entrar en Guatepeor</i>
You’re going from bad to worse with your grades!	<i>¡Con estas notas, sales de Guatemala para entrar en Guatepeor!</i>

### Quiz time!

What ~better~ way to finish off than to have a little practice?! Use the lesson above to help you translate the following sentences from Spanish into English. If you’re feeling daring, try to translate the English phrases into Spanish, too!



In case you need it, this glossary has some of the words used in the context of the quiz!

### Listen to Track 191

There is/there are	<i>Hay</i>
Adults	<i>Los adultos</i>
Children	<i>Los niños</i>
I have	<i>Tengo</i>
Money	<i>Dinero</i>
Than you	<i>Que tú</i>
Dances	<i>Baila</i>
Skillfully	<i>Habilidosamente</i>
I go out	<i>Salgo</i>
Frequently/frequency	<i>Frecuentemente/frecuencia</i>
Brave	<i>Valiente</i>
Selfish	<i>Egoísta</i>
But	<i>Pero</i>
Husband	<i>Marido/esposo</i>
Was	<i>Fue</i>
A day	<i>Un día</i>
I sing	<i>Yo canto</i>
Than her	<i>Que ella</i>
My brother	<i>Mi hermano</i>
Than me	<i>Que yo</i>

I want	Quiero
To see you	Verte
I saw	Vi
Cars	Coches/carros
Stubborn	Terco/a
Your dad	Tu papá
House	La casa
Ready	Listo/a
Exam	Examen

1. *Tengo menos dinero que tú.*
2. *Carolina baila más habilidosamente que Juana.*
3. *Salgo menos frecuencia que mi gemelo.*
4. *Clara es la más valiente.*
5. *Miguel es el menos egoísta.*
6. *Soy una persona buena, pero mi marido es mejor.*
7. *Ayer fue un día malo. Hoy fue peor.*
8. *Yo canto mejor que ella.*
9. *Mi hermano es mayor que yo.*
10. *Más que otra cosa, quiero verte.*
11. *Vi más de 150 coches.*
12. *Juanca es menor que yo.*
13. *Eres tan terco como tu papá.*
14. *Se pone cada vez más y más difícil.*
15. *La casa está más o menos lista.*
16. *¡Qué examen tan más difícil!*

## **BONUS QUESTIONS:**

17. Pedro dances more often than Laura.
18. I want to spend as much as possible.
19. Cristina is more important than him.
20. I understand Spanish better.

Well done for getting through the quiz – there were some tough ones in there!

Here are the answers to the quiz:

1. I have less money than you.
2. Carolina dances more skillfully than Juana.
3. I go out less frequently than my twin.
4. Clara is the bravest.
5. Miguel is the least selfish.
6. I am a good person, but my husband is better.
7. Yesterday was a bad day. Today was worse.
8. I sing better than her.
9. My brother is older than me.

- |     |                           |                                |
|-----|---------------------------|--------------------------------|
| 10. | I want to see you.        | More than anything else,       |
| 11. | cars.                     | I saw more than 150            |
| 12. | me.                       | Juanca is younger than         |
| 13. | your dad.                 | You're as stubborn as          |
| 14. | difficult.                | It gets more and more          |
| 15. | less ready.               | The house is more or           |
| 16. |                           | What a difficult exam!         |
| 17. | <i>que Laura.</i>         | <i>Pedro baila más seguido</i> |
| 18. | <i>posible.</i>           | <i>Quiero gastar lo más</i>    |
| 19. | <i>importante que él.</i> | <i>Cristina es más</i>         |
| 20. | <i>español.</i>           | <i>Entiendo mejor el</i>       |

Hopefully this has given you a solid basis for making comparisons in Spanish. Remember to make a daily learning habit—practice a little every day, and you should see your Spanish going *de bien en mejor* !

# Workbook Lesson 19: Hacer comparaciones – Making comparisons

## Exercise 1: Complete the sentences with comparative adjectives.

- 1- Mis hermanas son \_\_\_\_\_ ( + alto) que yo. (My sisters are taller than me.)
- 2- Yo bailo (+ bueno) \_\_\_\_\_ que ella. (I dance better than her.)
- 3- ¿Que país está (- poblado) \_\_\_\_\_ que la India? (Which country is less populated than India?)
- 4- ¿Qué es (- malo) \_\_\_\_\_, estar enfermo o sin dinero? (What is worse, to be sick or without money?)
- 5- ¿Qué deporte es (- peligroso) \_\_\_\_\_, el esquí o el alpinismo? (Which sport is less dangerous, skiing or mountaineering?)

## Exercise 2: Translate the following phrases from Spanish to English.

- 1- la más inteligente
- 2- el más gordo
- 3- el más potente
- 4- el menos viejo
- 5- el menos caro

## Exercise 3: Complete the sentences as in the example: *viejo, caro, rápido, potente, largo*.

Example: Camilo mide 1,67, Pedro mide 1,70 (alto): Pedro es más alto que Camilo

- 1- Luisa tiene 19 años, María tiene 24 años: María es \_\_\_\_\_ que Luisa. (Louisa is 19 years old, Mary is 24 years old: Mary is older than Louisa.)

- 2- Fresas 20 pesos el kilo, peras 15 pesos el kilo: las fresas son \_\_\_\_ que las peras. (Strawberries 20 pesos per kilo, pears 15 pesos per kilo: strawberries are more expensive than pears.)
- 3- León 80 kph, canguro 50 kph: el león es \_\_\_\_ que el canguro. (Lion 80 kph, kangaroo 50 kph: the lion is faster than kangaroo.)
- 4- Río Amazonas 6788 km, Río Danubio 2800 km: el río Amazonas es \_\_\_\_ que el Danubio. (Amazon river 6,788 km, Danube river 2,800 km: the Amazon River is longer than the Danube.)
- 5- Toshiba 200 GB, Apple 300 GB: Apple tiene \_\_\_\_ que Toshiba. (Toshiba 200 GB, Apple 300 GB: Apple has more capacity than Toshiba.)

**Exercise 4: Tick the right answer.**

- 1- Soy más fuerte \_\_\_\_ tú.  
a. que b. quien
- 2- Este departamento es muy \_\_\_\_\_.  
a. antiguo b. antigua
- 3- Esta casa es muy \_\_\_\_\_.  
a. baratas b. barata
- 4- Esta falda es muy \_\_\_\_\_.  
a. corto b. corta
- 5- Este libro es aburrido, prefiero uno \_\_\_\_\_.  
a. menos entretenido b. más entretenido

**Exercise 5 : Complete the sentences. Use the following demonstratives: *tan, igual de* .**

- 1- Ana y María son \_\_\_\_ de altas. (Ana and Mary are equally tall.)
- 2- Margarita y Pedro son \_\_\_\_ de inteligentes. (Margaret and Peter are equally intelligent.)

- 3- Soy \_\_\_\_ alto como tú. (I am as tall as you.)
- 4- Sofía es simpática, pero Loli es \_\_\_\_ de simpática. (Sofia is nice, but Loli is just as nice.)
- 5- Sus hermanos no son \_\_\_\_\_ trabajadores. (His brothers are not as hardworking.)

**Exercise 6 : Translate the following sentences from English to Spanish.**

- 1- My mother is younger than my father.
- 2- What's the best movie you've ever seen?
- 3- Clara's hair clearly is not as long as Claudia's.
- 4- Elon Musk is as smart as Bill Gates.
- 5- This show is not so entertaining.

**Exercise 7: Sort the following words to create a correct sentence.**

- 1- La más alta / Carla / es / de sus hermanas. (Carla is the tallest of her sisters.)
- 2- Los mas cómodos / los/ son / mis zapatos. (My shoes are the most comfortable.)
- 3- De su familia/ Soraya/ Es / la más cariñosa. (Soraya is the most loving of her family.)
- 4- Las mejores / de la ciudad/ son / estas naranjas. (These oranges are the best in town.)
- 5- El peor/ libro/ que he/ leído / este es. (This is the worst book I've ever read.)

**Exercise 8: Change these affirmative sentences into negative ones.**

- 1- Este televisor es el más caro. (This TV is the most expensive.)
- 2- Laura es la más bajita/chaparra. (Laura is the shortest.)

- 3- El Nilo es el río más largo del mundo. (The Nile is the longest river in the world.)
- 4- Esta bebida es la más refrescante. (This drink is the most refreshing.)
- 5- Dormir es lo mejor para descansar. (Sleeping is the best way to rest.)

**Exercise 9: Change these sentences as in the example.**

Example: Pedro (chico + simpático): Pedro es el chico más simpático.

- 1- Julia (chica + alegre) \_\_\_\_\_. (Julia is the happiest girl.)
- 2- Regina (reloj + caro) \_\_\_\_\_. (Regina is the most expensive watch.)
- 3- Para mí, el café de Colombia ( + bueno) \_\_\_\_\_ del mundo. (For me, Colombian coffee is the best in the world.)
- 4- ¿Cuál es el país (+ interesante) \_\_\_\_\_ que has visitado? (Which is the most interesting country you've ever visited?)
- 5- El día de mi boda fue el (+ feliz) \_\_\_\_\_ de mi vida. (My wedding day was the happiest day of my life.)

**Exercise 10: Complete these phrases with comparatives.**

- 1- Mi perro es \_\_\_\_ ( + grande) que el tuyo. (My dog is bigger than yours.)
- 2- Emilio no bebe ni fuma, dice que es (+ sano) \_\_\_\_ para él. (Emilio does not drink or smoke. He says it is healthier for him.)
- 3- ¿Viajar a China es (+ económico) \_\_\_\_ que viajar a Japón? (Is traveling to China cheaper than traveling to Japan?)
- 4- ¿Cuál es la ciudad (- contaminado) \_\_\_\_ de América Latina? (Which is the least polluted city in Latin America?)
- 5- ¿Qué país es el (- poblado) \_\_\_\_ del mundo? (Which country is the least populated in the world?)



## **Answers:**

### **Exercise 1**

1/ Más altas. 2/ Mejor 3/ Menos poblado. 4/ Peor 5/ Menos peligroso.

### **Exercise 2**

1/ The smartest 2/ The fattest 3/ The most powerful 4/ The least old 5/ The least expensive

### **Exercise 3**

1/ Más vieja/Grande 2/ Más caras 3/ Más rápido 4/ Más largo 5/ Mas capacidad

### **Exercise 4**

1/ Que 2/ Antiguo 3/ Barata 4/ Corta 5/ Más entretenido

### **Exercise 5**

1/ Ana y María son igual de altas. 2/ Margarita y Pedro son igual de inteligentes. 3/ Soy tan alto como tú. 4/ Sofía es simpática, pero Loli es igual de simpática.  
5/ Sus hermanos no son tan trabajadores.

### **Exercise 6**

1/ Mi madre es más joven que mi padre. 2/ ¿Cuál es la mejor película que has visto? 3/ Claramente, el cabello de Clara no es tan largo como el de Claudia. 4/ Elon Musk es tan inteligente como Bill Gates. 5/ Este espectáculo no es tan entretenido.

### **Exercise 7**

1/ Carla es la más alta de sus hermanas. 2/ Mis zapatos son los más cómodos. 3/ Soraya es la más cariñosa de su familia. 4/ Estas naranjas son las mejores de la ciudad. 5/ Este es el peor libro que he leído.

### **Exercise 8**

1/ Este televisor no es el más caro. 2/ Laura no es la más bajita/chaparra. 3/ El Nilo no es el río más largo del mundo. 4/ Esta bebida no es la más

refrescante. 5/ Dormir no es lo mejor para descansar.

### **Exercise 9**

1/ Julia es la chica más alegre. 2/ Regina es el reloj más caro. 3/ Para mí, el café de Colombia es el mejor del mundo. 4/ ¿Cuál es el país más interesante que has visitado? 5/ El día de mi boda fue el más feliz de mi vida.

### **Exercise 10**

1/ Mi perro es más grande que el tuyo. 2/ Emilio no bebe ni fuma, dice que es más sano para él. 3/ ¿Viajar a China es más económico que viajar a Japón? 4/ ¿Cuál es la ciudad menos contaminada de América Latina? 5/ ¿Qué país es el menos poblado del mundo?

# Lesson 20. Direct and Indirect Object

## Pronouns

You might have seen little words in Spanish like *me* , *te* , *lo* , *nos* , etc. These words are called object pronouns ( *los pronombres personales de complemento* ) which can be split into three types:

- direct
- indirect
- reflexive

In this lesson, we aim to show you how to use direct and indirect object pronouns, and not to confuse them with reflexive ones!

### Spanish Direct Object Pronouns

Direct object pronouns are used to refer to the object of the sentence, i.e. the thing that's having something done to it.

For example, the direct object in this example is “the car”:

*David admira el coche.* (David admires the car.)

This can be translated as: But sometimes we don't want to keep repeating “the car”—we prefer to say “it.”

*David lo admira.* (David admires it.)

In this case, *lo* is the direct object pronoun.

### Table

This table shows you all the direct object pronouns, as you might want to say that David admires me, you, him, her, us, you, them, etc.

me	<i>me</i>	us	<i>nos</i>
you (informal)	<i>te</i>	you (plural)	<i>los/las</i>
him/it/you (formal)	<i>lo</i>	them (formal masc.)	<i>los</i>
her/it/you (formal)	<i>la</i>	them (formal fem.)	<i>las</i>

All you have to do is find your subject and your verb, and ask **who** or **what** is being ~verbed~ by David.

**Who/what** is David admiring?

### Listen to Track 192

Who/What is being admired by David?

David admires me.	<i>David me admira.</i>	→	¿A quién admira David?	<i>A mí.</i>
David admires you.	<i>David te admira.</i>	→	¿A quién admira David?	<i>A ti.</i>
David admires Moorish architecture.	<i>David la admira.</i>	→	¿Qué admira David?	<i>La arquitectura mora.</i>
David admires us.	<i>David nos admira.</i>	→	¿A quién admira David?	<i>A nosotros.</i>
David admires you all.	<i>David los admira.</i>	→	¿A quién admira David?	<i>A todos ustedes.</i>
David admires the trees.	<i>David los admira.</i>	→	¿Qué admira David?	<i>Los árboles.</i>

## Spanish Indirect Object Pronouns

In contrast, **in** direct object pronouns are when you do something **to** someone or something. For example, the direct object here is the gift ( *el regalo* ) and the **indirect** object is Irina.

*José da el regalo a Irina .* (José gives the gift **to** Irina.)

Sometimes, if we know for a fact that the interaction is between José and Irina, we'll quit repeating her name.

*José le da el regalo .* (José gives the gift to her/José gives her the gift.)

Check out this table. It shows you all the indirect object pronouns, as you might want to say that José gives the gift to me, to you, to him, to her, to us, to you, to them, etc.

me	<i>me</i>	us	<i>nos</i>
you (informal)	<i>te</i>	you (plural)	<i>les</i>
him/it/you (formal)	<i>le</i>	them/you (formal masc.)	<i>les</i>
her/it/you (formal)	<i>le</i>	them/you (formal fem.)	<i>les</i>

All you have to do is find **who** or **what** is on the receiving end of the verb.

**Who** is José giving the gift **to** ? In other words, **who** is receiving the gift?

### Listen to Track 193

Who is receiving the gift?

José gives the gift to me.	<i>José me da el regalo.</i>	→	¿ A quién le da José el regalo?	A mí.
José gives the gift to you.	<i>José te da el regalo.</i>	→	¿ A quién le da José el regalo?	A ti.
José gives the gift to	<i>José le da el regalo.</i>	→	¿ A quién le da José el regalo?	A él / a ella / a usted.

him/her/you (formal).				
José gives the gift to us.	<i>José nos da el regalo.</i>	→	<i>¿ A quiénes les da José el regalo?</i>	<i>A nosotros.</i>
José gives the gift to you (plural).	<i>José les da el regalo.</i>	→	<i>¿ A quiénes les da José el regalo?</i>	<i>A ustedes.</i>
José gives the gift to them	<i>José les da el regalo.</i>	→	<i>¿ A quiénes les da José el regalo?</i>	<i>A ellos / a ellas.</i>

This is how the verb *gustar* works! “ *Me gusta* ” doesn’t technically mean “I like.” It means “it is pleasing TO me.” There’s no direct object in this case.

- *Me gustan las manzanas.* (I like apples. → Apples please me.)
- *Me gustas (tú).* (I like you. → You please me.)
- *¿Te gusto (yo)?* (Do you like me? → Do I please you?)

FYI: it doesn’t sound as creepy as “do I please you?” once you put it in Spanish.)

## **Difference Between Direct and Indirect Object Pronouns**

Sometimes it can be difficult to identify whether an object is direct or indirect. Think of it like this:

Direct: who/what is being verbed?

Indirect: who/what is that object being verbed TO?

If that’s not clear yet, don’t worry!

Most of the time, you don't even have to be certain which one you're using. The only ones that differ are *lo/la/los/las* vs. *le/le/les* .

<b>Direct</b>	<b>Indirect</b>
<i>me</i>	<i>me</i>
<i>te</i>	<i>te</i>
<i>lo/la</i>	<i>le</i>
<i>nos</i>	<i>nos</i>
<i>los/las</i>	<i>les</i>
<i>los/las</i>	<i>les</i>

### **When *le* becomes *se***

When combining a direct object pronoun and an indirect object pronoun, **the indirect one will come first** . This will lead to instances of *le lo* and *les lo* , or *le la* and *les la* . Although they make logical sense, these are actually wrong.

They're kind of a mouthful to say (try saying “ *Laura les la dio* ” three times fast) so we change the *le* or *les* to a *se* . This does NOT mean we're dealing with reflexive verbs or anything like that. Just makes it easier to pronounce. Easy peasy!

### **Listen to Track 194**

- *Laura les dio la fruta a sus abuelos.* (Laura gave the fruit to her grandparents.)
- *Laura les dio la fruta.* (Laura gave them the fruit.)
- *Laura les la dio.* → *Laura se la dio.* (Laura gave them it.)

### **Order**

As you know, word order in Spanish can be different from how it is in English. There are a few rules when it comes to word order of pronouns in different situations.

### **Order of a Spanish direct object pronoun and indirect object pronoun**

If you've got one of each, stick the indirect one first.

#### **Listen to Track 195**

- *Pablo le dio las flores a Carolina.* (Pablo gave the flowers to Carolina.)
- *Pablo ~~le~~ las dio → Pablo se las dio.* (Pablo gave them to her.)

### **Order with infinitives—either before or after**

You can whack object pronouns straight onto the ends of infinitives.

#### **Listen to Track 196**

- *Quiero donar el dinero.* (I want to donate the money.)
- *Quiero donarlo.* (I want to donate it.)
- *Quiero donarlo a la señora sin casa.* (I want to donate it to the homeless lady. )
- *Quiero donár ~~le~~ lo. → Quiero donárselo.* (I want to donate it to her.)

But you have other options, too! You can stick them before the infinitive and the verb that triggers the infinitive.

- *Quiero donar el dinero.* (I want to donate the money.)
- *Lo quiero donar.* (I want to donate it.)
- *Lo quiero donar a la señora sin casa.* (I want to donate it to the homeless lady.)
- *~~Le~~ lo quiero donar. → Se lo quiero donar.* (I want to donate it to her.)

### **Order with the gerund**



This works the same as it does with the infinitive. You can choose where to put the object pronoun(s).

### **Listen to Track 197**

- *Estoy enviándote el correo electrónico.* (I'm sending the email to you.)
- *Te lo estoy enviando.* (I'm sending it to you.) (pronouns at the beginning)
- *Estoy enviándotelo.* (I'm sending it to you.) (pronouns at the end)

### **Order with the present tense**

With the present tense, both direct and indirect object pronouns go before the verb (the indirect comes first).

### **Listen to Track 198**

- *Marina me envía las cartas a mí.* (Marina sends the letters to me.)
- *Marina me envía las cartas.* (Marina sends me the letters.)
- *Marina me las envía.* (Marina sends me them.)

### **Order with the perfect tense**

The same rule applies to the perfect tense—indirect then direct then verbs!

### **Listen to Track 199**

- *Carlos ha contado la historia a sus amigos.* (Carlos has told the story to his friends.)
- *Carlos les ha contado la historia.* (Carlos has told them the story.)
- *Carlos les la ha contado.* → *Carlos se las ha contado.* (Carlos has told it to them.)

### **Order with the preterite**

The rule is the same again for this version of the past tense!

### **Listen to Track 200**

- *Enrique te vendió los zapatos a ti.* (Enrique sold the shoes to you.)
- *Enrique te vendió los zapatos.* (Enrique sold you the shoes.)
- *Enrique te los vendió.* (Enrique sold you them.)

### **Order with future**

You won't believe your luck ... same rule again.

### **Listen to Track 201**

- *Le cantaremos la canción a ella.* (We'll sing the song to her.)
- *Le cantaremos la canción.* (We'll sing her the song.)
- ~~*Le la cantaremos.*~~ → *Se la cantaremos.* (We'll sing it to her.)

### **Order with affirmative imperatives**

When you're telling someone to do something, just stick the object pronouns on the end of the verb. Indirect then direct.

### **Listen to Track 202**

- *Traeme la comida a mí.* (Bring the food to me.)
- *Tráeme la comida* (Bring me the food.)
- *Tráemela.* (Bring it to me.)

### **Order with negative imperatives**

When you have to tell someone NOT to do something, the object pronouns go between the *no* and the verb.

### **Listen to Track 203**

- *No me traigas la comida a mí.* (Don't bring the food to me.)
- *No me traigas la comida.* ( Don't bring me the food.)
- *No me la traigas.* ( Don't bring it to me.)

## Don't confuse them with reflexive pronouns!

Reflexive pronouns are tiny words which look very similar to object pronouns, so try not to get them confused. Reflexive pronouns tell us a verb is reflexive, i.e. it's something that you do to yourself, e.g. *lavarse las manos* (to wash one's own hands). They are:

### Listen to Track 204

<i>me</i>	<i>nos</i>
<i>te</i>	<i>os</i>
<i>se</i>	<i>se</i>

When a reflexive pronoun is thrown into the mix, just make sure you put it before any object pronouns.

Here's an example. We put it before the direct object pronoun:

- *Me lavo las manos.* (I wash my hands.)
- *Me las lavo.* (I wash them.)

Watch out for *se* , as it could be reflexive OR it could just be the easier-to-pronounce-object-pronoun-combo that we looked at earlier!

### We know that's a lot to take in ...

... but we hope this has given you a solid foundation for using direct and indirect object pronouns in all kinds of different situations. ¡ *Hasta la próxima!*

# **Workbook Lesson 20. Pronombres de objeto directo e indirecto – Direct and indirect object pronouns**

**Exercise 1: Rewrite the following sentences using the correct indirect object pronoun.**

- 1- José le escribió una carta a su mamá.
- 2- Carolina le ha pedido un favor a María.
- 3- Jesús le abrió la puerta a su perro.
- 4- Alejandro trajo comida para ti.
- 5- El gato le gruñó al niño.

**Exercise 2: Rewrite the following sentences using the correct direct object pronoun.**

- 1- Alberto ha comprado un celular (a ti.)
- 2- Lina escucha a la profesora.
- 3- Helena tomó las pastillas para el dolor de cabeza.
- 4- Raquel está haciendo la tarea.
- 5- Viviana te está enviando el correo electrónico (a ti).

**Exercise 3: Complete the following sentences with the correct direct or indirect object pronoun.**

- 1- Yo \_\_\_(él) di el libro.
- 2- Mi mamá \_\_\_(ella) lo entregó ayer.
- 3- Carla \_\_\_ (yo) escribió ayer.
- 4- Ángel \_\_\_ (ellos) admira.
- 5- Valeria \_\_\_\_\_ (nosotros) odia.

**Exercise 4: Complete the following sentences using the correct word, “les” or “se.”**

- 1- Laura \_\_\_\_ dio la fruta.
- 2- Pablo \_\_\_\_ las comió.
- 3- Javier \_\_\_\_ los probó.
- 4- Ellos \_\_\_\_ abrieron la puerta.
- 5- Valentina \_\_\_\_ borró el pizarrón.

**Exercise 5: Change the sentence from having the pronoun at the end to having the pronoun at the beginning.**

Example: Estoy escribiéndotelo -> Te lo estoy escribiendo.

- 1- Estoy enviándotelo.
- 2- Está operándolo.
- 3- Estamos completándolo.
- 4- Están comprándolo.
- 5- Estás moviéndolo.

**Exercise 6: Change the sentence from having the pronoun at the beginning to having the pronoun at the end.**

Example: Te lo estoy cocinando -> Estoy cocinándotelo.

- 1- Te lo acabo de enviar.
- 2- Maria se los está archivando.
- 3- Claudia y María te lo acaban de decir.
- 4- Leonardo te está moviendo la ropa.
- 5- Viviana te lo acaba de pedir.

**Exercise 7: Choose the correct option to complete the following sentences.**

- 1- \_\_\_\_ \_\_\_\_ exijo.  
a. Te lo    b. Lo te    c. Acabo de
- 2- (Ella) \_\_\_\_ \_\_\_\_ piensa quitar mañana.  
a. Se lo    b. Te está    c. Va a

- 3- Carlos \_\_\_ \_\_\_ \_\_\_(nosotros) premiar por el buen trabajo.  
a. los va    b. nos va a    c. va a
- 4- \_\_\_\_\_ escribiéndotelo.  
a. Estoy    b. Acabo    c. Voy a
- 5- Yo \_\_\_ \_\_\_ estoy poniendo al perro.  
a. se lo    b. te lo    c. me lo

**Exercise 8: Underline the indirect object pronoun in the following the sentences .**

- 1- Mi papá me está manejando las finanzas.  
2- Los estudiantes están viéndolo en sus libros.  
3- Las mujeres se lo quieren donar.  
4- Su novio le trae las galletas.

**Exercise 9: Rewrite the following sentences using the indirect object pronoun.**

1. Mi hermana va a conducir la camioneta.  
2. Los maestros fueron a ver a su director.  
3. Las mujeres quieren regalar perfumes a sus amigas.  
4. La chica quiere llevar galletas a su novi.

**Exercise 10: Rewrite the following sentences using the direct object pronoun.**

- 1- Alejandro va a comérselo. (El helado)  
2- Los tripulantes van a hacerlo. (El servicio)  
3- Ángela quiere terminarlo. (El libro)  
4- La gerente acaba de mencionárnosla. (La política)

## **Answers:**

### **Exercise 1**

1/ José se la escribió. 2/ Carolina se lo ha pedido. 3/ Jesús se la abrió. 4/ Alejandro te la trajo. 5/ El gato le gruñó.

### **Exercise 2**

1/ Alberto te lo ha comprado. 2/ Lina la escucha. 3/ Helena las tomó. 4/ Raquel la está haciendo. 5/ Viviana te lo está enviando.

### **Exercise 3**

1/ Yo le di el libro. 2/ Mi mamá se lo entregó ayer. 3/ Carla me escribió ayer. 4/ Ángel los admira. 5/ Valeria nos odia.

### **Exercise 4**

1/ Les 2/ Se 3/ Se 4/ Les 5/ Les

### **Exercise 5**

1/ Te lo estoy enviando. 2/ Lo está operando. 3/ Nosotros lo estamos completando.  
4/ Ellos lo están comprando. 5/ Tú lo estás moviendo.

### **Exercise 6**

1/ Estoy enviándotelo. 2/ Está archivándoselos. 3/ Acaban de decírtelo. 4/ Está moviéndotela. 5/ Acaba de pedírtelo.

### **Exercise 7**

1/ Te lo 2/ Se lo 3/ Nos va a 4/ Estoy 5/ Se lo

### **Exercise 8**

1/ Mi papá me está manejando las finanzas. 2/ Los estudiantes están viéndo lo en sus libros. 3/ Las mujeres se lo quieren donar. 4/ Su novio le trae las galletas.

### **Exercise 9**

1/ Mi hermana va a conducirla. 2/ Los maestros fueron a verlo. 3/ Las mujeres quieren regalarles perfumes. 4/ La chica quiere llevarle galletas.

**Exercise 10**

1/ Alejandro va a comerse el helado. 2/ Los tripulantes van a hacer el servicio.

3/ Ángela quiere terminar el libro. 4/ La gerente acaba de mencionarnos la política.



## Lesson 21. Shortcut to Tenses

Spanish tenses can be complicated and cause countless headaches to any learner. While learning the complicated ins and outs of each of the different tenses is necessary to really take your Spanish to a more fluent level, there are a few shortcuts you can use to help you get there!

It is possible to use just three different verbs to express the recent past, the ongoing present, and the near future. If you are able to express these three things, you'll be able to get the conversational ball rolling more easily and gain the confidence you need to dive deeper into the dreaded world of Spanish tenses!

### **Past Tenses**

The past in Spanish is one of the most complicated things for English speakers. Since Spanish actually has not one, not two, but *three* ways to refer to things that took place in the past, knowing when to use which one can be very difficult.

**Preterite** – This is used when the action in the past happened one time or within a specified period of time.

### **Listen to Track 205**

Example: *Viví en Argentina durante 6 meses.* (I lived in Argentina for six months.)

**Imperfect** – This is used for actions in the past that took place multiple times or during a period of time that isn't specified.

Example: *Siempre iba a este café.* (He always went to this cafe.)

**Present Perfect** - This conjugation is a combination of the verb *haber* and the past participle of the verb (ending in -ado or -ido). This is the one we've previously called the perfect tense. Its use differs throughout the Spanish-speaking world and in Mexico is not very common. However, the general rule for using this tense is when the event in the past still has an impact on the present.

Example: *He pagado la cuenta* . (I have paid the bill.)

While the three tenses mentioned above seem relatively cut and dried on the surface, they regularly trip up the non-native Spanish speaker. With practice, though, you'll find yourself becoming more familiar with them.

There is, however, one little shortcut you can use to refer to something that happened in the near past. This is using the verb *acabar* . It's like the English equivalent of saying "just."

### **Using *acabar* to talk about the near past**

To use this verb to talk about the near past you will use the following pattern:

*Acabar + de + verb in infinitive*

This is referring to something that you "just" did, or that was "just" done by someone else. *Acabar* is an -ar verb conjugated regularly.

### **Listen to Track 206**

*Yo acabo de*

*Tú acabas de*

*Él/ Ella/ Usted acaba de*

*Nosotros acabamos de*

*Ustedes acaban de*

## *Ellos/ Ellas/ acaban de*

Some examples of this verb used for near past are:

First person singular: *Acabo de leer ese libro* . (I just read that book.)

Second person singular: *Acabas de regresar de la tienda*. (You just came from the store.)

Third person singular: *Acaba de hacer la cena* . (He/she just made dinner.)

First person plural: *Acabamos de comer* . (We just ate.)

Second person plural: *Acaban de volver de vacaciones*. (You [plural] just returned from vacation.)

Third person plural: *Acaban de comprar los boletos*. (They just bought the tickets.)

## **Future Tenses**

Learning to talk about the future in Spanish is pretty easy for the native English speaker. This is simply because, generally speaking, the different options available are similar to their English equivalents.

**Using the present** – This is used for events that will happen in the near future. To use this conjugation to refer to the future in Spanish, you have to specify the time in which it will happen.

Example: *Nos vamos mañana*. (We leave tomorrow.)

**Future conjugation** – This is like saying “will” in English. The use is similar to that of the “will” future in English, although in spoken Spanish it isn’t as common.

Example: *Más tarde iré a la tienda*. (I will go to the store later.)

The last way that you can use to speak about the future in Spanish is probably the most common, and, conveniently enough, the easiest to learn! This is with the verb *ir* .

### ***Ir a* to talk about the future**

Using the verb *ir* , meaning to go, to talk about the future is extremely common, especially in everyday, colloquial speech. It's like the English "going to..."

To use this verb, you will use the following pattern:

*Ir + a + verb in infinitive*

*Ir* is irregularly conjugated. The conjugations are the following:

### **Listen to Track 207**

*Yo voy a*

*Tú vas a*

*Él/ Ella/ Usted va a*

*Nosotros vamos a*

*Ustedes van a*

*Ellos/ Ellas van a*

Some examples of using these constructions are:

First person singular: *Voy a ir a la fiesta* . (I'm going to go to the party.)

Second person singular: *Vas a tener que estudiar mucho* . (You're going to need to study a lot.)

Third person singular: *Va a comprar el pan* . (He/she is going to buy the bread.)

First person plural: *Vamos a viajar a Grecia* . (We're going to travel to Greece.)

Second person plural: *Van a comer en la casa.* (You [plural] are going to eat at home.)

Third person plural: *Van a sacar al perro .* (They are going to walk the dog.)

## **The Present**

Talking about the present in Spanish is pretty easy. The hardest part is simply familiarizing yourself with the conjugations themselves.

The present tense in Spanish is very versatile. It can be used to talk about the permanent facts and routines, a continuous action taking place in the present, and the future.

*Estudio español.* (I study Spanish.)

*Leo el libro .* (I am reading the book.)

*Luego te llamo.* (I'll call you then.)

There is, however, a Spanish equivalent to the English present progressive that can be used to talk about something going on at the current moment. It is very useful to be familiar with it, and it will help you a lot when speaking to a native Spanish speaker!

## **The Present Progressive in Spanish**

The present progressive is, like in English, saying “to be doing X.”

It is formed using the verb *estar* and has the following construction:

*Estar + present participle (in English the verb ending in -ing)*

The conjugation of the verb *estar* is:

## **Listen to Track 208**

*Yo estoy*

*Tú estás*

*Él/ Ella/ Usted está*

*Nosotros estamos*

*Ustedes están*

*Ellos/ Ellas están*

The present participle ending in Spanish is pretty simple to learn. With - *ar* verbs, you will simply remove the ending and add - *ando* . With - *er/-ir* verbs, you will do the same, but add the ending - *iendo* .

<b>-ar</b>	<b>-er/-ir</b>
<i>Hablar- hablando</i>	<i>Comer- comiendo</i>
<i>Estudiar- estudiando</i>	<i>Vivir- viviendo</i>
<i>Andar- andando</i>	<i>Hacer- haciendo</i>

If you have a stem-changing verb, you will change the appropriate vowel, and add the ending.

<b>e:i</b>	<b>o:u</b>
<i>Decir- diciendo</i>	<i>Dormir- durmiendo</i>
<i>Servir- sirviendo</i>	<i>Poder- pudiendo</i>

And, there are some instances when the spelling needs to change so as not to change the pronunciation:

*Caer- Cayendo*

*Leer- Leyendo*

*Ir- Yendo*

*Creer- Creyendo*

**Some examples of using this construction to talk about events taking place in the present are:**

**Listen to Track 209**

First person singular: *Estoy hablando con mi madre* . (I am talking to my mom.)

Second person singular: *Estás yendo muy despacio*. (You're going very slowly.)

Third person singular: *Está estudiando biología*. (He/she is studying biology.)

First person plural: *Estamos viviendo en Guadalajara* . (We are living in Guadalajara.)

Second person plural: *Están viendo la tele* . (You [plural] are watching TV.)

Third person plural: *Están durmiendo* . (They are sleeping.)

The constructions mentioned above are all commonly used in everyday speech, and are simple, easy-to-remember ways of talking about the (near) past, the future, and the ongoing present.

While it is important to learn the different tenses in Spanish in order to take your language to the next level, using the shortcuts taught to you in this lesson will help give you the level of confidence you need to engage in a large variety of conversations.

# **Workbook Lesson 21. Atajo a los tiempos verbales**

## **– Shortcut to tenses**

**Exercise 1: Complete the following statements with the correct word conjugation for the pronoun in brackets.**

- 1- (Ella) \_\_\_\_\_ de terminar la cena.
- 2- (Ellos) \_\_\_\_\_ de correr 10 kilómetros.
- 3- (Yo) \_\_\_\_\_ a competir en el próximo campeonato.
- 4- (Él) \_\_\_\_\_ a terminar el libro mañana.
- 5- (Ustedes) \_\_\_\_\_ a comenzar la tarea.

**Exercise 2: Complete the form of the verb in brackets as a tense shortcut, according to the pronoun.**

- 1- (Ella) (vivir) \_\_\_\_\_ en México en el 2006.
- 2- (Ellos) (correr) \_\_\_\_\_ 10 kilómetros todos los domingos.
- 3- (Yo) (comer) \_\_\_\_\_ frijoles y arroz a la hora de la comida.
- 4- (Él) (leer) \_\_\_\_\_ “Romeo y Julieta” todos los años
- 5- (Ustedes) (cocinar) \_\_\_\_\_ la comida de mañana.

**Exercise 3: Use the correct form of the future tense shortcut with the following sentences.**

- 1- (Ir) \_\_\_\_\_ a Rio de Janeiro el próximo año.
- 2- (Comprar) \_\_\_\_\_ un nuevo celular.
- 3- Más tarde, (Llamar) \_\_\_\_\_ a mi mamá.
- 4- (Ver) \_\_\_\_\_ a mis padres el próximo mes.
- 5- El próximo año, (Tener) \_\_\_\_\_ un mejor trabajo.

**Exercise 4: Use the correct form of the past tense shortcut with the following sentences.**



- 1- Ayer por la mañana (ir) \_\_\_\_\_ a una cafetería muy buena.
- 2- Anoche (salir y tomar) \_\_\_\_\_ unas copas de vino.
- 3- Anoche no (dormir) \_\_\_\_\_ nada.
- 4- (Completar) \_\_\_\_\_ la tarea hace un momento.
- 5- (Trabajar) \_\_\_\_\_ en esa compañía por 3 años.

**Exercise 5: Use the correct form of the present tense shortcut with the following sentences.**

- 1- (Ella) (cepillar) \_\_\_\_\_ los dientes todos los días.
- 2- (Él) (entrenar) \_\_\_\_\_ dos horas al día.
- 3- (Nosotros) (desayunar) \_\_\_\_\_ a las 9:00 a.m.
- 4- (Ellos) (tomar) \_\_\_\_\_ jugo de naranja en el desayuno.
- 5- (Yo) (escribir) \_\_\_\_\_ historias diferentes todas las semanas.

**Exercise 6: Use the correct form of the present progressive tense shortcut with the following sentences.**

- 1- (Yo) (hablar) \_\_\_\_\_ con mi mamá.
- 2- (Ella) (limpiar) \_\_\_\_\_ la casa.
- 3- (Él) (organizar) \_\_\_\_\_ los zapatos.
- 4- (Nosotros) (vivir) \_\_\_\_\_ en Bogotá.
- 5- (Él) (entrenar) \_\_\_\_\_ en este momento.

**Exercise 7: Identify the tense for each sentence.**

- 1- Iré a tomar una siesta.
- 2- Mi papá come plátano todos los días.
- 3- Los estudiantes rompieron la silla.
- 4- Hemos vivido en Colombia por 5 años.
- 5- El perro está ladrando.

**Exercise 8: Decide if the following sentences are correct or incorrect.**

- 1- Acabo de comido una hamburguesa.
- 2- Voy a terminar mi trabajo mañana.
- 3- He comer mucho el día de hoy.
- 4- Mantengamos el secreto.
- 5- Completaré el trabajo ayer.

**Exercise 9: Rewrite the sentences by using “acabo de” and “voy a” depending on the case.**

- 1- Me comí una hamburguesa hace un momento.
- 2- Comeré huevos mañana.
- 3- Viajo a Orlando el próximo mes.
- 4- Terminé de limpiar hace un minuto.
- 5- Llegué hace 30 segundos.

## **Answers:**

### **Exercise 1**

1/ Acaba de terminar la cena. 2/ Acaban de correr 10 kilómetros. 3/ Voy a competir en el próximo campeonato. 4/ Va a terminar el libro mañana. 5/ Van a comenzar la tarea.

### **Exercise 2**

1/ Vivió en México en el 2006. 2/ Corren 10 kilómetros todos los domingos. 3/ Voy a comer/Comeré frijoles y arroz a la hora de la comida. 4/ Lee "Romeo y Julieta" todos los años. 5/ Cocinarán la comida de mañana.

### **Exercise 3**

1/ Iré 2/ Compraré 3/ Llamaré 4/ Veré 5/ Tendré

### **Exercise 4**

1/ Fui 2/ Salí y tomé 3/ Dormí 4/ He completado/Completé 5/ Trabajé

### **Exercise 5**

1/ Se cepilla 2/ Entrena 3/ Desayunamos 4/ Toman 5/ Escribo

### **Exercise 6**

1/ Estoy hablando 2/ Está limpiando 3/ Está organizando 4/ Estamos viviendo 5/ Está entrenando

### **Exercise 7**

1/ Future tense 2/ Present tense 3/ Past tense 4/ Present perfect tense 5/ Present progressive tense

### **Exercise 8**

1/ Incorrect 2/Correct 3/ Incorrect 4/ Correct 5/ Incorrect

### **Exercise 9**

1/ Acabo de comer una hamburguesa hace un momento. 2/ Voy a comer huevos mañana. 3/ Voy a viajar a Orlando el próximo mes. 4/ Acabo de terminar de limpiar hace un minuto. 5/ Acabo de llegar hace 30 segundos.

## Lesson 22. Imperfect Tense

The imperfect tense, also known as the *pretérito imperfecto*, is super useful for talking about the past. Luckily, it's not too complicated, either! Read on to learn how it works.

### What is it?

The imperfect tense is a type of past tense. It's used to talk about something that used to happen or was happening.

### When do I use it?

There are a few ways to use the imperfect tense. Here are the main ones:

- **Describing continuing states/events/feelings in the past**

Let's say you're telling a story set in the past, and you want to describe the weather, someone's actions, and their mood:

#### Listen to Track 210

*Llovía mucho y Claudia lloraba. Estaba triste porque tenía el corazón roto.*

(It was raining a lot, and Claudia was crying. She was sad because she had a broken heart.)

- **Talking about repeated actions in the past**

This is when you want to talk about something that used to happen, like something you used to do when you were younger, or something that used to happen over a period of time:

#### Listen to Track 211

*Cuando era pequeño, iba al parque cada semana.* (When I was little, I went to the park every week.)

- **Setting the scene of what was happening when something else interrupted it**

This one is really useful when you're telling a story where an event occurs (preterite), and it interrupts another ongoing event or situation (imperfect).

### **Listen to Track 212**

*Mientras estudiaba, mi perro entró en mi cuarto y me distrajo.* (While I was studying, my dog came into my room and distracted me.)

When you're using the imperfect in this way, you might want to use it with the gerund. You'd use the imperfect progressive (*estar + gerund*) for the action that was ongoing, and the preterite for the interrupting verb:

*Estaba viendo la tele cuando, de repente, sonó el teléfono.* (He was watching TV when, all of a sudden, the phone rang.)

- **When using reported speech**

Sometimes, you want to report what someone else said, but you don't want to use a direct quote. Here's the difference:

Direct speech: Carlos said, "I'm happy."

Indirect/reported speech: Carlos said that he was happy.

Notice that we use "was" in the past tense. This would be the same in Spanish.

Direct speech: *Carlos dijo: "Estoy feliz."*

Indirect/reported speech: *Carlos dijo que estaba feliz.*

### **How do I form it?**

The imperfect tense is pretty simple to form.

For - *ar* verbs, you remove the ending (- *ar* ) from the infinitive, then add the following endings to the stem:

<i>Yo</i>	<i>-aba</i>	<i>Nosotros/as</i>	<i>-ábamos</i>
<i>Tú</i>	<i>-abas</i>	<i>Ustedes</i>	<i>-aban</i>
<i>Él/Ella/Usted</i>	<i>-aba</i>	<i>Ellos/Ellas</i>	<i>-aban</i>

Check out these example sentences to help give you a feel of when this tense is used:

### Listen to Track 213

<i>Yo salía mucho cuando era más joven.</i>	I used to go out a lot when I was younger.
<i>¿Estabas en la casa cuando llamé a la puerta?</i>	Were you in the house when I knocked on the door?
<i>Juan hablaba como si fuera un experto.</i>	Juan spoke as if he were an expert.
<i>Nadábamos aquí cada viernes.</i>	We used to swim here every Friday.
<i>Mandaban cartas.</i>	You (plural) used to send letters.
<i>Estaban bailando cuando Pedro los interrumpió.</i>	They were dancing when Pedro interrupted them.

For - *er* and - *ir* verbs, remove the stem (the - *er* or the - *ir* ) from the infinitive, then add:

<i>Yo</i>	<i>-ía</i>	<i>Nosotros/as</i>	<i>-íamos</i>

<i>Tú</i>	<i>-ías</i>	<i>Ustedes</i>	<i>-ían</i>
<i>Él/Ella/Usted</i>	<i>-ía</i>	<i>Ellos/ellas/</i>	<i>-ían</i>

Take a look at some examples:

### Listen to Track 214

<i>Dije que tenía miedo.</i>	I said that I was scared.
<i>Hacía calor.</i>	It was hot (weather).
<i>¿Con padres tan tolerantes, podías hacer lo que te diera la gana cuando eras joven?</i>	With such relaxed parents, could you do whatever you wanted when you were growing up?
<i>Irina y yo salíamos hasta que apareció su ex.</i>	Irina and I were going out until her ex showed up.
<i>Volvían a casa tarde todos los días.</i>	You (plural) used to return home late every day.
<i>Tomaban demasiado antes de asistir a Alcohólicos Anónimos.</i>	They used to drink too much before they went to AA.

### Irregular verbs

Good news! Not many verbs are irregular in the imperfect. The only ones that are irregular are *ir* , *ser* , and *ver* (and certain words that are connected to *ver* , like *prever* ).

*Ir* (to go)

### Listen to Track 215

<i>Iba</i>	<i>Íbamos</i>
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<i>Iba</i>	<i>Iban</i>
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Examples:

<i>Iba a decirte algo.</i>	I was going to tell you something.
<i>¿Ibas para la casa cuando me llamaste?</i>	Were you going (on your way) home when you called me?
<i>Ernesto iba al centro comercial frecuentemente.</i>	Ernesto used to go to the mall frequently.
<i>Antes de que falleciera, mi abuela y yo íbamos de vacaciones cada año.</i>	Before she passed away, my grandma and I used to go on holiday every year.
<i>Cuando eran pequeños, iban al mercado con su mamá cada fin de semana.</i>	When you (plural, informal) were little, you used to go to the market with your mom every weekend.
<i>Los chicos iban a clase cuando Pedro se desmayó.</i>	The boys were going to (on the way to) class when Pedro passed out.

**Ser (to be)**

**Listen to Track 216**

<i>Era</i>	<i>Éramos</i>
<i>Era</i>	<i>Eran</i>

<i>Cuando yo era joven, me gustaban los peluches.</i>	When I was young, I liked cuddly toys.
<i>Eras la chica más amable del</i>	You were the nicest girl in the

<i>grupo.</i>	group.
<i>María dijo que su marido era guapo.</i>	María said that her husband was handsome.
<i>Éramos valientes en esa época.</i>	We were brave in that period.
<i>Miguel y tú eran una pareja bonita, pero ya se acabó.</i>	Miguel and you were a lovely couple but it's over now.
<i>Eran las ocho de la mañana.</i>	It was eight o'clock in the morning.

**Ver (to see)**

**Listen to Track 217**

<i>Veía</i>	<i>Veíamos</i>
<i>Veía</i>	<i>Veían</i>

<i>Veía dos películas cada noche.</i>	I used to watch two films a night.
<i>¿Veías a menudo a Juan?</i>	Did you used to see Juan often?
<i>La luz estaba apagada. Marco no veía nada.</i>	The light was switched off. Marco couldn't see anything.
<i>Mi ex y yo nos veíamos cada día.</i>	My ex and I used to see each other every day.
<i>¿Veín caricaturas cuando eran niños?</i>	Did you guys watch cartoons when you were kids?
<i>Veían la tele todos los días.</i>	They used to watch TV every day.

## **Workbook Lesson 22. El tiempo imperfecto – Imperfect tense**

**Exercise 1: Write the correct imperfect tense conjugation for the following verbs.**

- 1- (Él) Vivir
- 2- (Ustedes) Comer
- 3- (Yo) Escribir
- 4- (Ellos) Jugar
- 5- (Yo) Mover

**Exercise 2: Choose the correct imperfect tense conjugation for the following verbs.**

- 1- Las trabajadoras: a. Lllaman b. Lllamaban c. Lllamaba
- 2- El vigilante: a. Dormía b. Dormían c. Dormíais
- 3- Los perros: a. Corrían b. Corría c. Corríamos
- 4- Tú: a. Hablabas b. Hablaban c. Hablaba

**Exercise 3: Write five sentences. In each sentence, use a different verb in the imperfect tense from the following list.**

- 1- Cepillar
- 2- Arreglar
- 3- Contar
- 4- Planificar
- 5- Viajar

**Exercise 4: Complete the sentences with the correct form of the verb in brackets.**

- 1- When I was a little boy, I cried a lot. = Cuando \_\_\_\_\_ (ser) niño, \_\_\_\_\_ (llorar) mucho.

- 2- When you were coming from the store... = Cuando \_\_\_\_\_ (venir) de la tienda...
- 3- We used to play a lot. = \_\_\_\_\_ (jugar) mucho.
- 4- We used to go to that gym when we were teenagers. = \_\_\_\_\_ a ese gimnasio cuando éramos adolescentes.
- 5- They used to see him a lot. = Lo \_\_\_\_\_ (ver) mucho.

**Exercise 5: Complete the sentences with the correct form of the verb in parenthesis.**

- 1- When we were a couple... = Cuando \_\_\_\_\_ (ser) novios...
- 2- You used to go to this bar. = (Tú) \_\_\_\_\_ (ir) a ese bar.
- 3- We used to see each other a lot. = Nos \_\_\_\_\_ (ver) mucho.
- 4- My brother used to be slim. = Mi hermano \_\_\_\_\_ (ser) delgado.
- 5- I used to see her all the time. = La \_\_\_\_\_ (ver) todo el tiempo.

**Exercise 6: Choose the correct option to complete the sentences.**

- 1- \_\_\_\_\_ a mi tía todos los días.  
a. Visité    b. Visitaba
- 2- \_\_\_\_\_ el vestido verde para el evento.  
a. Llevó    b. Llevaba
- 3- Carlota \_\_\_\_\_ la cena cuando el timbre sonó.  
a. preparó    b. preparaba
- 4- Juan \_\_\_\_\_ 7 kilómetros cada semana.  
a. Corrió    b. Corría
- 5- Pablo \_\_\_\_\_ dos libros al año cuando era adolescente.  
a. Leyó    b. Leía

**Exercise 7: Complete the sentences with the correct form of the verb in brackets.**

Durante nuestras vacaciones...

- 1- Mis hermanas \_\_\_\_\_ (jugar) a las cartas.
- 2- Mi tía \_\_\_\_\_ (mandar) mensajes.
- 3- Mi primo \_\_\_\_\_ (escuchar) música.
- 4- Mis primos \_\_\_\_\_ (platicar).
- 5- Mis papás \_\_\_\_\_ (ver) muchas películas.

**Exercise 8: Complete the following text with the correct form of the verbs in brackets.**

Antes de terminar la universidad, yo \_\_\_\_\_ (vivir) en Medellín con mis amigos Paula y Manuel. Los fines de semana mis amigos y yo \_\_\_\_\_ (tomar) cerveza y después \_\_\_\_\_ (salir) a bailar. Además, nosotros también \_\_\_\_\_ (ir) al cine y a los bolos. Lo que más me \_\_\_\_\_ (gustar) de esos tiempos \_\_\_\_\_ (ser) ir a la playa.

**Exercise 9: Use the correct form of the verb to complete the sentences.**

- 1- Ser: \_\_\_\_\_ las cinco de la mañana.
- 2- Estudiar: Juan siempre \_\_\_\_\_ antes de una prueba.
- 3- Comer: Yo \_\_\_\_\_ en el restaurante con frecuencia.
- 4- Limpiar: Tú \_\_\_\_\_ las ventanas cada dos meses.
- 5- Enviar: De vez en cuando, Juan y Pedro les \_\_\_\_\_ dinero a sus padres.

**Exercise 10: Complete the sentences with the correct form of *one* of the verbs in brackets.**

Cuando era pequeño, \_\_\_\_\_ (ser / tener) un niño muy deportista. Me \_\_\_\_\_ (prestar / gustar) ir al patio a jugar en los columpios y en el sube y baja. Mientras yo jugaba, mi papá \_\_\_\_\_ (comer / leer) el periódico o \_\_\_\_\_ (comer / leer) empanadas.

## **Answers:**

### **Exercise 1**

1/ Vivía 2/ Comían 3/ Escribía 4/ Jugaban 5/ Movía

### **Exercise 2**

1/ Llamaban 2/ Dormía 3/ Corrían 4/ Hablabas

### **Exercise 3**

**Answers:** May vary.

### **Exercise 4**

1/ Era, lloraba 2/ Venías 3/ Jugábamos 4/ Íbamos 5/ Veían

### **Exercise 5**

1/ Éramos 2/ Ibas 3/ Veíamos 4/ Era 5/ Veía

### **Exercise 6**

1/ Visitaba 2/ Llevó 3/ Preparaba 4/ Corría 5/ Leía

### **Exercise 7**

1/ Jugaban 2/ Mandaba 3/ Escuchaba 4/ Platicaban 5/ Veían

### **Exercise 8**

Antes de terminar la universidad, yo vivía en Medellín con mis amigos Paula y Manuel. Los fines de semana mis amigos y yo tomábamos cerveza y después salíamos a bailar. Además, nosotros también íbamos al cine y a los bolos. Lo que más me gustaba de esos tiempos era ir a la playa.

### **Exercise 9**

1/ Eran 2/ Estudiaba 3/ Comía 4/ Limpiabas 5/ Enviaban

### **Exercise 10**

Cuando era pequeño, era un niño muy deportista. Me gustaba ir al patio a jugar en los columpios y en el sube y baja. Mientras yo jugaba, mi papá leía el periódico o comía empanadas.

## Lesson 23. Direct vs. Indirect Speech

The difference between direct and indirect speech (also called reported speech) is easy to understand, but not very easy to apply when speaking in a foreign language. It is a very important part of communicating, however, and plays a major role in most conversations.

### So, what's the difference?

That's a very good question! Before we get too far ahead of ourselves with all the little technicalities, let's make sure that we understand what we're dealing with here.

In order to do this, consider the following conversation:

**Pedro** : Where are you going?

**Jose** : To the store.

**Pedro** : Will you get milk?

**Jose** : Sure, no problem.

Now, let's say Pedro later goes on to have a conversation with someone else, about the above-mentioned interaction. There are some options for how they could go about doing this. Let's just say it looked something like this:

**Pedro** : I asked Jose where he was going. He said, "To the store." So, I asked if he would get some milk, and he said "Sure, no problem."

The above recounting of a previous event or exchange with another person is what we're going to look at. You have two options when doing this.

The first, is by using quotation marks. This is direct speech. This means that the words are being repeated exactly as they were said.

He said, “To the store.”

...and he said, “Sure, no problem.”

The second way of recounting a conversation is through indirect speech. In the example above, this is done through changing the verb tense, although that isn't always required (we will look at that more later).

Original: Where are you going Reported: I asked him where he was going

.

Original: Will you get some milk? Reported: I asked if he would get some milk.

Basically, there are 3 important rules to keep in mind when using indirect (reported) speech. They are:

1. You will not use quotation marks.
2. Since you're not quoting, you don't need to say word-for-word what the person said.
3. When reporting what someone said, you generally change the verb tense.

## **Reporting Verbs**

There are still a few things we need to talk about before getting into everyone's favorite part about grammar: the technicalities.

In order to identify that something is being “reported” or to communicate that you are repeating something that someone said previously, you'll use a reporting verb. We have them in English as well.



The most common are:

### Listen to Track 218

<b>Spanish</b>	<b>English meaning</b>	<b>Example (in indirect/reported speech)</b>
<i>Decir*</i>	say / tell	<i>Me dijo que tenía que estudiar.</i> (He told me he had to study.)
<i>Preguntar*</i>	ask	<i>Le preguntó si podía ir a la fiesta.</i> (She asked if she could go to the party.)
<i>Querer saber*</i>	want to know	<i>Juan quiso saber si lo podía llevar al cine.</i> (Juan wanted to know if I could take him to the movies.)
<i>Querer*</i>	want	<i>María quería que José hablara con ella.</i> (Maria wanted José to talk with her.)
<i>Pedir*</i>	to ask for	<i>Me pidió que le trajera las llaves.</i> (He asked me to bring him the keys.)
<i>Anunciar</i>	announce	<i>El profesor anunció que tendremos un examen el martes.</i> (The teacher announced that we will have an exam on Tuesday.)
<i>Comentar</i>	comment	<i>Me comentó que no había podido dormir mucho la semana pasada.</i> (He told me he couldn't sleep much last week.)
<i>Confesar</i>	confess	<i>Alicia le confesó a su novio que había salido con otro.</i> (Alicia confessed to her boyfriend that she had gone out with another man.)
<i>Contestar</i>	answer	<i>Le contestamos a Pablo que sí iríamos a la fiesta.</i> (We answered Pablo that yes, we would go to the party.)

<i>Prometer</i>	promise	<i>Me prometiste que lavarías la ropa. (You promised me you would do the laundry.)</i>
<i>Quejarse</i>	complain	<i>Los niños se quejaron de que no tenían juguetes. (The children complained that they didn't have toys.)</i>
<i>Recordar</i>	remind	<i>Nos recordaron que la cena empezaba a las 20.00. (They reminded us that the party started at 8:00pm.)</i>

\*Most common of the most common.

**“Que” – your new best friend**

You’ll notice that (almost) all of the examples above in the chart using reported speech include the little word “que.” This is not a coincidence.

When speaking in reported speech you will always use the “que” (meaning “that”). Even if in English we can and would omit the “that,” you still need it in Spanish.

“She said that she was tired.”– Here, in English “that” is optional. This is not the case in Spanish.

“He asked that I go to the store.” (He asked me to go to the store.) - This is one of the examples where “that” wouldn’t be used in English, but it would in Spanish.

But wait... the questions...

If you’re reporting a question, you have a few options available as they don’t always need the “que.”

**Yes and No Questions**

If the answer to the question being reported can be “yes” or “no” you don't need the “que.” In these situations we would use “si” like in English (if).

*Me preguntó si podía ir a la tienda .* (He asked me if I could go to the store.)

### **Questions with question words**

If you are reporting a question that contains question words (where, who, when, etc.), you will not need the “que” but stick with the question word used in the original context.

### **Listen to Track 219**

**María :** *¿Dónde está Sara?* (Where is Sara?)

Reported speech: *María quería saber dónde estaba Sara.* (Maria wanted to know where Sara was.)

Let's get a little more technical.

We'll try to ease you into all of this grammatical stuff. It seems like a lot to remember. But, a lot of it is very common in English as well, so try to not to feel too overwhelmed!

### **Personal pronouns and Possessive pronouns**

Again, let's start with an example:

### **Listen to Track 220**

**María :** *¿Puedes decirle a mi hermano que necesito hablar con él ?*  
(Can you tell my brother that I need to talk to him?)

Here, obviously a few things need to change if you want to report this statement. For one, he's not your brother and for another you're not the one that needs to speak to him.

In this situation, the personal pronouns (you, I) need to change, as well as the possessive (my). Here's how this statement would sound when repeating it later on to someone else:

Direct speech: *María me pidió, "Puedes (tú) decirle a mi hermano que (yo) necesito hablar con él?"* (Maria asked me, "Can you tell my brother that I need to talk to him?")

The pronouns remain the same.

Indirect/Reported speech: *María me pidió que (yo) le dijera a su hermano que (ella) necesita hablar con él.* (Maria asked me to tell her brother that she needed to talk to him.)

Here, you can see that the pronouns did change.

So far so good, right? It's pretty basic stuff up to this point. Just like in English, we need to change the subject and the pronouns.

### **Time phrases**

Obviously, more often than not, if you're reporting something that happened, it's because the person you're recounting the event to wasn't there when it took place, i.e. it was in the past.

So, here's how you would change around your time phrases, so they line up with what you're saying:

### **Listen to Track 221**

<b>Time used in direct speech</b>	<b>Time used in reported speech</b>	<b>Example in direct speech</b>	<b>Example in reported speech</b>
<i>Hoy</i> (today)	<i>Ese día/ Aquel día</i> (that day)	<i>Juan dijo, "hoy es mi cumpleaños."</i> -	<i>Juan dijo que aquel día era su cumpleaños . -</i>

		Juan said, “Today is my birthday.”	Juan said that that day was his birthday.
<i>Ahora</i> (now)	<i>Entonces</i> (then)	<i>Mis padres me dijeron, “tienes que volver a casa ahora.” - My parents told me, “You have to come home now.”</i>	<i>Mis padres me dijeron que tenía que volver a casa entonces . - My parents told me I had to go home then.</i>
<i>Ayer</i> (yesterday)	<i>El día anterior</i> (the day before)	<i>Martín dijo, “fui a la fiesta ayer.” - Martin said, “I went to the party yesterday.”</i>	<i>Martín dijo que había ido a la fiesta el día anterior . - Martin said he went to the party the day before.</i>
<i>Mañana</i> (tomorrow)	<i>El día siguiente</i> (the next day)	<i>Me contó, “iré a trabajar mañana .” He told me, “I’ll go to work tomorrow.”</i>	<i>Me dijo que iría a trabajar al día siguiente. - He told me he would go to work the next day.</i>
<i>La semana/el mes/ el año que viene</i> (next week, next month, next year)	<i>A la semana siguiente/ Al mes siguiente/ Al año siguiente</i> (the following week/month/year)	<i>Clara me dijo “ 'lo haré la semana que viene.” - Claire said to me, “I’ll do it next week.”</i>	<i>Clara dijo que lo haría a la semana siguiente. - Claire said she’d do it the following week.</i>

<i>La semana pasada/el mes pasado/ el año pasado</i> (last week, last month and last year)	<i>La semana anterior/el mes anterior/ el año anterior</i> (the previous week/ month/ year)	<i>Ana dijo, “lo vi el año pasado.”</i> - Ana said, “I saw him last year.”	<i>Ana dijo que lo había visto el año anterior .</i> - Ana said that she had seen him the previous year.
<i>Hace</i> + period of time (period of time + ago)	<i>Hacía</i> + period of time (period of time + before) / period of time + ante	<i>Me dijo, “hace seis meses que rompimos.”</i> - She said, “We broke up six months ago.”	<i>Me dijo que habían roto seis meses antes.</i> - She told me that they broke up six months before.
<i>Aquí</i> (here)	<i>Ahí</i> (there)	<i>Jesús me dijo, “nacé aquí.”</i> - Jesus told me, “I was born here.”	<i>Jesús me dijo que había nacido ahí.</i> - Jesus told me he was born there.
<i>Este/ Esta</i> (this)	<i>Ese/ Esa</i> (that)/ <i>Aquel/ aquella</i> (that)	<i>Alejandro dijo, “me gusta mucho este libro.”</i> - Alejandro told me, “I really like this book.”	<i>Alejandro dijo que le gustó mucho ese libro.</i> - Alejandro told me he really liked that book.
<i>Estos/ Estas</i> (these)	<i>Eses/ Esas</i> (those)/ <i>Aquellos/ aquellas</i> (those)	<i>Me dijo el profesor, “a los niños les encantan estas películas .”</i> - The teacher told me, “The	<i>Me dijo el profesor que a los niños les encantaban esas películas.</i> - The teacher told me that the

		children love these movies.”	children loved those movies.
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As you’ll notice above, all of the examples are written in the past. This is also something important to pay attention to, and probably one of the most important grammatical points of reported speech. So, let’s go ahead and dive right into that!

**Verb tenses in indirect (reported) speech**

The tense of the reporting verb (present, past, future) will have a big impact on the rest of the sentence.

Not only will you need to pay attention to the tense, but also to what is being said.

**Command/request vs. information**

Depending on the context of the conversation being reported, you’ll need to use different ways of repeating it.

This is where things can start to get a little tricky. We do have similar rules in English as in Spanish, but in English they are a little more flexible, and followed less frequently.

Here are some good rules to keep in mind when using indirect speech in Spanish :

If the reporting verb is in the present or present perfect tense you do not need to change the verb tense – unless it’s a command (we’ll talk more about this in a minute).

If the reporting verb is in the preterite, imperfect, or the past perfect tense, you do need to change the verb tense.

Let’s look at a short scenario and see what we have:

Scenario: Let's say you're texting with someone, and your friend (who you're with physically) wants to know what the person texting you is saying.

**Person 1:** What did he say?

**Person 2:** He wants to know if we are free tonight. (reporting information)

**Person 1:** Why? What does he want?

**Person 2:** He wants us to help him move. (reporting a request)

Here, we can see that in the first part of the conversation, Person 2 is simply repeating the information . He asked a question, and this is what it is. The reporting verb, “wants to know”, is in the present, so the second verb, “are,” is in the present as well.

In the second part of the exchange, the reporting verb is in the present, so in English, we keep it in the present as well. In Spanish, however, if we are reporting a request or command , we need to use the subjunctive. In this case it will be the present subjunctive because the reporting verb is in present.

In Spanish, the conversation would go like this:

### **Listen to Track 222**

**Person 1:** *¿Qué dijo?”*

**Person 2 :** *Quiere saber si estamos libres esta noche . (present–present)*

**Person 1:** *¿Por qué? ¿Qué quiere?*

**Person 2:** *Quiere que le ayudemos a mudarse. (present–present subjunctive)*



**Note** : This change to the subjunctive only happens with certain verbs: *decir*, *pedir*, and *querer* . An easy way to remember to do this is if the verb will be followed by “si” or “que.”

If it's followed by “si,” you will not use the subjunctive.

*Quiere saber si podemos salir esta noche* . (He wants to know if we can go out tonight.)

*Me pregunta si quiero verlo mañana* . (He's asking if I can meet up tomorrow.)

Again, in this situation you're not necessarily relaying the request or the command, but merely the information contained in the request itself.

When followed by “*que*” and reporting a request or command:

### **Listen to Track 223**

*Fernando dice, “Ten cuidado.”* (Fernando says, “Be careful.”)

*Me dice que tenga cuidado* . (He is telling me to be careful.)

*Fernando me pide, “¿Me puedes ayudar con los deberes?”* (Fernando is asking me, “Can you help me with the homework?”)

*Fernando me pide que le ayude con los deberes* . (Fernando is asking me to help him with the homework.)

But NOT: *Fernando me dice, “tienes que ir a clase mañana”* (This is not a command.)

*Fernando me dice que tengo que ir a clase mañana.*

### **Verb tense changes**

So, if you feel like all of that has settled into your mind and it's not going to explode just yet, let's keep chugging along!

As mentioned above, if the reporting verb is in the present tense, it will only change (to present subjunctive) if the thing being reported is a command/request.

When the reporting verb is in the past, however, the rest of the information being reported will need to change tense. Here's how it's going to work:

### **Listen to Track 224**

#### **Present Simple–Imperfect**

Direct speech: *Angela dijo, “No puedo ir.”* (Angela said, “I can't go.”)

Indirect/Reported speech: *Angela dijo que no podía ir.* (Angela said that she couldn't go.)

### **Listen to Track 225**

#### **Preterite–Pluscuamperfecto (past perfect)**

Direct speech: *Sergio dijo, “Ayer compré un celular nuevo.”* (Sergio said, “Yesterday I bought a new cell phone.”)

Indirect/Reported speech: *Sergio dijo que el día anterior había comprado un móvil nuevo.* (Sergio said that the day before he had bought a new phone.)

#### **Future simple (will) –Conditional simple (would)**

### **Listen to Track 226**

Direct speech : *Candela dijo, “Llegaré tarde.”* (Candela said, “I'll arrive late.”)

Indirect/Reported speech: *Candela dijo que llegaría tarde.* (Candela said that she would arrive late.)

#### **Imperfect/Conditional/Past Perfect**

With these, you will not change second verb tense. Yay!

### **Imperfect:**

#### **Listen to Track 227**

Direct speech: *Juan dijo, “la playa era muy bonita.”* (Juan said, “The beach was very pretty.”)

Indirect/Reported speech: *Juan dijo que la playa era muy bonita .* (Juan said that beach was very pretty.)

### **Conditional :**

#### **Listen to Track 228**

Direct speech: *María dijo, “Me gustaría vivir en Nueva York.”* (Maria said, “I would like to live in New York.”)

Indirect/Reported speech: *María dijo que le gustaría vivir en Nueva York.* (Maria said she would like to live in New York.)

### **Past Perfect**

#### **Listen to Track 229**

Direct speech: *Mi padre me dijo, “a las 5 ya había llegado. ”* (My dad told me, “At 5, I had already arrived.”)

Indirect/Reported speech: *Mi padre me dijo que a las 5 ya había llegado .* (My dad told me that at 5 he had already arrived.)

### **Just one more thing... I promise!**

One last thing to remember: as we saw with the present tense, if the verb in the past is a reporting verb, and what is being reported is a command or request, you will use the subjunctive – but past subjunctive this time!

#### **Listen to Track 230**

Direct speech: *Mis padres me dijeron, “vuelve a casa a las 23.00.”* (My parents told me, “Be home by 11:00 pm.”)

Indirect/Reported speech: *Mis padres me dijeron que volviera a casa a las 23.00.* (My parents told me to be home by 11:00 pm.)

**¡Madre Mía! That was a lot of information!**

Let's see if we can condense it down just a little bit.

Important rules to remember. If you are using reported speech:

You will not use quotation marks.

Since you're not quoting, you don't need to say word-for-word what the person said.

When reporting what someone said, you generally change the verb tense.

If you do need to change the verb tense, this is why and when:

If the reporting verb is in the present or present perfect tense, you do not need to change the following verb's tense – unless it's a command.

Commands or requests with a present tense reporting verb will take the present subjunctive conjugation in the following verb.

If the reporting verb is in the preterite, imperfect, or the past perfect tense, you do need to change the following verb's tense.

Again, commands or requests with a past tense reporting verb will need to take the past subjunctive conjugation in the following verb.

If the reporting verb is in the past, these are the changes you'll make to the following verb:

Present simple–imperfect

Preterite–past perfect (pluscuamperfecto)

“Will” future–simple conditional (would)

Verb tenses that will not change:

- Imperfect
- Conditional
- Past Perfect

Things to keep in mind:

- Remember your reporting verbs.
- Remember to change the personal and possessive pronouns.
- Remember your time phrases.

In reality, it’s not as complicated as it looks. It may take a little practice to get used to, but after a while, you’ll find that it’s pretty similar to what we do in English.

## **Workbook Lesson 23. Discurso directo vs. indirecto – Direct vs. indirect speech**

**Exercise 1: Complete the sentences with the correct form of the verb in the original statements.**

- 1- Estoy cansadísimo - Me dijo que \_\_\_\_\_ cansadísimo.
- 2- Quiero ir al parque contigo - Me dijo que \_\_\_\_\_ ir al parque conmigo.
- 3- Te espero en la esquina a las 7 - Me dijo que me \_\_\_\_\_ en la esquina a las 7.
- 4- Mañana te llevaré de excursión - Me dijo que al día siguiente me \_\_\_\_\_ de excursión.
- 5- La semana que viene veremos una película mexicana - Me dijo que la semana siguiente \_\_\_\_\_ una película mexicana.

**Exercise 2: Decide if the following sentences are correct or incorrect.**

- 1- Me dijo que estábamos cansadísimo.
- 2- Me dijeron que iríamos a dormir temprano.
- 3- Me comentó que no pudo dormir mucho mañana.
- 4- Le prometí que no lo hará de nuevo.

**Exercise 3: Now, rewrite the incorrect sentences from exercise 2 in their correct form.**

**Exercise 4: Rewrite the following sentences in indirect speech.**

- 1- Julia afirmó: “Soy buena memorizando.”  
- Julia afirmó \_\_\_\_\_
- 2- Nosotros confirmamos: “El camión de la basura pasó a las 9.”  
- Nosotros confirmamos \_\_\_\_\_ a las 9.

3- La profesora contó: “Antes tenía un pez.”

- La profesora contó \_\_\_\_\_

4- El alcalde explica: “La ciudad está en perfecto estado.”

- El alcalde explicó \_\_\_\_\_

5- Los niños se han quejado: “No nos gusta el jugo de pera.”

- Los niños se han quejado de \_\_\_\_\_

**Exercise 5: Rewrite these questions in indirect speech.**

1- La mamá pregunta a su hijo: “¿Te has bañado?”

2- El profesor preguntó: “¿Cuándo murió Cleopatra?”

3- Verónica preguntó a su mejor amiga: “¿Por qué lloras?”

4- Mi hermana me pregunta todos los días: “¿Quieres jugar Monopoly?”

5- La policía preguntó al viajero: “¿En qué estación se baja usted?”

**Exercise 6: Decide whether the sentences are direct or indirect speech:**

1- Sara dijo que no toleraría esto ni un minuto más.

2- “Pedro es nuestro supervisor,” dijo Juan.

3- José y María preguntaron si estábamos listos.

4- Ana mencionó que irían al museo.

5- “Ken tomará café con Claudia,” contó Caterina.

**Exercise 7: Now, convert the previous sentences into the opposite style: direct into indirect, and indirect into direct.**

**Exercise 8: Report the following text:**

“El coche estaba estacionado al lado del parque” dijo Jesús, pero su mamá le respondió, “El coche ya no está ahí.”

“Llamemos a la policía, entonces,” exclamó Jesús. “Y, ¿nos ayudarán?” se preguntó su mamá.

**Exercise 9: Rewrite the following commands/requests in indirect speech.**

- 1- “Ponlo aquí” - Él me dijo que \_\_\_\_\_.
- 2- “No lo olvides” - Ella me recordó \_\_\_\_\_.
- 3- “Estaciona tu coche detrás de la casa” - Él me pidió \_\_\_\_\_ detrás de la casa.
- 4- “No lo dudes.” - Ellos me dijeron \_\_\_\_\_.
- 5- “Por favor, comunícate con ellos hoy.” - Ella me pidió \_\_\_\_\_.

**Exercise 10: Rewrite the following indirect speech sentences as direct speech sentences.**

- 1- Renata dijo que ella compraría la cena.
- 2- Pablo preguntó si íbamos a la fiesta.
- 3- Laura comentó que había comido pizza con su novio anoche.
- 4- Isabel y Natalia dijeron que estaban enfermas.
- 5- Julián indicó que había terminado su turno.



## **Answers:**

### **Exercise 1**

1/ estaba. 2/ quería. 3/ esperaba. 4/ llevaría. 5/ veríamos.

### **Exercise 2**

1/ Incorrect 2/ Correct 3/ Incorrect 4/ Incorrect

### **Exercise 3**

1/ Me dijo que estaba cansadísimo. 2/ Me comentó que no pudo dormir mucho ayer.

3/ Le prometí que no lo haría de nuevo.

### **Exercise 4**

1/ Julia afirmó que era buena memorizando. 2/ Nosotros confirmamos que el camión había pasado a las 9. 3/ La profesora contó que antes había tenido un pez. 4/ El alcalde explicó que la ciudad estaba en perfecto estado. 5/ Los niños se han quejado de que no les gustaba el jugo de pera.

### **Exercise 5**

1/ La mamá pregunta a su hijo si se ha bañado. 2/ El profesor preguntó que cuándo había muerto Cleopatra. 3/ Verónica preguntó a su mejor amiga por qué lloraba. 4/ Mi hermana me pregunta todos los días si quiero jugar Monopoly. 5/ La policía la preguntó al viajero en qué estación se bajaba él.

### **Exercise 6**

1/ Indirect speech 2/ Direct speech 3/ Indirect speech 4/ Indirect speech 5/ Direct speech

### **Exercise 7**

1/ Sara dijo: “No toleraré esto un minuto más.” 2 / Juan dijo que Pedro era su supervisor. 3/ José y María preguntaron: “¿Están listos?” 4/ Ana mencionó: “Iremos al museo.” 5/ Caterina dijo que Ken tomaría un café con Claudia.

### **Exercise 8**

Jesús dijo que el coche estaba estacionado al lado del parque, pero su mamá le respondió que el coche ya no estaba ahí. Jesús exclamó que llamaran a la policía y su mamá le preguntó ¿si los ayudarían?.

### **Exercise 9**

1/ Él me dijo que lo pusiera ahí. 2/ Ella me recordó que no lo olvidara. 3/ Él me pidió que estacionara mi coche detrás de la casa. 4/ Ellos me dijeron que no lo dudara.

5/ Ella me pidió que, por favor, me comunicara con ellos hoy.

### **Exercise 10**

1/ Renata dijo: “Yo compraré la cena.” 2/ Pablo preguntó: “¿Van a la fiesta?” 3/ Laura comentó: “Comí pizza con mi novio anoche.” 4/ Isabel y Natalia dijeron: “Estamos enfermas.” 5/ Julián indicó: “He terminado mi turno.”/ “Terminé mi turno.”

## Lesson 24. Imperative

Giving commands is an important part of speaking a language. In Spanish, commands are very important and frequently used in daily speech.

Read on for a quick introduction to this very useful element of the language!

### **Before we dive in too deep...**

Obviously, everyone knows what a command is. In English, forming the commands is pretty straightforward and relies more on your intonation than anything. When we hear the term “command” we usually think about a harsh, scolding tone or being told to do something by an authority figure. “Clean your room!”, “Turn in that report!”, “Don’t be late!”

In Spanish, however, this isn’t always the case. There are a few different ways to give “commands,” and some of them would even be considered polite.

Depending on where in the Spanish speaking world you are, you will find that the use of commands may differ. In Spain, for example, the informal command form is used all the time and there is nothing strange about someone you don’t know speaking to you in the “tú” command form; but in some Latin American countries, as in Mexico, this would be extremely rude and the formal command form would be used.

### **Usted (the Formal “You”) and Ustedes Commands**

The “usted” conjugation is the formal, respectful “you.” So, this first way of forming the command will be used in any situation where you may feel you aren’t comfortable with the person you’re speaking to.

However, the “ustedes” is the plural “you.” “Ustedes” is the personal pronoun needed for communicating directly with a group of people (*Ustedes son muy responsables* – **You** are very responsible.) Not to be confused with the “ustedes” (plural form of the formal you) from Spain that is utilize when you’re speaking to a group of **people you would want to show respect to** .

*Ustedes* in Mexico is literally the plural “you” but in Spanish, both are used in either a formal or an informal situation. Don’t forget it!

### **The affirmative *usted* commands**

To form the “affirmative” *usted* command, you’ll need to go through a few different steps. These will be the same as forming the present subjunctive conjugation of the *usted* and *ustedes* forms.

### **Go to the Yo!**

Put the verb in the *yo* (first person singular) form.

(The reason for this will be clearer when we look at the examples.)

Drop the “o” and add the appropriate ending.

For “ar” verbs:

*Usted* – add an “e”

*Ustedes* – add an “en”

For “er” and “ir” verbs:

*Usted* – add an “a”

*Ustedes* – add an “an”

Here are some examples:

### **Listen to Track 231**

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<b>Verb</b>	<b>Meaning</b>	<b>Yo Form</b>	<b>(Formal You) “Usted” Form</b>	<b>(Second Person Plural) “Ustedes” Form</b>
<i>hablar</i> *	to talk	<i>hablo</i>	<i>hable</i>	<i>hablen</i>
<i>decir</i> **	to speak/ tell	<i>digo</i>	<i>diga</i>	<i>digan</i>
<i>comer</i>	to eat	<i>como</i>	<i>coma</i>	<i>coman</i>
<i>venir</i>	to come	<i>vengo</i>	<i>venga</i>	<i>vengan</i>
<i>comprar</i>	to buy	<i>compro</i>	<i>compre</i>	<i>compren</i>

\*Here, conjugating to the “yo” form may not seem completely necessary, since there is no spelling/ pronunciation change.

\*\*Here, however, we see the importance of going to the “yo” form. If not, the spelling/ pronunciation change will not carry over, and the command will be formed incorrectly.

### **Irregular formal commands**

There aren't many irregular *usted/ustedes* commands. They are:

#### **Listen to Track 232**

<b>Verb</b>	<b>Meaning</b>	<b>“Usted” Command</b>	<b>“Ustedes” Command</b>
<i>dar</i>	to give	<i>dé</i>	<i>den</i>
<i>ir</i>	to go	<i>vaya</i>	<i>vayan</i>
<i>ser</i>	to be	<i>sea</i>	<i>sean</i>
<i>estar</i>	to be	<i>esté</i>	<i>estén</i>
<i>saber</i>	to know	<i>sepa</i>	<i>sepan</i>

## The negative formal commands

Unlike the informal commands, which we will see in a moment, there is no change in conjugation when forming the negative formal commands. Simply add a “no” and there you have it!

### Listen to Track 233

<b>Affirmative Formal Command Form</b>	<b>Negative Formal Command Form</b>
<i>Hable/ Hablen</i>	<i>No hable/ No hablen</i>
<i>Diga/ Digan</i>	<i>No diga/ No digan</i>
<i>Coma/ Coman</i>	<i>No coma/ No coman</i>
<i>Venga/ Vengan</i>	<i>No venga/ No vengan</i>
<i>Compre/ Compren</i>	<i>No compre/ No compren</i>

## “Tú” command (the informal “you”)

The *tú* form of conjugating verbs is the informal, familiar “you.” This is used with people you are comfortable with.

In Mexico it will only be used with friends or close family members.

### Affirmative “tú” commands

To form the affirmative “tú” command, you will simply conjugate the verb in the 3rd person present conjugation (i.e. the “usted, él, ella”) form.

<b>Verb</b>	<b>Meaning</b>	<b>Tú Command Form</b>
<i>Hablar</i>	To talk	<i>Habla</i>
<i>Comer</i>	To eat	<i>Come</i>
<i>Escribir</i>	To write	<i>Escribe</i>

## Irregular “tú” commands

There are 8 irregular “tú” commands. They are:

### Listen to Track 234

Verb	Meaning	Tú Command Form
<i>Decir</i>	To say/ tell	<i>Di</i>
<i>Salir</i>	To leave/ go out	<i>Sal</i>
<i>Hacer</i>	To do/ make	<i>Haz</i>
<i>Ser</i>	To be	<i>Sé</i>
<i>Ir</i>	To go	<i>Ve</i>
<i>Tener</i>	To have	<i>Ten</i>
<i>Poner</i>	To put/ place	<i>Pon</i>
<i>Venir</i>	To come	<i>Ven</i>

## Negative “tú” commands

To form the negative “tú” command, you will need to follow just a few simple steps.

These steps will be the same as for forming the present subjunctive in the “tú” form.

Go to the Yo!

Drop the “o.”

Add the appropriate ending:

“-ar” verbs take an “es”

“-er” and “-ir” verbs take an “as”

### Listen to Track 235

Verb	Yo Form	Negative “Tú”
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		<b>Command</b>
<i>Hablar</i>	<i>Hablo</i>	<i>No hables</i>
<i>Comer</i>	<i>Como</i>	<i>No comas</i>
<i>Escribir</i>	<i>Escribo</i>	<i>No escribas</i>

### **Negative irregular “tú” commands**

To form the negative form of the irregular “tú” commands, you will follow the same pattern as the present subjunctive “tú” conjugations.

### **Listen to Track 236**

<b>Verb</b>	<b>Yo Form</b>	<b>Tú Negative Command Form</b>
<i>Decir</i>	<i>Digo</i>	<i>No digas</i>
<i>Salir</i>	<i>Salgo</i>	<i>No salgas</i>
<i>Hacer</i>	<i>Hago</i>	<i>No hagas</i>
<i>Ser</i>	<i>Soy*</i>	<i>No seas</i>
<i>Ir</i>	<i>Voy**</i>	<i>No vayas</i>
<i>Tener</i>	<i>Tengo</i>	<i>No tengas</i>
<i>Poner</i>	<i>Pongo</i>	<i>No pongas</i>
<i>Venir</i>	<i>Vengo</i>	<i>No vengas</i>

\*For this verb, the -oy gets dropped, not just the -o. The same would happen with the verb “estar” (Estoy–Estés).

\*\* This verb is still somewhat irregular in the negative command form, as simply dropping the -oy and adding the -as ending would result in the 3rd person singular present conjugation (“vas”).

At first glance, the imperative form in Spanish can seem a little overwhelming. The best way to get familiar with it is simply to practice!



## Workbook Lesson 24. Imperativo – Imperative

**Exercise 1: Use the pronoun in brackets and give commands using the verb in brackets.**

- 1- (tú/correr dos kilómetros)
- 2- (ella/tomar las pastillas)
- 3- (ustedes/hacer la tarea)
- 4- (ellos/comer el desayuno)
- 5- (él/escucha la canción)

**Exercise 2: Complete the table.**

Infinitive	positive imperative	negative imperative
cantar/tú		
hablar/usted		
abrazar/ustedes		
saltar/nosotros		
decir/ustedes		

**Exercise 3: Construct the positive imperative.**

- 1- Por favor, ¡(mirar/ustedes) \_\_\_\_\_ atentamente!
- 2- ¡ ( Hacer/tú ) \_\_\_\_\_ tus deberes!
- 3- ¡Por lo menos (alegrarse/nosotros) \_\_\_\_\_ un poco!
- 4- ¡(Lavar/tú) \_\_\_\_\_ ropa!
- 5- ¡(Venir/tú) \_\_\_\_\_ aquí!

**Exercise 4: Construct the negative imperative.**

- 1- ¡Hoy tú (cocina) \_\_\_\_\_ la cena!
- 2- ¡Por favor, (ir/nosotros) \_\_\_\_\_ a ese restaurante!
- 3- ¡(jugar/ellos) \_\_\_\_\_ Monopoly!
- 4- ¡(hablar/ustedes) \_\_\_\_\_ todos al mismo tiempo!

5- ¿(creerse/tú) \_\_\_\_\_ tan importante!

**Exercise 5: Answer the questions following the example.**

Example: ¿Guardo la leche en el refri? (Tú). Sí, guárdala.

¿Guardo las manzanas en el refri? (Usted). Sí, guárdelas .

- 1- ¿Abro la ventana de tu habitación? (Tú) Sí,
- 2- ¿Compro las frutas en el mercado? (Usted) Sí,
- 3- ¿Apago la luz del baño? (Usted) Sí,
- 4- ¿Compro unos libros en la librería? (Tú) Sí,
- 5- ¿Vendo los departamentos del centro de la ciudad? (Usted) Sí,

**Exercise 6: Write the imperative as shown in the example.**

Example: (Darle su pasaporte). Usted → Deme su pasaporte.

- 1- (Ayudar a las estudiantes). T ú →
- 2- (Venderle su casa). Uste d →
- 3- (Salir por allá). Ustedes. →
- 4- (Escribir más rápido). Ustedes. →
- 5- (Estudiar menos horas.) Tú. →

**Exercise 7: Write the negative imperative as shown in the example.**

Example: (Abrir la puerta). Usted → No abra la puerta.

- 1- (Bajar volumen). Usted. →
- 2- (Comer más hamburguesas). Ustedes. →
- 3- (Pagar la factura). Ustedes. →
- 4- (Dejar el libro). Tú. →
- 5- (Pasar la basura). Nosotros. →

**Exercise 8: Form the second person affirmative as shown in the example.**

Example: ¿Por qué no tomas un taxi? → **Toma** el taxi.

- 1- ¿Por qué no tomas el refresco? →
- 2- ¿Por qué no rompen las revistas? →
- 3- ¿Por qué no abres la ventana? →
- 4- ¿Por qué no traes la tarea? →
- 5- ¿Por qué no haces el trabajo? →

**Exercise 9: Now form the second person negative as shown in the example.**

Example: ¿Por qué no traes a la bebé? → No **la** traigas.

- 1- ¿Por qué no escribes el número? →
- 2- ¿Por qué no haces la lasaña? →
- 3- ¿Por qué no ordenas tu ropa? →
- 4- ¿Por qué no ponen la música? →
- 5- ¿Por qué no escribes el libro? →

**Exercise 10: Transform the affirmative sentence into a negative one.**

- 1- Camine rápido.
- 2- Mueva el coche.
- 3- Tira basura en la calle.
- 4- Suba las escaleras por el lado izquierdo.
- 5- Deje las maletas en el pasillo.

## Answers:

### Exercise 1

1/ Corre dos kilómetros 2/ Tómate las pastillas 3/ Hagan la tarea 4/ Coman el desayuno 5/ Escucha la canción

### Exercise 2

<b>infinitive</b>	<b>positive imperative</b>	<b>negative imperative</b>
cantar/tú	Canta	No cantes
hablar/usted	Hable	No hable
abrazar/ustedes	Abrácense	No se abracen
saltar/nosotros	Saltemos	No saltemos
decir/ustedes	Digan	No digan

### Exercise 3

1/ Por favor, ¡miren atentamente! 2/ ¡Haz tus deberes! 3/ ¡Por lo menos alegrémonos un poco! 4/ ¡Lava tu ropa! 5/ ¡Ven aquí!

### Exercise 4

1/ ¡Hoy tú no cocinas la cena! 2/ ¡Por favor, no vayamos a ese restaurante! ¡Por favor, no hay que ir a ese restaurante! 3/ ¡No jueguen Monopoly! 4/ ¡No hablen todos al mismo tiempo! 5/ ¡No te creas tan importante!

### Exercise 5

1/ Sí, ábrela. 2/ Sí, cómprelas. 3/ Sí, apáguela. 4/ Sí, cómpralos. 5/ Sí, véndalos.

### Exercise 6

1/ Ayuda a las estudiantes. 2/ Véndale su casa. 3/ Salgan por allá. 4/ Escriban más rápido. 5/ Estudia menos horas.

### Exercise 7

1/ No baje el volumen. 2/ No coman más hamburguesas. 3/ No paguen la factura. 4/ No dejes el libro. 5/ No pasemos la basura.

**Exercise 8**

1/ Toma el refresco. 2/ Rompan las revistas. 3/ Abre la ventana. 4/ Trae la tarea. 5/ Haz el trabajo.

**Exercise 9**

1/ No lo escribas. 2/ No la hagas. 3/ No la ordenes. 4/ No la pongan. 5/ No lo escribas.

**Exercise 10**

1/ No camine rápido. 2/ No mueva el coche. 3/ No tires la basura. 4/ No suba las escaleras por el lado izquierdo. 5/ No deje las maletas en el pasillo.

## Lesson 25. Conditional Tense

The conditional tense is used to describe what would happen. It is mostly used to express possibility, politeness, wonder, and conjecture. You can use it when talking about hypothetical situations, e.g. “I would buy the dress.”

Take note that in the examples provided below, the conditions are mostly implied as the sentences focus on the construction of the conditional tense.

### How to form it

If you know the rules for the future tense and the imperfect tense, then forming the conditional is really simple! Don't worry if you don't know them; we'll break it down.

The conditional tense is formed by joining the future tense stem with the imperfect endings of *-er* and *-ir* verbs.

For regular verbs, the stem will simply be the infinitive.

The imperfect endings we need to stick onto the stems are:

<i>-ía</i>	<i>-íamos</i>
<i>-ías</i>	<i>-ían</i>
<i>-ía</i>	<i>-ían</i>

### Let's look at some examples to make things clearer:

<i>Ir- + -ía → iría.</i>	I would go.
<i>Jugar- + -ías → jugarías.</i>	You would play.
<i>Comer- + -ía → Pablo comería.</i>	Pablo would eat.

<i>Luchar-</i> + <i>-íamos</i> → <i>lucharíamos.</i>	We would fight.
<i>Correr-</i> + <i>-ían</i> → <i>correrían.</i>	You (you plural) would run.
<i>Cantar-</i> + <i>-ían</i> → <i>cantarían.</i>	They would sing.

So usually, you just take the infinitive, and add one of the endings given above. Read through these example sentences, and you'll see that it works the same for *-ar* , *-er* , and *-ir* verbs!

### Listen to Track 238

<b><i>-ar</i></b>	
<i>Yo bailarían toda la noche.</i>	I would dance all night.
<i>Ella volverían a casa caminando.</i>	She would walk home.
<i>¿No ayudarían a su hijo?</i>	Would you (you plural) not help your son?
<b><i>-er</i></b>	
<i>Romperías el columpio.</i>	You would break the swing.
<i>Rosa venderían su reloj.</i>	Rosa would sell her watch.
<i>Margarita dijo que traerían bebidas.</i>	Margarita said that you (you plural) would bring drinks.
<b><i>-ir</i></b>	
<i>Viviríamos en una mansión.</i>	We would live in a mansion.
<i>Perder heriría su orgullo.</i>	Losing would hurt his pride.
<i>Carlos, escribirías buenas novelas.</i>	Carlos, you'd write good novels.

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## Irregular stems

If you've looked at the future tense, you'll know that some verbs have irregular stems. They need to be learned, but luckily there aren't too many. Here are the most common ones:

Infinitive	Conditional stem
<i>caber</i> (to fit)	<i>cabr-</i>
<i>decir</i> (to say)	<i>dir-</i>
<i>haber</i> (to have/to be/to exist)*	<i>habr-</i>
<i>hacer</i> (to do/to make)	<i>har-</i>
<i>poder</i> (to be able to)	<i>podr-</i>
<i>poner</i> (to put)	<i>pondr-</i>
<i>querer</i> (to want)	<i>querr-</i>
<i>saber</i> (to know/to taste)	<i>sabr-</i>
<i>salir</i> (to leave)	<i>saldr-</i>
<i>tener</i> (to have)	<i>tendr-</i>
<i>valer</i> (to be worth)	<i>valdr-</i>
<i>venir</i> (to come)	<i>vendr-</i>

\* *Haber* is most commonly used in one of two ways. The first is "there is/there are."

For example:

### Listen to Track 239

- *Hay un coche ahí.* (There is a car there.)
- *Habría un coche ahí.* (There would be a car there.)



The second is “to have” in compound tenses.

- *He comido.* (I have had dinner.)
- *Habría comido .* (I would have had dinner.)

Another irregularity to remember with stems is that if a stem has an accent, the accent moves to the ending. For example:

***Reír* → *Reiría***

### **When to use the conditional**

Often, the conditional tense is used with a condition, e.g. I would do something if certain conditions were met.

These conditions are conjugated in the imperfect subjunctive. There’s no need to go into the imperfect subjunctive in detail right now, but it’s helpful to be able to recognise it, so here are the common endings. Each person has two different forms for you to choose from, but I suggest the *-ra* form, as it’s more common than the *-se* form.

In each case, you take off the infinitive ending, and add the new endings to the stem. There are exceptions (this is Spanish, after all!) but let’s not go into those right now!

### **-ar verbs**

#### **Listen to Track 240**

<i>yo</i>	<i>hablara/hablase</i>
<i>tú</i>	<i>hablaras/hablases</i>
<i>él/ella/usted</i>	<i>hablara/hablase</i>
<i>nosotros</i>	<i>habláramos/hablásemos</i>
<i>ustedes</i>	<i>hablaran/hablasen</i>

<i>ellos/ellas</i>	<i>hablaran/hablasen</i>
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**-er/-ir**

**Listen to Track 241**

<i>yo</i>	<i>vendiera/vendiese</i>
<i>tú</i>	<i>vendieras/vendieses</i>
<i>él/ella/usted</i>	<i>vendiera/vendiese</i>
<i>nosotros</i>	<i>vendiéramos/vendiésemos</i>
<i>ustedes</i>	<i>vendieran/vendiesen</i>
<i>ellos/ellas</i>	<i>vendieran/vendiesen</i>

So, one way we can use the conditional is using the word *si* (“if”) in one of these formulae:

*Si* [imperfect subjunctive], [conditional].

[Conditional] *si* [imperfect subjunctive].

**Listen to Track 242**

<i>Si tuviera la oportunidad, iría a Francia.</i>	If I had the opportunity, I would go to France.
<i>Iría a Francia si tuviera la oportunidad.</i>	I would go to France if I had the opportunity.
<i>Si viniera Juan, me alegraría mucho.</i>	If Juan came, I’d be really happy.
<i>Me alegraría mucho si viniera Juan.</i>	I’d be really happy if Juan came.

<i>Si no dañara la salud, bebería.</i>	If it weren't bad for one's health, I'd drink.
<i>Bebería si no dañara la salud.</i>	I'd drink if it weren't bad for one's health.

Here are some more example sentences. Try to identify the conditional and the imperfect subjunctive in each case.

**Listen to Track 243**

<i>Si tuviera un profe interesante, estudiaría más.</i>	If I had an interesting teacher, I would study more.
<i>Si mis alumnos mostraran más interés, les enseñaría cosas más variadas.</i>	If my students showed more interest, I'd teach them a greater variety of stuff.
<i>Si perdiera todo mi dinero, ¿me amarías igual?</i>	If I lost my money, would you still love me?
<i>Conocerías a sus padres si salieras con él.</i>	You'd meet his parents if you dated him.
<i>Sandra, leería más si tuviera tiempo.</i>	Sandra would read more if she had the time.
<i>Todo sería mejor si Miguel regresara a casa.</i>	Everything would be better if Miguel came home.
<i>Hijo, si nos hicieras caso, te permitiríamos más libertad.</i>	Son, if you did as we tell you, we would allow you more freedom.
<i>Si tuviéramos la oportunidad, abriríamos una panadería.</i>	If we had the opportunity, we'd open a bakery.

<i>Si lo intentaran, conseguirían más.</i>	If they tried, they would achieve more.
--	---

### **If I were you...**

Another cool way of using the conditional is in the phrase “if I were you.” There are a couple of ways to say this in Spanish:

### **Listen to Track 244**

<i>Si yo fuera tú...</i>	If I were you...
<i>Si yo fuera tú, llamaría a Humberto.</i>	If I were you, I'd call Humberto.
<i>Yo que tú...</i>	If I were you...
<i>Yo que tú, compraría la camisa.</i>	If I were you, I'd buy the shirt.

# Workbook Lesson 25. El tiempo condicional – Conditional tense

**Exercise 1: Write the conditional tense of the verbs for the pronouns shown.**

Verbs	Tú	Ella	Nosotros
<b>Hablar</b>	hablarías	hablaría	hablaríamos
<b>Mover</b>			
<b>Querer</b>			
<b>Tener</b>			
<b>Venir</b>			
<b>Jugar</b>			

**Exercise 2: Complete the sentences with the conditional tense of the verb in brackets.**

- 1- Para Año Nuevo (desear, yo) \_\_\_\_\_ hacer un viaje.
- 2- Yo me (venir) \_\_\_\_\_ a vivir a la capital y (preferir, tú) \_\_\_\_\_ vivir en la playa.
- 3- ¿Te (recoger) \_\_\_\_\_ Jesús y Alberto en caso de ser necesario?
- 4- ¿Te (gustar) \_\_\_\_\_ tomar un té?
- 5- No sé qué (tomar) \_\_\_\_\_ tu hermano. No había nada en el refri.

**Exercise 3: Rewrite the infinitive in the conditional tense.**

*Alejandro no sabe qué hacer; dale tus sugerencias...*

Example: No sabe si puede pedir un préstamo al banco. → Yo que tú, pediría un préstamo al banco.

- 1- No quiere presentarse a una entrevista de trabajo.
- 2- No sabe si comprar un coche o no.
- 3- No quiere hacer el curso de francés.

- 4- No quiere salir con Claudia.
- 5- No sabe si examinarse antes o después del invierno.

**Exercise 4: What would you do in these situations? Write sentences using the conditional tense.**

- 1- En el cine: la película está a punto de empezar, pero la persona de al lado responde una llamada.
- 2- En la alberca para adultos: dos chicas toman bebidas en vasos de vidrio.
- 3- En casa de una amiga que te hospeda: necesitas usar la lavadora, pero las instrucciones están en holandés y no sabes cómo funciona.
- 4- En la calle: alguien ha estacionado su moto justo delante de tu puerta y tú no puedes pasar con las bolsas del súper.
- 5- Por la radio local: escuchas un anuncio de trabajo que te interesa.

**Exercise 5: Use the following verbs in the correct form of the conditional tense to complete the sentences: *planchar, comer, gustar, permitir, tener, decir* .**

- 1- Yo que tú no \_\_\_\_\_ esa camisa.
- 2- (a mí) No me \_\_\_\_\_ vivir en un departamento cerca del centro.
- 3- Yo no \_\_\_\_\_ una relación con alguien así.
- 4- ¿Señorita, (usted) me \_\_\_\_\_ su identificación por favor?
- 5- Yo en tu lugar, le \_\_\_\_\_ una pequeña mentira.

**Exercise 6: Match the following situations/problems with their corresponding solutions.**

**Problems :**

- 1- Esta tarde tengo que pagar a mi arrendador la renta de mi departamento pero no me pagaron en mi trabajo.

- 2- Mañana tengo un examen muy importante pero no he estudiado nada porque tuve muchísimas tareas que entregar de otras materias.
- 3- He perdido el camión y necesito llegar a tiempo al aeropuerto, ya que no puedo cancelar el boleto de avión.
- 4- Mi padre tiene 60 años y lo han despedido después de llevar trabajando más de 25 años en la misma empresa.
- 5- Estoy enamorado de la novia de mi hermano. ¿Qué hago?

**Solutions :**

- A. Tomar un taxi o llamar a un amigo.
- B. Hablar con tu amigo, y si no lo entiende, alejarte.
- C. Ayudarle a buscar un nuevo trabajo urgentemente.
- D. Tomar 6 cafés y estudiar toda la noche.
- E. Hablar con él y pagarle en cuanto te paguen en el trabajo.

**Exercise 7: Complete the following dialogue with the correct form of the verbs in brackets.**

**María :** ¿A dónde (viajar) \_\_\_\_\_ para pasar las vacaciones?

**Carlos :** Yo (querer) \_\_\_\_\_ pasar las vacaciones en las montañas. (dormir) \_\_\_\_\_ hasta tarde, (prender) \_\_\_\_\_ la calefacción y tú (preparar) \_\_\_\_\_ el desayuno. Después del desayuno, (ir) \_\_\_\_\_ todos los días a caminar un rato y me (meterse) \_\_\_\_\_ en las aguas termales.

**Exercise 8: Read the following text and complete it with the correct verb from the table.**

Carolina era fotógrafa y tenía que ir a la Ciudad de México para hacer una sesión de fotos, a un modelo internacional famoso. El caso es que cuando se (1) \_ \_ \_ \_ \_ hacia el aeropuerto de Medellín se encontró con un tráfico muy intenso: el embotellamiento empezó a complicarse tanto, que ella pensó que (2) \_ \_ \_ \_ \_ el vuelo, y que ya no (3) \_ \_ \_ \_ \_

\_\_\_ a su trabajo. Así que llamó desde su celular al aeropuerto para saber si (4) \_ \_ \_\_\_\_\_ más vuelos a la Ciudad de México ese mismo día. Afortunadamente desde el aeropuerto salía un vuelo más ese día y Carolina se (5) \_\_\_\_\_ en ese vuelo.

1	movía	dirija	dirigía
2	perdió	perdería	perderá
3	llegaría	llegará	llegaba
4	habría	habrá	habrían
5	iría	volaría	irá

**Exercise 9: Decide if the following sentences are correct.**

- 1- Si yo fuera tú, hará la tarea más temprano.
- 2- Yo comería mucho antes de salir si fuera a viajar por 12 horas.
- 3- Yo que tú, cerraré todas mis redes sociales por un tiempo.
- 4- Si tuviera fiebre, Pedro irá a comprarme alguna de medicina.
- 5- Mi mamá me cocinaría si está aquí.

**Exercise 10: Now, rewrite the incorrect sentences in Exercise 9 correctly.**



## Answers:

### Exercise 1

Verbs	Tú	Ella	Nosotros
Hablar	hablarías	hablaría	hablaríamos
Mover	moverías	movería	moveríamos
Querer	querrías	querría	querríamos
Tener	tendrías	tendría	tendríamos
Venir	vendrías	vendría	vendríamos
Jugar	jugarías	jugaría	jugaríamos

### Exercise 2

1/ desearía 2/ vendría - preferirías 3/ recogerían 4/ gustaría 5/ tomaría

### Exercise 3

1/ Yo que tú, me presentaría a la entrevista de trabajo. 2/ Yo que tú, compraría un coche. 3/ Yo que tú, haría el curso de francés. 4/ Yo que tú, saldría con Claudia. 5/ Yo que tú, me examinaría antes/después del invierno.

### Exercise 4

Answers: may vary.

### Exercise 5

1/ plancharía 2/ gustaría 3/ tendría 4/ permitiría 5/ diría

### Exercise 6

1/ E 2/ D 3/ A 4/ C 5/ B

### Exercise 7

María: ¿A dónde viajarías para pasar las vacaciones?

Carlos: Yo querría pasar las vacaciones en las montañas. Dormiría hasta tarde, prendería la calefacción y tú prepararías el desayuno. Después del desayuno, iría todos los días a caminar un rato y me metería en las aguas termales.

**Exercise 8**

1/ dirigía 2/ perdería 3/ llegaría 4/ habrían 5/ iría

**Exercise 9**

1/ Incorrect 2/ Correct 3/ Incorrect 4/ Incorrect 5/ Incorrect

**Exercise 10**

1/ Si yo fuera tú, haría la tarea más temprano. 2/ Yo que tú, cerraría todas mis redes sociales por un tiempo. 3/ Si tuviera fiebre, Pedro iría a comprarme alguna medicina. 4/ Mi mamá me cocinaría si estuviera aquí.

# Conclusion

Learning grammar is not a walk in the park. So, if you were able to finish all of that by consistently learning every day, hats off to you! What an amazing, amazing job you did and you should be very proud.

If you were not able to follow the daily plan as suggested, don't despair. The important thing is you made use of this book to build a solid foundation in your Spanish grammar.

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And so with this, we say goodbye. It has been an awesome 30 days (or more!) with you. Keep learning Spanish!

My Daily Spanish Team

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