

## *SOUTHWEST FLORIDA SPANISH*

### **SPANISH LEVEL 1**

### **STUDENT WORKBOOK**

#### *Introduction*

Welcome to Spanish Level 1. This workbook provides lesson materials, exercises, and activities for each step of your beginning-level journey. Combined with classroom instruction and various assignments, you will engage in a learning experience designed to help you, over time, be able to read, listen to, and speak the Spanish language.

Enjoy the journey. Be patient. Learning thousands of new words and grammar rules that differ from the English language will take time. It is easy to be frustrated at certain points by lack of progress. You cannot become competent or fluent in weeks or months. It takes time. Start the learning process with the right perspective and realistic expectations and you will be pleasantly surprised at your progress over time.

#### *Latin American Spanish*

Latin American Spanish is taught in our program. Castilian and Latin American Spanish are two major varieties of the Spanish language, each with their own distinct characteristics. Castilian Spanish is spoken in most of Spain. Latin American Spanish derived from it, but over the centuries, has taken on its own forms, colloquialisms, and grammatical changes. If you travel to Spain, your Latin American Spanish will be understood, although you might receive an occasional comment about your "cute accent."

#### *This Book*

This book was developed as our program expanded in order to ensure that all instructors and participants are able to approach the teaching/learning process in a consistent manner. The strategic aspects focus on outcomes and a broad set of topics that comprise the beginner level of Spanish instruction. We have a similar set for the intermediate and advanced levels.

Be sure to review the outcomes before proceeding to the chapters and learning material as they will give you perspective regarding the sequencing of your learning process. As you progress through the material and have observations and ideas about ways that it could be improved, we would love to hear your thoughts. Please do not hesitate to contact us. The best way is via email: [swfloridaspanish@gmail.com](mailto:swfloridaspanish@gmail.com)

Thanks and good luck on your journey.

## OUTCOMES - BEGINNER LEVEL

### Introduction

This section presents the outcomes around which the learning material was developed. The outcomes and topics are derived from a variety of sources including teaching experience, various written material, and other instructional resources.

### Duration: How many sessions/classes before moving to Level 2 (intermediate Spanish)?

Classes are typically taught in six-week sessions. Learners typically require four-to-six sessions (24-to-36 classes) to learn the beginner-level topics and achieve the associated outcomes. At that point, each learner must decide if they are comfortable moving to Level 2 Spanish in order to continue making progress.

Level 1 Spanish focuses on present tense comprehension, which is useful for traveling, shopping, and placing restaurant orders. But the past or future tenses (e.g. yesterday; last week; two years ago; next week), essential for conversation, are not included. For this reason, learners are encouraged to enroll in intermediate Spanish when they feel ready to do so.

### Outcomes

Level 1 Spanish classes are designed to achieve the following outcomes.

- **Comprehension:** Achieve a basic level of listening, speaking, reading and writing skills. Understand basic phrases and how to ask and respond to questions in Spanish. Be able to introduce herself or himself, know how to greet people, and respond to basic questions such as, "How are you?"
- **Alphabet & Pronunciation:** Able to correctly say the Spanish alphabet; knows pronunciation rules, can correctly pronounce vowels & consonants and properly pronounce Spanish words. Familiar with Spanish diphthongs and their use in word pronunciation.
- **Vocabulary:** Able to say days of week, months, weather, seasons, numbers, time, dates, and colors. Has sufficient vocabulary to discuss parts of the body, animals, family members, food, and professions. Familiarity with a variety of everyday words such as con, en, mucho, el dinero, a, algo, siempre, más, a veces, cada, todo, también, al lado de.
- **Grammar:** Reasonable understanding of important grammatical structure and rules:
  - Recognize and correctly use noun gender and number.
  - Know basic set of adjectives and associated gender & number rules.
  - Recognize and correctly use articles (definite and indefinite).
  - Understand and use direct and indirect object pronouns.
  - Know and use Spanish demonstrative adjectives.
  - Understand the personal "a" and how and when it is used.

- Verbs:
  - Understand subject pronouns and their role in verb conjugation.
  - Can conjugate & understand present tense regular -ar -er -ir verbs.
  - Know and use a variety of frequently used present tense irregular verbs including ser, estar, tener, ir, querer, hacer, poder, saber, llegar, salir, conocer, and dar.
  - Understand stem-changing present tense irregular verbs (e>ie; o>ue; e>i) and irregular yo forms of verbs and how to conjugate them.
  - Understand and use challenging word pairs such as ser/estar, saber/conocer, and por & para. Understand and use hay and hace.
  - Understand how and when to use reflexive verbs, their subject pronouns, and how to conjugate them.
- Conversation: Has sufficient confidence to engage others in conversation at the basic level.
  - Can discuss weather, tell time, express age, ask for and give directions, order food in restaurants, and indicate preferences (e.g., me gusta/no me gusta).
  - Understand Spanish interrogative words and how to use them to ask questions.

# LEVEL 1 - BEGINNER WORKBOOK CHAPTERS

## MODULE 1

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- Chapter 1**    **Alphabet; pronunciation; cognates; diphthongs; punctuation; & introductions**
- Chapter 2**    **Numbers; dates; weekdays; months; seasons; colors; & parts of speech**
- Chapter 3**    **Nouns; articles; gender & number; subject & interrogative pronouns; & introduction to Spanish verbs**
- Capítulo 4**    **Los verbos en el presente que terminan en "-ar", "-er", "-ir"**

## EL MÓDULO 2

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- Capítulo 5**    **Adjetivos, demostrativos, y posesivos**
- Capítulo 6**    **Hay, hace, e introducción a los verbos irregulares en el presente**
- Capítulo 7**    **Los verbos irregulares en el presente: cambias en la raiz**

## EL MÓDULO 3

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- Capítulo 8**    **Los verbos irregulares en la forma "yo" solamente - parte 1**
- Capítulo 9**    **Los verbos irregulares en la forma "yo" solamente - parte 2**
- Capítulo 10**    **Los verbos ser y estar**

## EL MÓDULO 4

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- Capítulo 11**    **Los pronombres de objeto directo y indirecto**
- Capítulo 12**    **Los verbos reflexivos**
- Capítulo 13**    **Gustar y los verbos como gustar**

## EL MÓDULO 5

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- Capítulo 14**    **Por y para, y la "a" personal**
- Capítulo 15**    **Los imperativos**
- Capítulo 16**    **El capítulo final**

# CHAPTERS

## MODULE 1

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### Chapter 1 Alphabet; pronunciation; cognates; diphthongs; punctuation; & Introductions

- 1.0 Overview (*el resumen*)
- 1.1 The Spanish alphabet (*el alfabeto*)
- 1.2 Pronunciation (*la pronunciación*) and accent marks (*los acentos*)
- 1.3 Cognates (*los cognados*)
- 1.4 Diphthongs (*los diptongos*)
- 1.5 Punctuation marks (*los signos de puntuación*)
- 1.6 Vocabulary (*el vocabulario*): Introductions and greetings
- 1.7 Conversational Spanish: Introducing yourself (*las introducciones*)
- 1.8 Activities and exercises (*las actividades y los ejercicios*)

### Chapter 2 Numbers, dates, weekdays, months, seasons, colors, & parts of speech

- 2.1 Numbers (*los números*)
- 2.2 Days (*los días de la semana*) & months (*los meses*)
- 2.3 Dates (*las fechas*) and seasons (*las estaciones*)
- 2.4 Colors (*los colores*)
- 2.5 Introduction to Spanish grammar: Parts of speech
- 2.6 Vocabulary: Everyday Words
- 2.7 Conversational Spanish: Asking for help
- 2.8 Activities and exercises (*las actividades y los ejercicios*)

### Chapter 3 Nouns; articles; gender & number; subject & interrogative pronouns; & introduction to Spanish verbs

- 3.1 Nouns (*los sustantivos*), gender, & number (*singular/plural*)
- 3.2 Definite & indefinite articles
- 3.3 Subject pronouns
- 3.4 Introduction to Spanish verbs
- 3.5 Asking questions: Interrogative pronouns
- 3.6 Vocabulary (*el vocabulario*): Las partes del cuerpo
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- 3.8 Activities and exercises (*las actividades y los ejercicios*)

### Capítulo 4 Conjugación de los verbos en el presente que terminan en -ar, -er, -ir

- 4.1 Los fundamentos de los verbos
- 4.2 Conjugar verbos regulares en el presente que terminan en -ar, -er, -ir
- 4.3 Estrategias de aprendizaje sustantivos y verbos
- 4.4 ¿Son necesarios los pronombres de sujeto? (*Are subject pronouns necessary?*)

- 4.5 Los pronombres de sujeto "vosotros" y "tú"
- 4.6 La construcción de dos verbos
- 4.7 Usar verbos como sustantivos (*Using verbs as nouns*)
- 4.8 El vocabulario: Las preposiciones y otras palabras útiles
- 4.9 El español conversacional: Registrando en un hotel
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## EL MÓDULO 2

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- 5.1 Los tipos de los adjetivos
- 5.2 La ubicación (*location*) del adjetivo
- 5.3 El género y número de los adjetivos
- 5.4 Los demostrativos
- 5.5 ¿Adjetivos demostrativos o adverbios?
- 5.6 Los adjetivos posesivos
- 5.7 El vocabulario: Los adjetivos descriptivos
- 5.8 El español conversacional: Describir a un amigo
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### Capítulo 6 Hay, hace, y los verbos irregulares en el presente

- 6.1 El uso de hay
- 6.2 El uso del modismo (*idiom*) "hace"
- 6.3 Las formas de los verbos en el presente
- 6.4 El vocabulario: Los animales
- 6.5 La comprensión lectora (*reading comprehension*): Carlos y el elefante
- 6.6 Las actividades y los ejercicios

### Capítulo 7 Los verbos en el presente - irregular en la raíz

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- 7.2 Cambia de "e>ie" en la raíz
- 7.3 Cambia de "o>ue" en la raíz
- 7.4 Cambia de "e>i" en la raíz
- 7.5 Cambia en la raíz - las excepciones
- 7.6 El vocabulario: *En casa*
- 7.7 La comprensión lectora: Las vacas perdidas
- 7.8 Las actividades y los ejercicios

**Capítulo 8 Los verbos en el presente - irregular en la forma "yo" - parte 1**

- 8.1 El resumen
- 8.2 Los verbos irregular en la forma "yo" solamente
- 8.3 Los verbos irregular en la forma "yo" con un cambio en la raíz
- 8.4 Los verbos terminando en "-cer" y "-cir"
- 8.5 El vocabulario - Las palabras de ubicación (*location*)
- 8.6 La comprensión lectora: Ramona en la playa
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**Capítulo 9 Los verbos en el presente - irregular en la forma "yo" - parte 2**

- 9.1 El resumen
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- 9.3 Los verbos terminando en "-guir"
- 9.4 Los verbos terminando en "-uir"
- 9.5 El vocabulario - Las comidas y las bebidas
- 9.6 Estudia de los verbos: Sobre la comida
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**Capítulo 10 Los verbos ser y estar**

- 10.1 El resumen
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- 10.6 Estudia de los verbos: Los verbos del movimiento
- 10.7 La comprensión lectora: ¿Cómo estoy yo?
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**Capítulo 11 Los pronombres de objeto directo e indirecto**

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- 11.5 El vocabulario: La familia
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## **Capítulo 12 Los verbos reflexivos**

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- 12.4 El orden de los pronombres objeto - R.I.D.**
- 12.5 El vocabulario: Comprando y la ropa**
- 12.6 El estudio de los verbos: Compras y la ropa**
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## **Capítulo 13 Gustar y los verbos como gustar**

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- 13.5 Los verbos como gustar**
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- 13.7 El estudio de los verbos: Los pares de los verbos confusos**
- 13.8 La comprensión lectora: La fiesta sorpresa de Luis**
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## **EL MÓDULO 5**

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- 14.5 El vocabulario: Las ocupaciones**
- 14.6 El estudio de los verbos: Los verbos sobre el trabajo**
- 14.7 La comprensión lectora: Las mariposas monarcas**
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## **Capítulo 15 Los imperativos**

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**15.3 Los imperativos en la forma "tú"**

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**15.5 Más sobre el imperativo**

**15.5 El vocabulario: Los opuestos (*opposites*)**

**15.6 El estudio de los verbos: Tener y verbos que contienen tener**

**15.7 La comprensión lectora: Paseo por el parque**

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**16.1 ¿Qué más?**

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**16.4 Los verbos en el pretérito y en el imperfecto**

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**16.7 El vocabulario final**

**16.8 El estudio de los verbos finales**

**El fin**

## CHAPTER 1

# ALPHABET; PRONUNCIATION; COGNATES; DIPHTHONGS; PUNCTUATION; & INTRODUCTIONS

The following topics are covered in this chapter:

- 1.0 Overview (*el resumen*)
- 1.1 The Spanish alphabet (*el alfabeto*)
- 1.2 Pronunciation (*la pronunciación*) and accent marks (*los acentos*)
- 1.3 Cognates (*los cognados*)
- 1.4 Diphthongs (*los diptongos*)
- 1.5 Punctuation (*los signos de puntuación*)
- 1.6 Vocabulary (*el vocabulario*): Introductions and greetings
- 1.7 Conversational Spanish: Introducing yourself (*las introducciones*)
- 1.8 Activities and exercises (*las actividades y los ejercicios*)

## 1.0 Overview (*el resumen*)

Although it is necessary to introduce topics in English at this point, our objective is to quickly switch to Spanish. This immersion method will be useful as you start to assimilate and learn many new words and expressions, even if at first you need to use an electronic translator to initially understand their meaning.

As you are exposed to Spanish publications you will notice that capitalization is used much less in Spanish than in English. This convention will be used from this point forward.

## 1.1 The Spanish alphabet (*el alfabeto*)

The Spanish alphabet is known as the “abecedario” or “alfabeto.” It consists of 27 letters: 22 consonants and 5 vowels.

You might ask why we need to spend time learning the Spanish alphabet. It is unlikely that you will use the letters individually unless someone asks you to spell something, like your name or a word that you spoke but was not understood.

But it is important to understand how letters are pronounced within Spanish words. There are significant differences between English and Spanish pronunciation of many letters and it might take some time learning the correct way to say words in Spanish as a result. So it makes sense to review the Spanish alphabet.

You will notice that many letters sound similar to their English equivalent. For example the letter “f” is pronounced “eff” in English and “eff-eh” in Spanish. On the other hand, some letters have significantly different pronunciations and will take a little work and some memorization.

a	ah	agua ( <i>water</i> )	<i>like the a in father</i>
b	beh	barco ( <i>boat</i> )	<i>letters b &amp; v both have a "b" sound</i>
c	ce	casa ( <i>house</i> )	<i>has "s" sound before e or i (cena) &amp; hard sound before o, a, u (Cuba)</i>
ch <sup>1</sup>	chah	champú ( <i>shampoo</i> )	<i>like the dance "cha cha cha"</i>
d	deh	dinero ( <i>money</i> )	<i>similar to d in day or do (donde)</i>
e	eh	elefante	<i>like e in ten (tengo)</i>
f	efeh	fruta ( <i>fruit</i> )	<i>like f in four or fame</i>
g	ge	gato ( <i>cat</i> )	<i>has "h" sound before e or i (mágico) &amp; hard sound before o, a, u (gusto)</i>
h	hache	hermana ( <i>sister</i> )	<i>always silent except when reciting alphabet</i>
i	ee	importante	<i>like the letter e in he</i>
j	jota	jugo ( <i>juice</i> )	<i>sounds like the h in hotel (el jardín)</i>
k <sup>2</sup>	ka	koala	<i>like the k in ask (kilo)</i>
l	el-e	león ( <i>lion</i> )	<i>like the l in like (loco)</i>
ll <sup>3</sup>	el-ye	ella ( <i>she</i> )	<i>Central America: sounds like el-ja</i>
m	m-eh	mono ( <i>monkey</i> )	<i>like the m in more (mano)</i>
n	n-eh	nieta ( <i>granddaughter</i> )	<i>like the n in no (nunca)</i>
ñ	n-yeh	español	<i>like onion (año)</i>
o	o	ocho ( <i>eight</i> )	<i>like o in more</i>
p	peh	pecho ( <i>chest</i> )	<i>like the p in port; never aspirated (pollo)</i>
q	ku	qué ( <i>what</i> )	<i>qui sounds like "key"; que sounds like "kay"</i>
r	er-eh	rosa ( <i>pink</i> )	<i>pronounced with a slight roll (para)</i>
rr <sup>4</sup>	errr-eh	perro ( <i>dog</i> )	<i>a more pronounced trill sound</i>
s	es-e	sol ( <i>sun</i> )	<i>like the s in six (segundo)</i>
t	te	tigre ( <i>tiger</i> )	<i>sort of like t in ten (todo)</i>
u	ew	uva ( <i>grape</i> )	
v	ve (uve)	vino ( <i>wine</i> )	<i>identical to Spanish letter b</i>
w	doble uve	wifi	<i>hardly ever used in Spanish except for foreign words</i>
x	equis	taxi	<i>extra; examen</i>
y	ye	mayo ( <i>May</i> )	<i>also i-griega; like English y in "yellow"</i>
z	zeta	zorro ( <i>fox</i> )	<i>sounds like English "s" (taza)</i>

<sup>1</sup> The "ch" is no longer an official Spanish language letter, but is still used and pronounced as noted above.

<sup>2</sup> Spanish words with "k" come from other languages. Spanish speakers made "k" sound with the word "que".

<sup>3</sup> The double l (ll) is not officially a letter in the Spanish alphabet, but it is commonly used.

<sup>4</sup> The double r (rr) is also not officially a letter in the Spanish alphabet. Pronunciation of the double r is important because if not trilled, listeners might translate as a different word -- pero (but) ... perro (dog)

Some things to keep in mind:

- English speakers have difficulty with the Spanish vowels a, e, and i. The Spanish "a" is pronounced "ah", the "e" is pronounced "eh" (*like the English "a"*), and "i" is pronounced "ee" (*like the English "e"*). For example, the Spanish word "me" does not rhyme with "tree" -- it is pronounced "meh" which rhymes with the English word "day", because the Spanish "e" sounds like "eh".
- These letters sound similar to their English equivalent: b, c, d, f, k, l, m, n, o, p, q, r, s, t, u, v.

These letters are different and take some time to get right: g, h, j, w, x, y, and z.

## 1.2 Pronunciation (*la pronunciación*) and Accent Marks

Spanish has the same vowels as English: a, e, i, o, u. Most of the time, Spanish vowels have a shorter, softer sound than English vowels. Spanish vowels are short, terse, and concise with no "vowel glide." They maintain a consistent sound from Spanish word to word, unlike English words. Each vowel represents only one sound. With some exceptions (such as *w* and *x*), each consonant also represents one sound.

### Word stress

There are very specific rules regarding which syllable is stressed in a Spanish word.

Words that do not have an accent mark		
Words that <u>end with a vowel, "n" or "s"</u> and do not have an accent mark	second to last syllable is stressed	<u>n</u> ada (nothing) cu <u>a</u> derno (notebook)
Words that <u>end with a consonant other than "n" or "s"</u> and do not have an accent mark	last syllable is stressed	<u>m</u> ujer ( <i>woman</i> ) espa <u>ñ</u> ol ( <i>Spanish</i> )
Exceptions - Words that have an accent mark		
Words ending with a vowel, "n" or "s"	... but last syllable is stressed	ingl <u>é</u> s ( <i>English</i> ) adi <u>ó</u> s ( <i>goodbye</i> ) investigaci <u>ó</u> n ( <i>investigation</i> )
Words that end with a consonant other than "n" or "s"	... but second to last syllable is stressed	á <u>r</u> bol ( <i>tree</i> ) lá <u>p</u> iz ( <i>pencil</i> ) dó <u>l</u> ar ( <i>dollar</i> )
Words that ...	... stress the third-to-last syllable	bol <u>í</u> grafo ( <i>pen</i> ) estó <u>m</u> ago ( <i>stomach</i> ) méd <u>ic</u> o ( <i>doctor</i> )

Accent marks are important in Spanish. For example, you will encounter words that are spelled the same, but mean different things depending on whether they have an accent mark and how they are pronounced. Examples:

tu ( <i>your</i> )	tú ( <i>you - subject pronoun</i> )
el ( <i>the</i> )	él ( <i>he - subject pronoun</i> )
si ( <i>if</i> )	sí ( <i>yes</i> )
solo ( <i>alone</i> )	sólo ( <i>only</i> )
esta ( <i>this</i> )	está ( <i>is - from verb estar</i> )

The rules are repeated, with examples, in the following diagram. Chapter 3 provides additional detail regarding the use of accent marks.

**Spanish Syllable Stress Rules**

**Words without an accent**

<p>if word ends with a vowel (a, e, i, o, u) or n or s</p> <p>... emphasize <i>the next to last</i> syllable</p> <ul style="list-style-type: none"> <li>• <i>todo</i> (<i>all/every</i>) --- <u>to-do</u></li> <li>• <i>inteligente</i> (<i>smart</i>) --- in-te-li-<u>gen-te</u></li> <li>• <i>el examen</i> (<i>the exam</i>) --- e-<u>xa</u>-men</li> <li>• <i>un joven</i> (<i>a young person</i>) --- jo-<u>ven</u></li> <li>• <i>el lunes</i> (<i>monday</i>) --- lu-<u>nes</u></li> <li>• <i>los calcetines</i> (<i>the socks</i>) cal-cet-<u>in-es</u></li> </ul>	<p>if word ends with a consonant (<i>other than n or s</i>)</p> <p>... emphasize <i>the last</i> syllable</p> <ul style="list-style-type: none"> <li>• <i>comer</i> (<i>to eat</i>) --- co-<u>mer</u></li> <li>• <i>la ciudad</i> (<i>the city</i>) --- ciu-<u>dad</u></li> <li>• <i>el profesor</i> (<i>the teacher</i>) --- pro-fe-<u>sor</u></li> <li>• <i>el animal</i> (<i>the animal</i>) --- a-ni-<u>mal</u></li> <li>• <i>Madrid</i> (<i>Madrid</i>) --- Ma-<u>drid</u></li> </ul>
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**Words with an accent**

*Pronunciation of some words don't conform to the two preceding rules, so an accent mark is used to shift emphasis*

A syllable with an accent (*tilde*) is always emphasized

*A word will never have more than one accent mark*

*The accent mark is always over a vowel (á, é, í, ó, ú), never a consonant*

<i>la canción</i> ( <i>song</i> ) -- can- <u>cion</u>	<i>rápido</i> ( <i>fast</i> ) --- ra- <u>pi-do</u>	<i>débil</i> ( <i>weak</i> ) --- de- <u>bil</u>
<i>también</i> ( <i>also</i> ) --- tam- <u>bien</u>	<i>el árbol</i> ( <i>tree</i> ) --- ar- <u>bol</u>	<i>fácil</i> ( <i>easy</i> ) --- fa- <u>cil</u>
<i>inglés</i> ( <i>English</i> ) --- in- <u>gles</u>	<i>la cárcel</i> ( <i>jail</i> ) --- car- <u>cel</u>	<i>tímido</i> ( <i>shy</i> ) --- tí- <u>mi-do</u>

### 1.3 Cognates (*los cognados*)

One of the best things about learning Spanish is that there are hundreds of words that will already seem familiar. These words are referred to as cognates. Since Spanish and English both have Latin roots there are thousands of words that are the same or very close in both languages.

**Perfect cognates** are words that are spelled exactly the same in both languages. There are lots of examples: actor, admirable, agenda, alcohol, balance, cable, central, control, doctor, drama, exterior, familiar, gas, hospital, hotel, idea, invisible, legal, material, motel, motor, original, patio, piano, plaza, popular, principal, regular, similar, superior, taxi, televisión, terrible, total, violín, visible, and vulnerable.

**Near perfect cognates** are words that have slight spelling differences, but are easy to discern:

abstracción - abstraction	clasificación - classification
acción - action	concentración - concentration
aplicación - application	condición - condition
apreciación - appreciation	construcción <sup>5</sup> - construction
asociación - association	ficción - fiction
atención - attention	formación - formation
atracción - attraction	nación - nation
civilización - civilization	

### 1.4 Diphthongs (*los diptongos*)

Pronouncing Spanish words correctly requires an understanding of how to deal with words that have two vowels side-by-side. How the words are pronounced depends on the characteristics of the vowels.

Spanish vowels a, e, and o are strong vowels and i and u are weak vowels. The combination of strong and weak vowels determines how the word is pronounced.

***Words with one strong (a, e, o) and one weak (i, u) vowel:*** The two vowels are pronounced as one syllable as indicated in the following table, with the stress falling on the strong vowel.

ai	eye	baile, aire, país	<i>dance, air, country</i>
au	ow	aula, pausa, aunque	<i>classroom, pause, even though</i>
ei	ey	seis, reina, aceite	<i>six, queen, oil</i>
eu	eh-oo	reunir, deuda, Europa	<i>to gather, debt, Europe</i>

<sup>5</sup> In Spanish, for words with two "c" letters, the first "c" sounds like "k" and the second sounds like "s".

ia	yah	piano, anciano, familia	<i>piano, ancient, family</i>
ie	yeh	viejo, tierra, serpiente	<i>old, land/earth, serpent</i>
io	yoh	sucio, radio, precio	<i>dirty, radio, price</i>
oi	oy	oigo, coincidencia	<i>I hear, coincidence</i>
ua	wah	cuatro, agua, cuadrar	<i>four, water, to tally; to square</i>
ue	weh	bueno, fuego, jueves	<i>good, fire/flare; Thursday</i>
uo	who	antiguo, monstruo	<i>old/ancient; monster</i>

**Words with two weak (i, u) vowels:** The two vowels are pronounced as one syllable, but the stress falls on the 2nd weak vowel.

iu	yoo	ciudad, viuda, veintiuno	<i>city, widow, twenty-one</i>
ui	we	ruido, cuidado	<i>noise, be careful</i>

**Words with two strong (a, e, o) vowels:** Each vowel is pronounced separately as two distinct sounds.

- deseo: des-e-o.
- preocupa: pre-oc-u-pa
- leal: le-al
- empleo: em-ple-o
- traer: tra-er

## 1.5 Punctuation (*Signos de puntuación*)

There are some differences in Spanish use of punctuation marks.

**Punto (.) (*period*):** As in English, the period indicates the end of a sentence and is also used with abbreviations. Example (*por ejemplo*): *Sr. Thom.*

**Coma (,) (*comma*):** The comma is used to separate elements within the same sentence.

**Puntos suspensivos (...)** (*ellipsis*): The Spanish ellipsis contains only three points. This punctuation is mainly used at the end of an incomplete list or to show emotions.

**Signos de interrogación (¿?)** (*question marks*): The question mark indicates the beginning and end of a question.

*Note: The inverted question mark at the beginning of a question is necessary for grammatical reasons. It is common in Spanish for both declarative sentences and questions to have the same wording. The inverted question mark communicates that the sentence is pronounced as a question. For example:*

- *"Tienes un perro." is declarative and states that you have a dog.*
- *"¿Tienes un perro?" is interrogative and asks if you have a dog.*

**Signos de exclamación (*exclamation marks* ¡!)** Exclamation marks are used to start and end an interjection or exclamation to indicate strong feelings or to show emphasis.

**Comillas (*quotation marks*):** Spanish quotation marks are called comillas and are traditionally written as angular quotation marks (« »). *Ex.: Susana dice <<no me gusta>>*. However, it is also acceptable to use English quotation marks ("").

## 1.6 Vocabulary (*el vocabulario*)

The following vocabulary presents words and expressions that are commonly used as part of an introduction or greeting, or as part of a conversational exchange.

por favor	please
con gusto -- de nada	you are welcome
gracias	thank you
es un placer	it is a pleasure ( <i>to meet you</i> )
encantado (a)	I am delighted
mucho gusto	pleased to meet you
¡Buenos días!	Good morning; good day
¡Buenas tardes!	Good afternoon; evening
¡Buenas noches!	Good night.
adiós	Goodbye
¡Hasta luego!	until later
¿Cómo está?	How are you?
Muy bien, gracias.	Very well, thank you.
¿Y usted?	And you?
Más o menos, bien.	More or less, okay.
nos vemos	see you
lo siento	I am sorry
por supuesto	of course

## 1.7 Conversational Spanish: Introducing yourself (*las introducciones*)

As you begin your Spanish speaking journey you need to develop and practice your personal introduction. Start conversations with greetings and salutations before "getting down to business." Expressions such as hello (*hola*), how are you? (*cómo está usted?*) and good morning, afternoon, or evening (*buenos días, buenas tardes, y buenas noche*) are useful for initial greetings.

Be sure to use please (*por favor*) and thank you (*gracias*) often as the Spanish-speaking culture values courtesy and politeness. You will find that you are more warmly greeted, welcomed, and respected by Spanish speakers.

Introduce yourself just as we do in English. State your name, where you live, where you are from, if you have children, grandchildren, pets, hobbies, and how long you have been studying Spanish. The level of detail, of course, depends on the context. Included below are a series of dialogs and vocabulary that will help you develop your personal introduction.

In English we typically say "my name is ...". This translates to "mi nombre es ..." in Spanish. Another way to state your name is to say "soy (*I am*) ...".

It is more polite and widely accepted, however, to use the Spanish verb "llamar" (*to call*) to introduce yourself: "I call myself ...". In Spanish, this translates to "me llamo ....", which means "I call myself ...". This is the most common approach for introductions and this convention is used in the following examples.

### Example introduction:

Buenos días. Me llamo Thom. Vivo en Punta Gorda, Florida. Soy de Maryland de los Estados Unidos (EE.UU.). Tengo dos hijos y tres nietos. Mi esposa y yo tenemos dos gatos. Me gusta leer y jugar golf y tenis. Gracias.

*Translation: Good morning. I call myself Tom. I live in Punta Gorda, Florida. I am from Maryland in the United States. I have two children and three grandchildren. My wife and I have two cats. I like to read and play golf and tennis.*

If you want to ask someone their name, use this expression: "¿Cómo te llama?".

### An example initial conversation

If you meet someone who you think speaks Spanish and want to engage with them, here is an example dialog that you can consider using:

Buenos días (*o buenas tardes o buenas noches*). Me llamo \_\_\_\_\_. Mucho gusto. (*Nice to meet you.*)

Then use your introduction to continue the conversation. We will learn how to ask questions soon, which is also an essential part of conversational Spanish. By asking

questions you can engage with Spanish speakers in a way where both participants have to speak, which helps, since you are in the early stages of learning to speak Spanish.

## 1.8 Activities and exercises (*las actividades y los ejercicios*)

Links to the videos included in this and the following chapters are available via our website: [swfloridaspanish.com/workbookvideos](http://swfloridaspanish.com/workbookvideos)

Please do the following (*por favor, completa lo siguiente*):

1. Listen to the following YouTube videos:

- [Butterfly Spanish YouTube - Practicing the Spanish alphabet](#). Learn how to say the letters and sounds in Spanish
- [Butterfly Spanish YouTube - How to Introduce Yourself in Spanish](#)
- [Spanish Accent \(pronunciation\) Rules - Las reglas de acentuación](#)

2. Write a brief introduction based on the Butterfly Spanish approach in the video.

3. Spelling Spanish words (*deletrear palabras en español*).

3.1 Using Spanish letters, write and pronounce the letters of your first (tú nombre) and last name (apellido). Practice saying each letter according to the abecedario pronunciation presented earlier in this chapter.

Mi nombre se deletrea (*it is spelled*): \_\_\_\_\_.

3.2 Using Spanish letters, write and pronounce the city where you live.

\_\_\_\_\_.

4. Spanish and English use the same alphabet (*except for ñ*), but the letters are pronounced differently. For example, the letter "d" is pronounced "deh". Write the pronunciation for each of these Spanish letters:

4-1) f _____	4-9) i _____
4-2) g _____	4-10) s _____
4-3) h _____	4-11) c _____
4-4) j _____	4-12) x _____
4-5) l _____	4-13) y _____
4-6) ll _____	4-14) z _____
4-7) ñ _____	4-15) p _____
4-8) u _____	4-16) a _____

*Answers: 4-1) eff-eh; 4-2) ge; 4-3) hache; 4-4) jota; 4-5) el-e; 4-6) el-yeh; 4-7) n-yeh; 4-8) ew; 4-9) ee; 4-10) es-e; 4-11) ce; 4-12) equis; 4-13) ye; 4-14) zeta; 4-15) peh; 4-16) ah*

5. Recall that earlier we said: *Spanish has the same vowels as English: a, e, i, o, u. Spanish vowels have a shorter, softer sound than English vowels, which tend to be stretched out in English. Spanish vowels are short and concise with no "vowel glide." They maintain a consistent sound from Spanish word to word, unlike English words.*

Practice saying these words, but use the shorter, softer sound for the vowels:

- cómo .... not cÓmO, but CoMo. Soften the letter "o"s.
- pero ... not pErO, but PeRo. Again, soften the e and the o.

6. Diphthongs: Remember that "diphthongs" are two vowels positioned side-by-side. For example, the word "seis" includes a diphthong of "ei" which is pronounced "ey". For the following, identify the diphthong and write its pronunciation in the provided space.

	<i>palabra con el dipthongo</i>	<i>el dipthongo</i>	<i>el sonido del dipthongo</i>
6-1	<b>bailar</b> ( <i>to dance</i> )	_____	_____
6-2	<b>reina</b> ( <i>queen</i> )	_____	_____
6-3	<b>oigo</b> ( <i>I hear</i> )	_____	_____
6-4	<b>cuidado</b> ( <i>be careful</i> )	_____	_____
6-5	<b>aunque</b> ( <i>even though</i> )	_____	_____
6-6	<b>deuda</b> ( <i>debt</i> )	_____	_____
6-7	<b>estudiar</b> ( <i>to study</i> )	_____	_____
6-8	<b>siempre</b> ( <i>always</i> )	_____	_____
6-9	<b>sucio</b> ( <i>dirty</i> )	_____	_____
6-10	<b>ciudad</b> ( <i>city</i> )	_____	_____
6-11	<b>agua</b> ( <i>water</i> )	_____	_____
6-12	<b>buen día</b> ( <i>good day</i> )	_____	_____
6-13	<b>antiguo</b> ( <i>old</i> )	_____	_____

*Answers: 6-1) ai = ay; 6-2) ei = ey or eh; 6-3) oi = oy; 6-4) ui = wuy; 6-5) au = ow; 6-6) eu = ehoo; 6-7) ia = yah; 6-8) ie = yeh; 6-9) io = yoh; 6-10) iu = yoo; 6-11) ua = wah; 6-12) ue = weh; 6-13) uo = who*

7. Do these words have accent marks or not?

		<i>Yes</i>	<i>No</i>
7-1	PLA-ta-no ( <i>fruit; like a banana</i> )	___	___
7-2	es-cu-CHAR ( <i>to listen</i> )	___	___
7-3	mar-i-PO-sa ( <i>butterfly</i> )	___	___
7-4	bo-LI-gra-fo ( <i>pen</i> )	___	___
7-5	CES-ped ( <i>grass</i> )	___	___
7-6	pe-LO-ta ( <i>ball</i> )	___	___
7-7	sim-PA-ti--ca ( <i>nice; likeable</i> )	___	___
7-8	car-TEL ( <i>poster; sign</i> )	___	___
7-9	ca-MION ( <i>truck</i> )	___	___
7-10	O-cho ( <i>eight</i> )	___	___
7-11	mu-JER ( <i>woman</i> )	___	___
7-12	es-tu-DIAN-te ( <i>student</i> )	___	___
7-13	cin-tu-RON ( <i>belt</i> )	___	___
7-14	LA-piz ( <i>pencil</i> )	___	___
7-15	LO-bo ( <i>wolf</i> )	___	___

*Answers: 7-1) yes; 7-2) no; 7-3) no; 7-4) yes; 7-5) yes; 7-6) no; 7-7) yes; 7-8) no; 7-9) yes; 7-10) no; 7-11) no; 7-12) no; 7-13) yes; 7-14) yes; 7-15) no*

## CHAPTER 2

### NUMBERS, DATES, WEEKDAYS, MONTHS, SEASONS, COLORS, & PARTS OF SPEECH

The following topics are covered in this chapter:

- 2.1 Numbers (*los números*)
- 2.2 Days (*los días de la semana*) & months (*los meses*)
- 2.3 Dates (*las fechas*) and seasons (*las estaciones*)
- 2.4 Colors (*los colores*)
- 2.5 Introduction to Spanish grammar: Parts of speech
- 2.6 Vocabulary (*el vocabulario*): Everyday words
- 2.7 Conversational Spanish: Asking for help
- 2.8 Activities and exercises (*las actividades y los ejercicios*)

### 2.1 Numbers (*los números*)

#### Cardinal numbers (*los numeros cardinales*)

Cardinal numbers describe quantity and are used to answer the question "How many?".

While most countries use the comma "," to separate thousands and the decimal point to denote decimal places, Spain and Latin America do the opposite, using the "." to separate thousands and "," to indicate decimal places. Examples: 2.000 (*two thousand*), and 3,15 (*3.15 & pronounced: tres coma quince in Spanish*).

When thinking of Spanish numbers, some have patterns or follow a logical structure, while others do not:

- **Numbers 0 (*cero*) to 15 (*quince*)** Memorize them since they don't follow a pattern.
- **Numbers 16 (*dieciséis*) to 19 (*diecinueve*):** Recognize the pattern: dieciséis, diecisiete, dieciocho, diecinueve. Recognize the "ie" diphthong (*yeh*): "d-yeh-ci" ...
- **Numbers in multiples of 10:** With the exception of 20 (*veinte*), the multiples end in "-nta" - *treinta (thirty)*, *cuarenta (forty)*,  *cincuenta (fifty)*, and so forth.
- **Numbers from 21 to 29:** There is a "tens" and "ones" pattern, but each number is one word: *veintiuno*, *veintidós*; *veintitrés*, ..., *veintitrés*, ...
- **Numbers from 31 to 99:** There is also a "tens" and "ones" pattern, but the tens number is followed by "y" and the "ones" value: *treinta y uno (thirty-one)*, *treinta y dos (thirty-two)*, ... *cuarenta y uno*, *cuarenta y dos*, ..., *noventa y uno*, *noventa y dos*.

Focus on learning the numbers zero through twenty, the names for each of the tens values (*veinte*, *treinta*, *cuarenta*, and so forth), and the hundreds values (*cien*, *doscientos*, *trescientos*, and so forth).

0 - cero	22 - veintidós	102 - ciento dos
1 - uno	23 - veintitrés	110 - ciento diez
2 - dos	24 - veinticuatro	111 - ciento once
3 - tres	25 - veinticinco	120 - ciento veinte
4 - cuatro	26 - veintiséis	130 - ciento treinta
5 - cinco	27 - veintisiete	200 - doscientos
6 - seis	28 - veintiocho	201 - doscientos uno
7 - siete	29 - veintinueve	211 - doscientos once
8 - ocho	30 - treinta	276 - doscientos setenta y seis
9 - nueve	31 - treinta y uno	300 - trescientos
10 - diez	32 - treinta y dos	400 - cuatrocientos
11 - once	33 - treinta y tres	500 - quinientos
12 - doce	40 - cuarenta	600 - seiscientos
13 - trece	41 - cuarenta y uno	700 - setecientos
14 - catorce	42 - cuarenta y dos	800 - ochocientos
15 - quince	50 - cincuenta	900 - novecientos
16 - dieciséis	60 - sesenta	1.000 - mil
17 - diecisiete	70 - setenta	1.011 - mil once
18 - dieciocho	80 - ochenta	1.111 - mil ciento once
19 - diecinueve	90 - noventa	2.000 - dos mil
20 - veinte	100 - cien	3.000.000 - tres millones
21 - veintiuno	101 - ciento uno	4.000.100 - cuatro millones cien

### **Ordinal numbers (*los números ordinales*)**

Ordinal numbers define position in a series, such as “first,” “second,” or “third.” Ordinal numbers are used as adjectives, nouns, and pronouns.

Ordinal numbers agree in gender and number with the nouns they modify. This concept will be discussed in more detail shortly.

<i>masculino</i>	<i>feminino</i>	
<b>primero/primeros</b>	<b>primera/primeras</b>	<i>first</i>
<b>segundo</b>	<b>segunda</b>	<i>second</i>
<b>tercero</b>	<b>tercera</b>	<i>third</i>
<b>cuarto</b>	<b>cuarta</b>	<i>fourth</i>
<b>quinto</b>	<b>quinta</b>	<i>fifth</i>
<b>sexto</b>	<b>sexta</b>	<i>sixth</i>
<b>séptimo</b>	<b>séptima</b>	<i>seventh</i>
<b>octavo</b>	<b>octava</b>	<i>eighth</i>
<b>noveno</b>	<b>novena</b>	<i>ninth</i>
<b>décimo</b>	<b>décima</b>	<i>tenth</i>

There are Spanish ordinal numbers higher than *décimo*, but their form is long and complex and they are rarely used.

## 2.2 Days (*los días*) and Months (*los meses*)

### Days (*los días*)

Most Spanish-speaking countries consider Sunday to be the last day of the week (*day of rest*) and recognize Monday as the first day of the week. Days are masculine (e.g., "el lunes") and are not capitalized. The seven days are:

<b>lunes</b>	Monday	<b>El lunes es el comienzo de la semana.</b>	<i>Monday is the start of the week.</i>
<b>martes</b>	Tuesday	<b>Asisto a clases de español los martes.</b>	<i>I attend Spanish class on Tuesdays.</i>
<b>miércoles</b>	Wednesday	<b>Nos pagan los miércoles.</b>	<i>We get paid on Wednesdays.</i>
<b>jueves</b>	Thursday	<b>El jueves es cuando vamos de compras.</b>	<i>Thursday is when we go shopping.</i>
<b>viernes</b>	Friday	<b>¡Me encantan los viernes!</b>	<i>I love Fridays!</i>
<b>sábado</b>	Saturday	<b>Juego al golf los sábados.</b>	<i>I play golf on Saturdays.</i>
<b>domingo</b>	Sunday	<b>Los domingos son unos días de descanso.</b>	<i>Sundays are a day of rest.</i>

Other useful vocabulary when speaking about days and proximate times include the following:

- días de la semana (*weekdays*)
- el fin de semana (*weekend*)
- hoy (*today*)
- ayer (*yesterday*)
- anoche (*last night*)
- mañana (*tomorrow*)
- la semana próxima (*next week*)

## Months (*los meses*)

Except for January, Spanish months sound very similar to their English equivalent. As with days of the week, months are masculine and not capitalized.

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

## 2.3 Dates (*las fechas*) and Seasons (*las estaciones*)

### Dates (*las fechas*)

Unlike in English, each place value (*thousands, hundreds, tens, and ones*) of a Spanish date is pronounced, as illustrated in the following table.

1864	mil ochocientos sesenta y cuatro	one thousand, eight hundred, sixty and four
1955	mil novecientos cincuenta y cinco	one thousand, nine hundred, fifty and five
1980	mil novecientos ochenta	one thousand, nine hundred, eighty
2000	dos mil	two thousand
2010	dos mil diez	two thousand, ten
2024	dos mil veinticuatro	two thousand, twenty four

## Seasons (*las estaciones*) and the Weather (*el tiempo*)

As in English, there are four Spanish seasons:

- la primavera (*spring*)
- el verano (*summer*)
- el otoño (*autumn*)
- el invierno (*winter*)

Seasons and weather often overlap in conversation. Some commonly used words related to weather are:

- la lluvia (*rain*)
- el viento (*wind*)
- la nieve (*snow*)
- el calor (*the heat*)
- la estación seca (*dry season*)
- la estación lluviosa (*rainy season or wet season*)

## 2.4 Colors (*los colores*)

The main colors in Spanish are:

- amarillo – yellow
- anaranjado – orange
- azul - blue
- blanco – white
- gris – gray / grey
- marrón / café – brown
- morado / púrpura – purple
- negro – black
- rojo – red
- rosado – pink
- verde – green



Ejemplos:

- El cielo es azul. (*The sky is blue.*)
- Mi camisa es amarilla. (*My shirt is yellow.*)
- Su color favorito es el rosado. (*Her favorite color is pink.*)
- Ella tiene el pelo negro. (*She has black hair.*)
- En el verano, la hierba es verde. (*In the summer, the grass is green.*)

In some countries "naranja" is used for both the color orange and the orange fruit.

¿Marrón o café? In general, marrón is used more in Spain while café is used more in Latin America. Both are understood in every country, though sometimes you may have to say "de color café" so as not to confuse them with the word for coffee.

¿Morado o púrpura? In general, these are considered shades of the same color. Morado is more commonly used, especially for describing fruits and other things that are naturally purple. It is also used to describe the color of a bruise. It is a somewhat darker shade of red and blue than púrpura or violeta (another purple shade).

¿Masculino o femenina/singular o plural? In Spanish, colors have a masculine and feminine and singular and plural form. This is called Spanish adjective agreement and we will learn more about this later. The following examples illustrate this concept:

- blanco (masculine – singular). El carro es blanco. (*The car is white.*)
- blanca (feminine – singular). La casa es blanca. (*The house is white.*)
- blancos (masculine – plural). Los pájaros son blancos. (*The birds are white.*)
- blancas (feminine – plural). Las flores son blancas. (*The flowers are white.*)

## 2.5 Introduction to Spanish grammar: Parts of Speech

It is not possible to learn a new language without learning the rules of grammar. Doing so will be done incrementally. It is not necessary to become an expert of grammatical terminology. Instruction will be provided helping you expand your vocabulary and grammatical skills.

We will not focus exclusively on grammar. How boring that would be. We will mix grammar study with other learning modes including reading comprehension and conversation. But there is no way to avoid learning grammar. We need to learn how Spanish sentences are organized and what each part of a sentence means.

As shown in the following table, Spanish contains the same parts of speech as English. Time will be spent in each class focusing on various aspects of Spanish grammar.

articles ( <i>los artículos</i> )	Words that identify a noun as specific (definite) or unspecific (indefinite). <ul style="list-style-type: none"> <li>• Definite - "the" in English and "el, los, la, las" in Spanish</li> <li>• Indefinite - "a" &amp; "an" in English &amp; "un, unos, una, unas" in Spanish</li> </ul>
nouns ( <i>los sustantivos</i> )	People, places, and things, objects, feelings, and even concepts.
adjectives ( <i>los adjetivos</i> )	Describe nouns.
verbs ( <i>los verbos</i> )	Describe an action or a state of being. They are an important part of Spanish grammar for beginners. Every sentence has a verb!
adverbs ( <i>los adverbios</i> )	Adds a description to a verb. For example, instead of saying "he runs," you can say "he runs fast." "Fast" describes how the action is done. <i>Examples: lentamente (slowly); felizmente (happily)</i>
pronouns ( <i>los pronombres</i> )	Substitute for a noun. We will spend a lot of time on pronouns. <i>Examples: he, she, I, we, they, me, etc.</i>
prepositions ( <i>las preposiciones</i> )	Explain relationships between nouns, often referring to a location. <i>Examples: en (in, on); por (by); debajo (below); adentro (inside)</i>
conjunctions ( <i>las conjunciones</i> )	Connect nouns, verbs, phrases, and sentences. <i>Examples: y (and), o (or), pero (but)</i>

Included below are some important grammar concepts:

**#1: *Accent marks are important***

There are specific rules regarding which syllable is stressed in a Spanish word. Exceptions to the first two rules are accomplished using an accent mark.

1. Stress the second to last syllable: Word ends with vowel, "n" or "s",
2. Stress the last syllable: Word ends with consonant other than "n" or "s",
3. Stress the accented syllable: If there is an accent. Only vowels are accented. Words never have more than one accent mark.

Some words are spelled identically, but have different meanings depending on whether there is an accent mark. For example, the following words are spelled the same, but pronounced differently and they have different meanings.

- como means like or as (No soy como usted, or I am not like you)
- cómo means how (¿Cómo se dice ...?, or how do you say ...).

**#2: *Gender and number are important***

Spanish nouns are either masculine or feminine and singular or plural. The noun determines the gender and number of any associated pronoun, article, and adjective.

**#3: *All Spanish infinitive verbs end in -ar, -er, -ir***

Verbs express actions, processes, or states. Many chapters discuss verb grammar rules. When we use verbs, we associate them with whomever or whatever is performing the action (subject pronouns).

An infinitive is the base form of a verb with the word "to" in front of it - to walk, to read, etc. Infinitives can function as a noun, an adjective, or an adverb.

- Tom realmente necesita correr. (Noun as direct object) *Tom really needs to run.*
- Es su dinero para gastar. (Adjective modifying the noun money) *It's your money to spend.*
- Ellos regresan para ayudar. (Adverb modifying the verb returned). *They return to help.*

**#4: *There are many verb tenses***

As is true with all languages, there are present, future, and past tenses. After learning the present tense, attention will shift to the future and past.

**#5: *Conjugated Spanish verbs communicate who is performing the action and whether the action is taking place in the present, past, or future.***

When a Spanish infinitive verb is conjugated (the -ar/-er/-ir ending is replaced by a conjugated ending), the verb ending implicitly indicates who is performing the action (the sentence subject) -- I (yo), you (tú), he/she/it (él, ella, usted), we (nosotros) or they (ellos, ellas, ustedes). The ending also indicates when the action is taking place -- there are different endings for the present, past, and future tenses. These concepts are covered in more detail in subsequent chapters.

**#6: *The informal subject pronoun "tú"***

The "tú" subject pronoun indicates that "you" are performing the action. However, "tú" is the "informal you," used by many Spanish speakers only in informal situations, such as when speaking to a child or a close friend. The more formal subject pronoun for "you" (*usted*) is used as a sign of respect for strangers, elders, and people in positions of authority.

**#7: *The inverted question mark (¿)***

Spanish questions begin with the inverted question mark to alert readers and speakers that what follows is a question rather than a declarative statement. For example:

- El viento es fuerte. (*The wind is strong*)
- ¿El viento es fuerte? (*Is the wind strong?*)

**#8: *Spanish adjectives are usually located after the noun***

In English, adjectives are always located before the noun. Spanish adjectives typically come after the noun when they express color, shape or size, type, condition, or origin. In some the adjective is positioned in front of the noun, which adds descriptive emphasis, or because it describes a numerical quantity (e.g., diez libros).

## **2.6 Vocabulary: Some everyday words**

These words are frequently used in everyday conversation. Memorize them. Be careful about using "mucho" or "muy" when you intend to use "más".

mucho ( <i>a lot</i> )	muy ( <i>very</i> )
un poco ( <i>a little</i> )	siempre ( <i>always</i> )
más ( <i>more; most</i> )	algo ( <i>something</i> )
menos ( <i>less; fewer; the least</i> )	solamente ( <i>only</i> )

## 2.7 Conversational Spanish: Asking for Help

If you are traveling, you might find yourself needing to ask someone for help - how to get to a certain location, where the nearest bathroom is located, how to translate something, or for a host of other reasons.

The Spanish verb which means "to help" is "ayudar." In the following expressions, this verb is conjugated (a process we will begin learning in the next chapter) so that it indicates who is in need of help (I need help, he/she needs help, we need help, etc.).

There are a number of Spanish expressions that you can use to ask for help.

1. **Can you help me? Can you help us? Can you help her?**
  - Por favor, ¿puede ayudarme?
  - Por favor, ¿puede ayudarnos?
  - Por favor, ¿puede ayudarla?
2. **Could you help me? ... us? ... her?** (*slightly more polite than the previous form*)
  - Por favor, ¿podría ayudarme?
  - Por favor, ¿podría ayudarnos?
  - Por favor, ¿podría ayudarla?
3. **I need help. We need help. She needs help.**
  - Por favor, necesito ayuda. ... necesitamos ayuda. ... necesita ayuda.
4. **If you are in an emergency situation:**
  - ¡Ayúdeme! (*Help me! using the Spanish verb ayudar - to help*)
  - ¡Socorro! (*Help! using the Spanish word for help*)
5. **Some other variations:**
  - Por favor, ¿me puedes explicar? *Can you explain it to me?*
  - Por favor, ¿me puede explicar el significado? *Can you explain the meaning?*

### Here are two example scenarios

SCENARIO 1: IN A CLOTHING STORE:

Señorita, ¿podría ayudarme, por favor? (*Miss, can you help me, please?*)

*Response: Sí claro, ¿qué necesita? (Yes, of course. What do you need?)*

Quiero esta camiseta en tamaño mediano, pero no la encuentro. *It would like this shirt in a medium size, but I could not find it.*

*Response: Déjame ver. (Let me see.)*

Muchas gracias.

SCENARIO 2: YOU AND YOUR PARTNER HAVE BECOME LOST:

Disculpe, necesitamos ayuda. *Excuse me, we need help.*

*Response: Sí claro, ¿qué necesitan uds.? (Yes, of course. What do you all need?)*

Estamos perdidos. Estamos tratando de regresar a nuestro hotel, que está en Main Street. *(We are lost. We are trying to get back to our hotel which is on Main Street.)*

*Response: Por supuesto. Continúen a la primera calle y tomen la próxima a la derecha. Continúen recto hasta el parque y luego encontrarán la calle donde se encuentra su hotel. (Of course. Take the first right. Continue straight until the park and then you will find the street where your hotel is located.)*

Muchas gracias.

## 2.8 Activities and exercises *(las actividades y los ejercicios)*

Links to the videos included in this and the following chapters are available via our website: [swfloridaspanish.com/workbookvideos](http://swfloridaspanish.com/workbookvideos)

Por favor, complete lo siguiente *(please do the following)*:

1. Listen to the following YouTube videos:

- [Counting in Spanish: The Ultimate Guide for Beginners](#)
- [Spanish Week Days, Months, and Seasons + Common Uses & Examples](#)
- [Learn Spanish - The colors / Los Colores \(part 1\)](#)
- [Learn Spanish - The colors / Los Colores \(part 2\)](#)
- [Introduction to Spanish Grammar & SVO Word Order](#)

2. Escribe los números entre paréntesis.

2-1 (42) \_\_\_\_\_

2-9 (340) \_\_\_\_\_

2-2 (14) \_\_\_\_\_

2-10 (23) \_\_\_\_\_

2-3 (71) \_\_\_\_\_

2-11 (2.341) \_\_\_\_\_

2-4 (104) \_\_\_\_\_

2-12 (2024) \_\_\_\_\_

2-5 (1960) \_\_\_\_\_

2-13 (700) \_\_\_\_\_

2-6 (243) \_\_\_\_\_

2-14 (952) \_\_\_\_\_

2-7 (502) \_\_\_\_\_

2-15 (17) \_\_\_\_\_

2-8 (100.000) \_\_\_\_\_

*Answers: 2-1) cuarenta y dos; 2-2) catorce; 2-3) setenta y uno; 2-4) ciento cuatro; 2-5) mil novecientos sesenta; 2-6) doscientos cuarenta y tres; 2-7) quinientos dos; 2-8) cien mil; 2-9) trescientos cuarenta; 2-10) veinte y tres; 2-11) dos mil trescientos cuarenta y uno; 2-12) dos mil veinte y cuatro; 2-13) setecientos; 2-14) novecientos cincuenta y dos; 2-15) diecisiete*

3. Write the month that comes next.

3-1 enero, febrero, \_\_\_\_\_

3-2 marzo, abril, \_\_\_\_\_

3-3 mayo, junio, \_\_\_\_\_

3-4 julio, agosto, \_\_\_\_\_

3-5 septiembre, octubre, \_\_\_\_\_

3-6 noviembre, diciembre, \_\_\_\_\_

*Answers: 3-1) marzo; 3-2) mayo; 3-3) julio; 3-4) septiembre; 3-5) noviembre; 3-6) enero*

4. Choose the correct answer from these options:

- a) la primavera, b) el verano, c) el otoño, d) el invierno

En el hemisferio sur (*in the southern hemisphere*) cuál es la estación (*season*) durante esta mes:

4-1 febrero: \_\_\_\_\_

4-2 mayo: \_\_\_\_\_

4-3 octubre: \_\_\_\_\_

4-4 julio: \_\_\_\_\_

y en el hemisferio norte (*in the northern hemisphere*)?:

4-5 agosto: \_\_\_\_\_

4-6 enero: \_\_\_\_\_

4-7 abril: \_\_\_\_\_

*Answers: 4-1) b; 4-2) c; 4-3) a; 4-4) d; 4-5) b; 4-6) d; 4-7) a*

5. Grammar Exercise - Indicate the part of grammar (*indica la parte del gramática*).

<i>palabra</i>	<i>?</i>	<i>opción a</i>	<i>opción b</i>	<i>opción c</i>	<i>opción d</i>
5-1 gato ( <i>cat</i> )		a. sustantivo	b. adjetivo	c. pronombre	d. adverbio
5-2 ella ( <i>she</i> )		a. sustantivo	b. adjetivo	c. pronombre	d. verbo
5-3 alto ( <i>tall</i> )		a. sustantivo	b. adjetivo	c. pronombre	d. adverbio
5-4 y ( <i>and</i> )		a. conjunción	b. adjetivo	c. pronombre	d. articulo
5-5 en ( <i>in, on, at</i> )		a. preposición	b. conjunción	c. pronombre	d. articulo
5-6 las ( <i>the fem.; pl.</i> )		a. preposición	b. conjunción	c. pronombre	d. articulo
5-7 una ( <i>a fem.</i> )		a. verbo	b. conjunción	c. articulo	d. preposición
5-8 lentamente ( <i>slowly</i> )		a. sustantivo	b. adjetivo	c. pronombre	d. adverbio
5-9 correr ( <i>to run</i> )		a. preposición	b. verbo	c. pronombre	d. articulo
5-10 ciudad ( <i>city</i> )		a. sustantivo	b. conjunción	c. adjetivo	d. pronombre

*Answers: 5-1) a-sustantivo; 5-2) c-pronombre; 5-3) b-adjetivo; 5-4) a-conjunción; 5-5) a-preposición; 5-6) d-articulo; 5-7) c-articulo; 5-8) d-adverbio; 5-9) b-verbo; 5-10) a-sustantivo*

## CHAPTER 3

### NOUNS; ARTICLES; GENDER & NUMBER; SUBJECT AND INTERROGATIVE PRONOUNS; & INTRODUCTION TO SPANISH VERBS

The following topics are covered in this chapter:

- 3.1 Nouns (*los sustantivos*), gender & number (*singular/plural*)
- 3.2 Definite & indefinite articles
- 3.3 Subject pronouns
- 3.4 Introduction to Spanish verbs
- 3.5 Asking questions: Interrogative pronouns
- 3.6 Vocabulary (*el vocabulario*): Las partes del cuerpo
- 3.7 Conversational Spanish: Using interrogative pronouns
- 3.8 Activities and exercises (*las actividades y los ejercicios*)

### 3.1 Nouns (*los sustantivos*), gender, & number (*singular/plural*)

Like most other languages, Spanish nouns (*los sustantivos*) can be categorized as:

- **Common nouns:** Common nouns such as people, places, animals, things, ideas, and feelings are not capitalized unless they start the sentence or question. Examples: la madre (*the mother*); el amigo (*the friend*); las galletas (*the cookies*).
- **Proper nouns:** Capitalize specific items and entities including names of people (*Jaime*), places (*Chile*), holidays (*Navidad*), institutions (*la Reserva Federal*), etc.

Some nouns are considered individual while others are collective.

- **Individual nouns:** things that can be counted. They have singular and plural forms. Example: el abogado (*the attorney*), los abogados (*the attorneys*).
- **Collective nouns:** groups of things that are treated as singular. Examples: la ropa (*the clothes*), la gente (*the people*), la familia (*the family*), el equipo (*the team*).

### ¿Masculino o femenino?

Spanish nouns have a gender (masculine or feminine) from a grammatical perspective. This usually presents a challenge for English speakers since English does not use a gendered system.

Listed below are patterns that help determine if a noun is masculine or feminine, but there are exceptions. Words that end in:

1. -o are masculine, though there are some exceptions.  
Examples: el chico (*the boy*); el auto (*the car*).
2. consonants other than -d or -z are masculine.  
Examples: el tren (*the train*); el conductor (*the driver*).

3. -e can be masculine or feminine, though they are often masculine.  
Examples: el estante (*the shelf*); el maquillaje (*the makeup*).
4. -a are almost always feminine, except for the -ma, -pa, -ta exceptions.  
Examples: la chica (*the girl*); la taza (*the cup*).
5. -ión; ante; umbre; -e; -d; & -z are usually feminine  
Examples: la información; la comunicación; la clase.
6. -ma, -pa, or -ta end in -a, but typically are masculine  
Examples: el problema; el tema (*the theme*); el mapa.

### Masculine or Feminine?

Masculino		Femenino	
<b>Nouns ending in:</b>  <b>L O N E R S</b> -ma -pa -ta all colors all weekdays formal names of rivers, mountains, etc.	<b>Masculino excepciones:</b> <ul style="list-style-type: none"> <li>• el día - day</li> <li>• el problema - problem</li> <li>• el programa - program</li> <li>• el clima - climate</li> <li>• el poema - poem</li> <li>• el fantasma - ghost</li> <li>• el arroz - rice</li> <li>• el maíz - corn</li> <li>• el tema - subject</li> <li>• el idioma - language</li> <li>• el mapa - map</li> </ul>	<b>Nouns ending in:</b>  <b>D</b> -ión <b>Z</b> <b>A</b> -umbre -sis -ante -che all letters of the alphabet	<b>Femenino excepciones:</b> <ul style="list-style-type: none"> <li>• la carcel - jail</li> <li>• la calle - street</li> <li>• la noche - night</li> <li>• la carne - meat</li> <li>• la mano - hand</li> <li>• la flor - flower</li> <li>• la clase - class</li> <li>• la señal - signal</li> <li>• la nube - cloud</li> <li>• la leche - milk</li> <li>• la tarde - afternoon</li> <li>• la parte - part</li> <li>• la sal - salt</li> </ul>

Feminine nouns that start with a stressed "a" or "ha" (*since the "h" is silent*) take the masculine definite article "el" in singular form, but not in the plural form. Examples include:

<i>singular</i>	<i>plural</i>
el <u>a</u> gua ( <i>the water</i> )	las aguas ( <i>the waters</i> )
el <u>á</u> guila ( <i>the eagle</i> )	las águilas ( <i>the eagles</i> )
el <u>h</u> acha ( <i>the ax</i> )	las hachas ( <i>the axes</i> )

## Aprender los sustantivos (*learning nouns*)

Learning Spanish nouns takes time. Consider making flash cards with the Spanish word on the front, including the associated article to help remember gender, and the English translation on the back. Study them often and try to learn at least one new noun each day.



## Singular o plural (*singular or plural*) y las marcas de acento (*accent marks*)<sup>6</sup>

As in English, Spanish plural nouns end in the letter "s". There are specific rules for converting a noun from singular to plural form.

<i>Noun</i>	<i>Making plural</i>	<i>Accent mark considerations</i>	<i>Singular</i>	<i>Plural</i>
Ends in a vowel	Add -s to the end	No extra syllable added. • No need to add or remove the accent mark from singular to plural.	el chico un lobo un café la madre	los chicos dos lobos dos cafés las madres
Ends in -n	Add -es to the end	Extra syllable added. • Add an accent to retain emphasis on the correct syllable. • If singular has an accent mark on the final syllable, accent is not needed in plural. Word now follows the rule.	el examen el cinturón el/la joven	los exámenes los cinturones los jóvenes
Ends in -s	Change the article, but leave the verb as is	No extra syllable added. • No changes necessary from singular to plural.	el cactus el jueves	los cacti los jueves
Ends in -z	Change ending to -c & add -es	Extra syllable added. • Accent mark in singular retained in plural. • No accent in singular means no accent in plural. Word still follows the rule.	un pez la voz	unos peces las voces
Ends in a consonant other than n, s, or z	Add -es to the end	Extra syllable added. • Accent mark in singular retained in plural. • No accent in singular means no accent in plural. Word still follows the rule.	el color el mantel la sartén el lápiz	los colores los manteles las sartenes los lápices

<sup>6</sup> Content in this section is courtesy of [ctortiz.wordpress.com](http://ctortiz.wordpress.com)

Interrogatives always have an accent on the normally stressed vowel to distinguish them as questions:

- ¿Qué?                      What?
- ¿Cómo?                    How?
- ¿Quién?                    Who?
- ¿De quién?                Whose?
- ¿Dónde?                    Where?
- ¿De dónde?                From where?
- ¿Cuándo?                  When?
- ¿Cuánto/a?                How much?
- ¿Cuántos/as                How many?
- ¿Cuál?                      Which?
- ¿Por qué?                 Why?

### 3.2 Articles (*los artículos*)

Articles go hand-in-hand with nouns. They are used in the same way that they are used in English, but Spanish articles are used more frequently.

A definite article characterizes the noun as individual and specific: *el hombre (the man)*. It introduces the noun and agrees with it in gender and number.

An indefinite article characterizes the noun in a more general, non-specific way: *un hombre (a man)*. It also agrees with the noun in gender and number.

The two article types are illustrated in the following table:

	<i>English</i>	<i>Spanish</i>				<i>Examples</i>
		<i>masculine singular</i>	<i>feminine singular</i>	<i>masculine plural</i>	<i>feminine plural</i>	
definite article(s)	the	el	la	los	las	el lobo; la case; los lobos; las casas
indefinite articles(s)	a; an	un	una	unos	unas	un lobo; una casa; unos lobos; unas casas

### 3.3 Subject Pronouns (*los pronombres de sujeto*)

A pronoun is one of nine parts of speech. A subject pronoun takes the place of a sentence subject, but still communicates who or what is performing an action.

- English subject pronouns: "I, you, he, she, it, we, they",
- Spanish subject pronouns: "yo, tú, él, ella, usted, nosotros, ellos, ellas, ustedes".

Pronouns replace proper nouns to avoid unnecessary repetition. For example:

Tom es el maestro de nuestra clase. Él es un buen profesor. (*Tom is the teacher of our class. He is a good teacher*).

*In this case, Tom is the subject of the first sentence, but his name is not repeated in the second sentence. Instead, the Spanish equivalent of "he" is used to avoid repetition.*

The following table lists the Spanish subject pronouns that are used to communicate who is performing the action in a conjugated verb.

	<i>singular</i>		<i>plural</i>	
<i>1st person</i>	yo	I	nosotros/ nosotras	we (m.) & (f.)
<i>2nd person</i>	tú	you ( <i>informal</i> )	<i>vosotros/ vosotras</i>	<i>you all (all of you)</i>
<i>3rd person</i>	el/ella usted	he/she (m.) & (f.) you ( <i>formal</i> )	ellos/ellas ustedes	them (m.) & (f.) you all (all of you)

In Spain the *vosotros/vosotras* form, which means "you all", is used as a second-person plural pronoun in informal situations to address a group of people. However, *vosotros* is rarely used in Latin American countries, where it is perceived as a pronoun for highly formal situations. Instead, the third-person plural pronoun "ustedes" is used.

Consequently, *vosotros* is not discussed or included in conjugation tables in this workbook.

In normal conversation among native Spanish speakers, subject pronouns except for the third person singular and plural are omitted because the subject is understood based on the conjugated verb form. Learners, however, should include subject pronouns to better understand the role of subject pronouns in verb conjugation.

### 3.4 Introduction to Spanish verbs

Verbs represent action words in a sentence. They express states, processes or actions completed by the sentence subject (a noun or pronoun). Verbs vary in tense, which places the action in the present, past or future.

Initially, the indicative mode, in which a verb expresses (indicates) real information that is known or certain is studied. Later, the imperative form is learned in order to express a command or a request. Much later in our studies we learn the subjunctive mood which is used to express hypothetical, vague, or unverified information.

In Spanish, verbs change more than they do in English. This alteration is called conjugation and involves adjusting the verb to fit the subject pronoun, tense, and mode (fact, command, etc.).

## Verbs in the infinitive form

The verb infinitive (el infinitivo) is the base form of a Spanish verb. Infinitive verbs are not conjugated and do not communicate who is performing the action or when it takes place. All Spanish verb infinitives end in -ar, -er, or -ir.

Considerable time will be devoted to learning how to conjugate verbs, converting them to a form that communicates who is doing the action and when it takes place (*present, past, or future*).

An infinitive verb is pronounced with the word "to" preceding it. Examples are included in the following table:

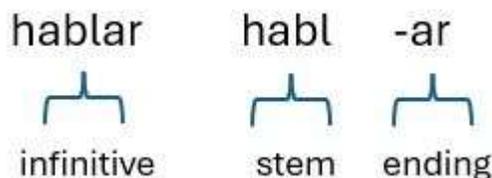
Verbs with "-ar" ending	Verbs with "-er" ending	Verbs with "-ir" ending
bailar - to dance	aprender - to learn	abrir - to open
caminar - to walk	beber - to drink	cubrir - to cover
cantar - to sing	comer - to eat	decidir - to decide
comprar - to buy	comprender - to understand	describir - to describe
escuchar - to listen (to)	correr - to run	descubrir - to discover (uncover)
estudiar - to study	creer - to believe	escribir - to write
hablar - to speak	deber - to owe	recibir - to receive
mirar - to watch, look (at)	esconder - to hide	subir - to climb
pagar - to pay	leer - to read	sufrir - to suffer
tomar - to take, drink/sip	responder - to answer	vivir - to live
trabajar - to work	romper - to break	
	vender - to sell	

## Verb structure and conjugation

Spanish verbs have two parts: the stem, which communicates what the action is, and the ending, which is -ar, -er, or -ir in the infinitive form.

When a verb is conjugated, the infinitive ending is replaced with an ending that communicates two things:

- who is doing the action, and
- when the action is occurring (present, past, or future).



Verb structure and conjugation are important. For example, if we are reading a story and encounter the verb "hablo" in one of the sentences we know that:

- the verb "hablar" means "to talk"
- the verb ending "-o" communicates the following:
  - "I" am talking, and
  - "I" am talking in the present (now).

We will spend considerable time learning how to conjugate verbs.

### 3.5 Interrogative Pronouns

Interrogative pronouns are question words and they always have an accent mark when used to ask questions. It is difficult to have a conversation without having the ability to ask questions.

¿qué?	What?	¿Qué es un pronombre?
¿cómo?	How?	¿Cómo uso esto?
¿quién?	Who? ( <i>singular</i> )	¿Quién es esa persona?
¿quiénes?	Who? ( <i>plural</i> )	¿Quiénes son las estudiantes?
¿dónde?	Where?	¿Dónde compra usted ese cuadro?
¿de dónde?	From where?	¿De dónde está ella?
¿adónde?	To where?	¿Adónde vas?
¿cuándo?	When?	¿Cuándo es Navidad?
¿cuánto?	How much? ( <i>masculine</i> )	¿Cuánto cuesta?
¿cuánta?	How much? ( <i>feminine</i> )	¿Cuánta harina necesita para el pastel?
¿cuántos?	How many?	¿Cuántos hermanos tienes?
¿cuál?	Which?	¿Cuál es tu color favorito?
¿cuáles?	Which ones?	¿Cuáles son tus libros favoritos?
¿por qué?	Why? ( <i>because of what?</i> )	¿Por qué Roberto no me habla?

In English we use the expression "what?" when we don't understand something. In Spanish, we use the interrogative "¿cómo?" for the same purpose.

### 3.6 Vocabulary (*el vocabulario*) - Parts of the body (*las partes del cuerpo*)

In Spanish, as a general rule, definite articles (el/la/los/las – the) are used to refer to body parts rather than possessive adjectives (mi/mis – my). For example, in English, we might say: "I cut my finger." However, in Spanish, we would say: "Me corté el dedo."

<i>la cabeza (head)</i>		<i>el tronco (torso, including neck)</i>	
(la) cara o (el) rostro	<i>the face</i>	el cuerpo	<i>the body</i>
(el) pelo o (el) cabello	<i>the hair</i>	el cuello	<i>the neck</i>

la frente	<i>the forehead</i>
la mejilla	<i>the cheek</i>
los pómulos	<i>the cheekbones</i>
la oreja	<i>the ear</i>
el ojo	<i>the eye</i>
el párpado	<i>the eyelid</i>
las pestañas	<i>the eyelashes</i>
las cejas	<i>the eyebrows</i>
la nariz	<i>the nose</i>
la boca	<i>the mouth</i>
los labios	<i>the lips</i>
la lengua	<i>the tongue</i>
los dientes	<i>the teeth</i>
la garganta	<i>the throat</i>
la mandíbula	<i>the jaw</i>
la barbilla	<i>the chin</i>

el pecho	<i>the chest</i>
la espalda	<i>the back</i>
el seno	<i>the breast</i>
la barriga	<i>the belly</i>
la cintura	<i>the waist</i>
el ombligo	<i>the belly button</i>
las caderas	<i>the hips</i>
el trasero	<i>the buttocks</i>
el brazo	<i>the arm</i>
el hombro	<i>the shoulder</i>
el codo	<i>the elbow</i>
la muñeca	<i>the wrist</i>
la mano	<i>the hand</i>
la palma	<i>the palm</i>
el dedo	<i>the finger</i>
el pulgar	<i>the thumb</i>
la uña	<i>the nail</i>

***los huesos (bones)***

el cráneo	<i>the skull</i>
la clavícula	<i>the clavicle</i>
el fémur	<i>the femur</i>
la fíbula	<i>the fibula</i>
el húmero	<i>the humerus</i>
la espina dorsal	<i>the spinal column</i>
la rótula	<i>the patella</i>
el radio <sup>7</sup>	<i>the radius</i>

***la pierna y el pie (leg & foot)***

el muslo	<i>the thigh</i>
la rodilla	<i>the knee</i>
las pantorrillas	<i>the calves</i>
el pie	<i>the foot</i>
el dedo del pie	<i>the toes</i>
las uñas de los pies	<i>toe nails</i>
el talón	<i>the heel</i>
el pulgar	<i>the thumb</i>

***los órganos internos***

el cerebro	<i>the brain</i>
el pulmón	<i>the lung</i>
el corazón	<i>the heart</i>
la sangre	<i>the blood</i>
el riñón	<i>the kidney</i>
los intestinos	<i>the intestines</i>
el hígado	<i>the liver</i>
el músculo	<i>the muscle</i>

<sup>7</sup> El radio means the radius, but la radio means what we typically refer to in English as a "radio".

las costillas *the ribs*  
 el omóplato *the scapula*  
 el esqueleto *the skeleton*  
 el esternón *the sternum*  
 la tibia *the tibia*  
 la vértebra *the vertebra*

las amígdalas *tonsils*

### 3.7 Conversational Spanish: Using interrogative pronouns

A useful conversational strategy for learning Spanish is to ask many questions. The benefit is that the other person is likely to do most of the talking, and therefore you are able to learn by listening to what is being said. It is a good idea to always be prepared with a list of standard questions that enable you to have a sustained conversation with a Spanish speaker.

#### Scenarios

##### SCENARIO 1: ENGAGING A FRIEND IN A CONVERSATION ABOUT A HOBBY:

Hans, tocas muy bien el piano.

*Response: Gracias.*

¿Cuándo aprende usted a tocar el piano?

*Response: Hace veinte años que toco el piano.*

¿Toma usted lecciones?

*Response: Sí. Claro. Por diez años.*

¿Por qué cree que necesita mucho tiempo para aprender el piano?

*Response: Porque aprender el piano es muy complicado.*

Muchas gracias.

*Hans, you play the piano very well. -- Thank you.*

*When did you learn to play the piano? -- It has been 20 years.*

*Did you take lessons? --Yes, for 10 years.*

*Why do you think you needed a lot of time to learn the piano?*

*--Because learning the piano is very complicated. Thank you.*

##### SCENARIO 2: YOU ARE TAKING A SPANISH LESSON

Disculpe, ¿Cuál es la mejor manera de decir gracias en español?

*Response: Hay muchas maneras de decir gracias: gracias, muchas gracias, muchísimas gracias, mil gracias, y gracias por todo.*

*Excuse me, what is the best way to say "thank you" in Spanish?*

*--There are many ways to say thank you: thank you, thank you very much, thank you very, very much, thanks a million, and thanks for everything.*

¿Cómo le pregunto a alguien por direcciones en español?

*Response: ¡Buenos días! Disculpe. ¿Sabe dónde está la calle Madrid?*

¿Qué es un apellido en español?

*Response: Nombre de la familia con que se distinguen las personas; p. ej., Smith, Fernández, ...*

Muchas gracias.

*How do you ask someone for directions in Spanish? --Good day. Excuse me. Do you know where Madrid Street is located?*

*What is a last name in Spanish? --It is the family name that distinguishes people - Smith, Fernandez, etc..*

*Thank you.*

### 3.8 Activities and exercises (las actividades y los ejercicios)

Links to the videos included in this and the following chapters are available via our website: [swfloridaspanish.com/workbookvideos](http://swfloridaspanish.com/workbookvideos)

Por favor, completa lo siguiente (please do the following):

1. Escucha los siguientes vídeos de YouTube:

- [Masculine and Feminine Nouns + Definite articles \(EL, LOS, LA, LAS\) in Spanish](#)
- [Learn the Spanish SUBJECT Pronouns](#)
- [Asking questions in Spanish \(Maria - Butterfly Spanish\)](#)

2. Masculino o femenina?

	<i>el</i>	<i>la</i>		<i>el</i>	<i>la</i>
2-1 mesa (table)	_____	_____	2-9 carro (car)	_____	_____
2-2 casa (house)	_____	_____	2-10 tenedor (fork)	_____	_____
2-3 perro (dog)	_____	_____	2-11 vaso (glass)	_____	_____
2-4 gato (cat)	_____	_____	2-12 agua (water)	_____	_____
2-5 pan (bread)	_____	_____	2-13 mapa (map)	_____	_____
2-6 baño (bathroom)	_____	_____	2-14 puerta (door)	_____	_____
2-7 cocina (kitchen)	_____	_____	2-15 pollo (chicken)	_____	_____
2-8 hora (hour)	_____	_____	2-16 vecino (neighbor)	_____	_____

*Answers: 2-1) la; 2-2) la; 2-3) el; 2-4) el; 2-5) el;; 2-6) el;; 2-7) la; 2-8) la; 2-9) el; 2-10) el; 2-11) el; 2-12) el; 2-13) el; 2-14) la; 2-15) el; 2-16) el*

3. Estudio de los verbos. Coincide con el verbo infinitivo español con su significado en inglés. (Match the Spanish infinitive verb with its English meaning.)

- |                   |            |
|-------------------|------------|
| 3-1 comer _____   | a. to talk |
| 3-2 caminar _____ | b. to eat  |
| 3-3 hablar _____  | c. to live |

- |                     |                 |
|---------------------|-----------------|
| 3-4 beber _____     | d. to describe  |
| 3-5 vivir _____     | e. to walk      |
| 3-6 escuchar _____  | f. to discover  |
| 3-7 describir _____ | g. to listen to |
| 3-8 descubrir _____ | h. to drink     |

*Answers: 3-1) b; 3-2) e; 3-3) a; 3-4) h; 3-5) c; 3-6) g; 3-7) d; 3-8) f*

**4. Traducir (*translate*) el interrogativo en español:**

- |  |     |             |
|--|-----|-------------|
| 4-1 ¿Cómo se dice baseball en español? | ___ | a. who      |
| 4-2 ¿Cuánto cuesta este libro?         | ___ | b. when     |
| 4-3 ¿Por qué es el cielo azul?         | ___ | c. where    |
| 4-4 ¿Quién es el hombre con su padre?  | ___ | d. what     |
| 4-5 ¿Cuándo es Wimbledon esta año?     | ___ | e. which    |
| 4-6 ¿Cuál persona es el jefe?          | ___ | f. how      |
| 4-7 ¿Cuál es el tema de esta clase?    | ___ | g. why      |
| 4-8 ¿Por favor, dónde está la oficina? | ___ | h. how much |

*Answers: 4-1) f; 4-2) h; 4-3) g; 4-4) a; 4-5) b; 4-6) e; 4-7) d; 4-8) c*

**5. Identificar la parte del cuerpo y el pronombre asociado (*part of the body and associated pronoun*). ¿Cuál es la parte usada para ...**

- |                |       |
|----------------|-------|
| 5-1 ¿escribir? | _____ |
| 5-2 ¿hablar?   | _____ |
| 5-3 ¿ver?      | _____ |
| 5-4 ¿escuchar? | _____ |
| 5-5 ¿pensar?   | _____ |
| 5-6 ¿besar?    | _____ |
| 5-7 ¿respirar? | _____ |
| 5-8 ¿masticar? | _____ |

*Answers:  
5-1) el mano; 5-2) la boca; 5-3) los ojos; 5-4) las orejas; 5-5) el cráneo; 5-6) los labios; 5-7) los pulmones;  
5-8) los dientes*

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**El fin del capítulo 3**

## CAPITULO 4

# CONJUGACIÓN DE LOS VERBOS EN EL PRESENTE QUE TERMINAN EN -AR; -ER; -IR

Los siguientes temas se tratan en este capítulo:

- 4.1 Los fundamentos de los verbos
- 4.2 Conjugación de verbos regulares en presente que terminan en -ar, -er, -ir
- 4.3 Estrategias de aprendizaje sustantivos y verbos
- 4.4 ¿Son necesarios los pronombres de sujeto? (*Are subject pronouns necessary?*)
- 4.5 Los pronombres de sujeto "vosotros" y "tú"
- 4.6 La construcción de los verbos
- 4.7 Usar verbos como sustantivos (*Using verbs as nouns*)
- 4.8 El vocabulario: Las preposiciones y otras palabras útiles
- 4.9 El español conversacional: Registrando en un hotel
- 4.10 Las actividades y los ejercicios (*activities and exercises*)

Starting with this chapter, titles and various other content elements are presented in Spanish in order to create familiarity. In some cases, translations are included, especially in cases where the Spanish is more complex.

### 4.1 Los fundamentos de los verbos

This is a transitional chapter for new students. Understanding how to conjugate verbs is an essential step in being able to read, listen to, and speak Spanish. Every sentence has a verb and without an understanding of the verb, it is not possible to understand a sentence.

As in English, Spanish verbs represent actions that take place in the present, past, and future. Our initial verb conjugation focus is the present tense. Later we will learn to conjugate using the other verb tenses.

#### Spanish present tense (*el presente del indicativo*)

In Spanish, the present tense covers things that:

- Occur right now, at this moment
- Occur for the current day and up to one day into the future
  - **Example:** Sally lee libros (Sally reads books). *Sally isn't necessarily reading right now, but the verb leer (to read) is conjugated in the present tense.*
- Are permanent truths and generalities.
  - **Example 1:** La gente baila en las bodas (people dance at weddings). *The verb bailar (to dance) is conjugated in the present tense, because the information is considered an accepted truth or generality.*

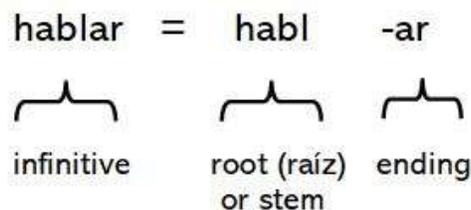
- **Example 2:** Las personas de Costa Rica se llaman Ticos (people from Costa Rica are called Ticos). *Here, the verb is llamar (to call or name), and is also conjugated in the present tense.*
- Have not yet happened, but will happen soon and with certainty.
  - **Example:** Mañana te llevo a cenar (tomorrow I am taking you to dinner). *The verb llevar (to take) is conjugated in the present tense, expressing an emphatic conviction that it will occur.*

## Verb structure

As noted in Chapter 3, the verb infinitive (el infinitivo) is the base form of a Spanish verb. Infinitive verbs are not conjugated and do not communicate who is performing the action or when it takes place. All Spanish verb infinitives end in -ar, -er, or -ir.

An infinitive verb is preceded by the word “to”. For example, hablar is translated as “to talk”, caminar as “to walk”, and leer as “to read”. Once a verb is conjugated, however, this is no longer true.

Spanish verbs have two parts: the root or stem, which communicates what action is taking place, and the ending (-ar, -er, or -ir) which communicates “who” and “when” elements.



Conjugating a Spanish verb means removing its infinitive ending (-ar, -er, -ir) and replacing it with an ending that communicates who is doing the action (*I, you, he, she, it, we, or they*) and when the action is occurring (*its tense - present, past, or future*).

For purposes of simplification, we will start with present tense verb endings.

## 4.2 Conjugar los verbos regulares en el presente *(conjugating regular present tense verbs)* que terminan en *(that end in)* -ar, -er, -ir

Conjugation involves the following steps:

1. Start with a verb in its infinitive form (e.g., hablar)
2. Retain the stem, but remove the infinitive ending (-ar, -er, -ir), and
3. Add an ending that corresponds to the sentence subject pronoun (*yo, tú, él, ella, usted, nosotros, ellos, ellas, ustedes*).

The following tables and narrative discuss the appropriate present tense verb conjugation endings. There are different endings, depending on whether the infinitive ends in -ar, -er, or -ir. Memorization of the endings for each of the forms is necessary.

**CONJUGATING -AR VERBS:** To conjugate verbs ending in -ar, remove the "-ar" ending and add the appropriate conjugated present tense ending corresponding to who is performing the action, as illustrated in the following table. Memorize the -ar verb conjugation endings as: **-o, -as, -a, -amos, -an.**

**hablar (to talk)**

<i>singular</i>			<i>plural</i>		
yo ( <i>I</i> )	-o	hablo ( <i>I talk</i> )	nosotros ( <i>we</i> )	-amos	hablamos ( <i>we talk</i> )
tú ( <i>you-informal</i> )	-as	hablas ( <i>you talk</i> )			
él/ella ( <i>he/she</i> ) usted ( <i>you-formal</i> )	-a	habla ( <i>he/she talks</i> ) ( <i>you talk</i> )	ellos/ellas ( <i>they</i> ) ustedes ( <i>you all</i> )	-an	hablan ( <i>they talk</i> )

Practice the -ar conjugations for the verb "estudiar":

**estudiar (to study)**

<i>singular</i>			<i>plural</i>		
yo ( <i>I</i> )	-o		nosotros ( <i>we</i> )	-amos	
tú ( <i>you-informal</i> )	-as				
él/ella ( <i>he/she</i> ) usted ( <i>you-formal</i> )	-a		ellos/ellas ( <i>they</i> ) ustedes ( <i>you all</i> )	-an	

*estudio, estudias, estudia, estudiamos, estudian*

**CONJUGATING -ER VERBS:** Conjugating verbs ending in -er is similar to -ar, but the endings are different, except for the "yo" form. Again, we remove the -er ending and add the appropriate conjugated present tense ending as indicated in the following table. Memorize the -er verb conjugation endings as: **-o, -es, -e, -emos, -en.**

**beber (to drink)**

<i>singular</i>			<i>plural</i>		
yo ( <i>I</i> )	-o	bebo ( <i>I drink</i> )	nosotros ( <i>we</i> )	-emos	bebemos ( <i>we drink</i> )
tú ( <i>you-informal</i> )	-es	bebes ( <i>you drink</i> )			
él/ella ( <i>he/she</i> ) usted ( <i>you-formal</i> )	-e	bebe ( <i>he/she drinks</i> ) ( <i>you drink</i> )	ellos/ellas ( <i>they</i> ) ustedes ( <i>you all</i> )	-en	beben ( <i>they drink</i> )

Practice the -er conjugations for the verb "comer":

**comer (to eat)**

<i>singular</i>			<i>plural</i>		
yo (I)	-o		nosotros (we)	-emos	
tú (you-informal)	-es				
él/ella (he/she) usted (you-formal)	-e		ellos/ellas (they) ustedes (you all)	-en	

*como, comes, come, comemos, comen*

**CONJUGATING -IR VERBS:** The -ir verbs use the same endings as the -er verbs except for the "nosotros" ending. Remove the -ir ending and add the appropriate conjugated present tense ending as indicated below. Except for nosotros, the -ir verb conjugation endings are the same as for the -er verbs: **-o, -es, -e, -imos, -en.**

**vivir (to live)**

<i>singular</i>			<i>plural</i>		
yo (I)	-o	vivo (I live)	nosotros (we)	-imos	vivimos (we live)
tú (you-informal)	-es	vives (I live)			
él/ella (he/she) usted (you-formal)	-e	vive (he/she lives) (you live)	ellos/ellas (they) ustedes (you all)	-en	viven (I live)

Practice the -ir conjugations for the verb "abrir":

**abrir (to open)**

<i>singular</i>			<i>plural</i>		
yo (I)	-o		nosotros (we)	-imos	
tú (you-informal)	-es				
él/ella (he/she) usted (you-formal)	-e		ellos/ellas (they) ustedes (you all)	-en	

*abro, abres, abre, abrimos, abren*

Here are additional examples of -ar, -er, -ir verb conjugations:

	<b>-AR verbs CAMINAR</b>		<b>-ER verbs CORRER</b>		<b>-IR verbs ESCRIBIR</b>	
<b>subject pronoun</b> <i>(who is doing action)</i>	drop -ar and add:	<b>caminar</b> <i>(to walk)</i>	drop -er and add:	<b>correr</b> <i>(to run)</i>	drop -ir and add:	<b>escribir</b> <i>(to write)</i>
<b>yo (I)</b>	-o	<i>camino</i>	-o	<i>corro</i>	-o	<i>escribo</i>
<b>tu (informal)</b>	-as	<i>caminas</i>	-es	<i>corres</i>	-es	<i>escribes</i>
<b>él, ella, usted</b>	-a	<i>camina</i>	-e	<i>corre</i>	-e	<i>escribe</i>
<b>nosotros</b>	-amos	<i>caminamos</i>	-emos	<i>corremos</i>	-imos	<i>escribimos</i>
<b>ellos, ellas, ustedes</b>	-an	<i>caminan</i>	-en	<i>corren</i>	-en	<i>escriben</i>

### 4.3 Estrategias de aprendizaje los sustantivos y los verbos

Learning Spanish requires learning thousands of new words. Learning them requires study and effort. Here are some ideas for increasing your vocabulary in a systematic way:

- Make or buy flash cards - develop, and use them when you have time
- Subscribe to the SpanishDict daily email
  - To receive a daily Spanish vocabulary email from SpanishDict, go to SpanishDict.com and create a free account using your email address. Then use one of these options:
    - *Edit your profile. At the very bottom is a checkbox that says: "Send me the free word of the day email". If you click that you should get the word sent every day to the email address connected to your account.*
    - *Go to the "Word of the Day" page. On the right side there is a box where you can enter an email address to receive the Word of the Day.*
- Be determined -- "I will learn a new noun & verb every day."
- Watch telenovelas - Destinos was made for learners and is highly recommended
  - *destinostelenovela.wordpress.com*
- Interact with Spanish speakers
- Read (and translate) Spanish books



We will work on the framework for putting words together, but there is no substitute for expanding your vocabulary of nouns, verbs, and other Spanish words.

In terms of learning how to conjugate verbs, study the rules and learn patterns that will help you understand present tense regular verbs ending in -ar, -er, and -ir. Memorizing the conjugation rules and patterns is an important first step in learning Spanish:

- For -ar verbs, remember this pattern: "o, as, a, amos, an"
- For -er & -ir verbs, remember this pattern: "o, es, e, emos/imos, en"
- Recognize "who is performing the action" based on these endings:
  - "o" -- is always "yo" (I am doing the action)
  - "s" -- is always "you informal"
  - "mos" -- is "nosotros" (we are doing the action)
  - "n" -- is "ellos, ellas, ustedes" (they or you all are performing the action)

#### 4.4 ¿Son necesarios los pronombres del sujeto?

*(Are subject pronouns necessary?)*

If you understand verb endings you can identify situations in which the pronouns are unnecessary. During the learning process it is good practice to use the subject pronouns. Examples:

- Yo necesito una taza de agua. (*I need a glass of water*)
- Necesito una taza de agua. (*I need a glass of water*)

In some cases, however, the subject pronoun may be necessary to be clear about who is performing the action. This is true for both third person singular (el/ella/usted) and third person plural (ellos/ellas/ustedes).

- Él necesita una taza de agua. (*He needs a glass of water*)
- Ella necesita una taza de agua. (*She needs a glass of water*)
- Usted necesita una taza de agua. (*You need a glass of water*)
- Ellos necesitan una taza de agua. (*They need a glass of water*)
- Ellas necesitan una taza de agua. (*They (f.) need a glass of water*)
- Ustedes necesitan una taza de agua. (*You all need a glass of water*)

#### 4.5 Los pronombres de sujeto "vosotros" y "tú"

Conjugation tables in this workbook omit the subject pronoun "vosotros," which is the "you plural informal" (*you all*). It is used in Castilian Spanish which is spoken in Spain, but not in Latin American. Instead, the ustedes form, which means "you all" is used. If you encounter exercises that include vosotros, use the ustedes conjugation endings instead.

Some countries only use the "tú" subject pronoun in informal situations, for example, when a parent is talking to a child or when talking to a close friend. To show respect for persons in positions of authority, elders, or strangers, the "usted" subject pronoun is used instead of "tú".

## 4.6 Construcción de dos verbos

Two-verb construction refers to sentences in which a conjugated verb is immediately followed by another verb. For example, we might say: Yo necesito ir a la tienda. The verb *necesito* is conjugated and explains who is performing the action and that it is occurring in the present. It is immediately followed by the verb *ir*, which is not conjugated, but used in its infinitive form in order to be expressed as "to go."

When two verbs are adjacent, the first is conjugated and the second is expressed in the infinitive form. Here are additional examples:

- Quiero ir a la fiesta. (*I want to go to the party.*)
- Ellas no quieren terminar el juego. (*They did not want to finish the game.*)

## 4.7 Usar los verbos como sustantivos (*Using verbs as nouns*)

There are situations in which verbs are used as nouns. For most verbs ending in -ar, you can convert them to nouns by dropping the -ar and adding -o to the ending, making them identical to the first person singular. Here are some examples:

- trabajar = el trabajo: El trabajo me hace feliz. *Work makes me happy.*
- votar = el voto: Contamos los votos. *We count the votes.*
- cantar = el canto: El canto (o la canción) es de Mozart. *The song is by Mozart.*
- dibujar = el dibujo: El dibujo es de mi nieto. *The drawing is from my grandson.*

Other examples:

- progresar (*to progress*) = el progreso
- odiar (*to hate*) = el odio
- robar (*to rob*) = el robo (*the robbery; the theft*)
- besar (*to kiss*) = el beso
- gritar (*to shout*) = el grito

As we have seen, of course, there are always exceptions that require memorization.

Examples:

- decir (*to say*) = el dicho (*saying*)
- estar (*to be*) = el estado (*state of being*)
- perder (*to lose*) = la pérdida (*loss*)
- preferir (*to prefer*) = la preferencia (*preference*)
- sentir (*to feel*) = el sentimiento (*feeling*)
- ver (*to look*) = la vista (*vision, view*)

## 4.8 El vocabulario *(Las preposiciones y otras palabras útiles)*

The following vocabulary consists of prepositions and other words that are frequently used. Prepositions indicate relationships between other words in a sentence. Take time to review and memorize these important words.

a	<i>to</i>	más	<i>more</i>	por qué	<i>why</i>
a veces	<i>at times</i>	menos	<i>less</i>	porque	<i>because</i>
a través	<i>across; through</i>	mayor	<i>older</i>	que	<i>that; than</i>
aquí	<i>here</i>	menor	<i>younger</i>	qué <sup>8</sup>	<i>what</i>
allí	<i>there</i>	otra vez	<i>again</i>	si	<i>if</i>
allá	<i>over there</i>	otro	<i>other; another</i>	sí	<i>yes</i>
con	<i>with</i>	para	<i>for; to</i>	sin	<i>without</i>
de	<i>from; of</i>	pero	<i>but</i>	también	<i>also; too</i>
de nuevo	<i>again</i>	poco/pocos (m.)	<i>few</i>	todavía	<i>still</i>
de repente	<i>suddenly</i>	poca/pocas (f.)	<i>few</i>	todo/todos (m.)	<i>all; everyone (m.)</i>
después	<i>after</i>	por fin	<i>finally</i>	toda/todas (f.)	<i>all; everyone (f.)</i>
en	<i>in; on; at</i>	por supuesto	<i>of course</i>	y	<i>and</i>
ni	<i>neither</i>	pronto	<i>soon</i>	ya	<i>already</i>
				ya no	<i>not anymore</i>

<sup>8</sup> qué has an accent when it is an interrogative or an implied interrogative (*a question asked without being stated directly so as to avoid conflict and confrontation*)

## 4.9 La conversación: Registrarse en un hotel

Usually when checking into a hotel in a Spanish speaking country, the clerk is likely to speak English. However it is also a good opportunity to practice your Spanish.

SCENARIO: CHECKING INTO A HOTEL:

You and a companion have just arrived and are checking into your hotel. Here is an example conversation that you might have with the hotel receptionist.

Note that some of the verbs in the following conversation are present tense regular verbs, but some are irregular verbs which we will be studying in upcoming lessons.

<i>Guest</i>	Hola. Tenemos una reservación.	<i>Hello. We have a reservation.</i>
<i>Receptionist</i>	Bienvenido. ¿Su nombre por favor?	<i>Welcome. Can I have your name please?</i>
<i>Guest</i>	Mí apellido es Silvia.	<i>My last name is Silvia.</i>
<i>Receptionist</i>	Gracias. Sí, tengo su reservación. Se quedará con nosotros durante tres noches, ¿es correcto?	<i>Thank you. Yes, I have your reservation. You will be staying with us for three nights. Is that correct?</i>
<i>Guest</i>	Sí. Y si es posible, prefiero una habitación en el primer piso.	<i>Yes, and if it is possible, I prefer a room on the first floor.</i>
<i>Receptionist</i>	Muy bien, señora. ¿Puedo tener su identificación y una tarjeta de crédito? Gracias. Todos están registrados. Todos se alojarán en la habitación 120. ¿Tiene preguntas?	<i>Very well. May I have your identification and credit card? You are checked in. You will be staying in room 120. Do you have any questions?</i>
<i>Guest</i>	¿Puede decirme cuándo está disponible el desayuno por la mañana? ¿Y dónde está la sala de ejercicios?	<i>Can you tell me when breakfast is available in the morning? And where is the exercise room?</i>
<i>Receptionist</i>	Por supuesto. El desayuno está disponible de 6am a 9am. La sala de ejercicios está situada justo al final de este pasillo a la izquierda.	<i>Of course. Breakfast is available from 6am to 9am. The exercise room is located just down this hallway to the left.</i>
<i>Guest</i>	Gracias. ¿Me pueden despertar a las siete de la mañana?	<i>Thank you. Can you wake me at seven in the morning?</i>
<i>Receptionist</i>	Como no. Qué pase buenas noches.	<i>Of course. Have a good night.</i>

## 4.10 Las actividades y los ejercicios

Los enlaces a los vídeos incluidos en este capítulo y en los siguientes están disponibles a través de nuestro sitio web: [swfloridaspanish.com/workbookvideos](http://swfloridaspanish.com/workbookvideos)

Por favor, haga lo siguiente (*please do the following*):

1. Escucha los siguientes vídeos de YouTube:

- [Learn Spanish: conjugating regular verbs in the present tense](#) (*pero, no vosotros!*)
- Señor Jordan [Present tense regular –AR verbs](#)
- Señor Jordan [Present tense regular -ER verbs](#)
- Señor Jordan [Present tense regular -IR verbs](#)

2. Conjuga los verbos regulares entre paréntesis en el presente tiempo de español para completar el siguiente ejercicio. (*Conjugate the present tense regular verbs.*)

- 2-1 Roberto siempre \_\_\_\_\_ (responder) correos electrónicos.  
2-2 Cindy y Ana \_\_\_\_\_ (escribir) poemas.  
2-3 Mis padres \_\_\_\_\_ (vivir) en Francia.  
2-4 Juan \_\_\_\_\_ (cubrir) el auto cada vez que llueve.  
2-5 Dorca \_\_\_\_\_ (limpiar) las ventanas dos veces por semana.  
2-6 Patty \_\_\_\_\_ (sufrir) de amor.  
2-7 Los jefes \_\_\_\_\_ (discutir) el nuevo proyecto.  
2-8 El joven \_\_\_\_\_ (sacar) a pasear a su perro todos los días.  
2-9 Pablo \_\_\_\_\_ (planear) un viaje a Costa Rica.  
2-10 David \_\_\_\_\_ (escuchar) música todas las noches.  
2-11 Yo \_\_\_\_\_ (trabajar) de lunes a domingo.  
2-12 Picasso y yo \_\_\_\_\_ (conversar) por teléfono todas las tardes.  
2-13 Austin \_\_\_\_\_ (recibir) el correo por las mañanas.  
2-14 Yo no \_\_\_\_\_ (comer) la cena hoy.  
2-15 Mis pesquitos \_\_\_\_\_ (nadar) todo el día.  
2-16 Sylvia \_\_\_\_\_ (pintar) unos cuadros muy bonitos.  
2-17 Bella \_\_\_\_\_ (creer) en fantasmas.  
2-18 William \_\_\_\_\_ (leer) muy bien para su edad.  
2-19 Nosotros \_\_\_\_\_ (tomar) el jugo de naranja todas las mañanas.  
2-20 Vincente \_\_\_\_\_ (sacar) la basura todos los viernes.

*Answers: 2-1) responde; 2-2) escriben; 2-3) viven; 2-4) cubre; 2-5) limpia; 2-6) sufre; 2-7) discuten; 2-8) saca; 2-9) planea; 2-10) escucha; 2-11) trabajo; 2-12) conversamos; 2-13) recibe; 2-14) como; 2-15) nadan; 2-16) pinta; 2-17) cree; 2-18) lee; 2-19) tomamos; 2-20) saca*

3. Traduce la palabra del vocabulario en cada una de las siguientes oraciones.

(Translate the vocabulary word/words in each of the following sentences.)

- |   |                 |                           |
|---|-----------------|---------------------------|
| 3-1 <u>A veces</u> , es bueno tomar un descanso.                                    | ___             | a. after                  |
| 3-2 <u>Por supuesto</u> que puedo ayudarle.   | ___             | b. that; than             |
| 3-3 <u>Después</u> de la tormenta, <u>todavía</u> estamos <u>sin</u> electricidad.  | ___ ___ ___     | c. younger                |
| 3-4 <u>Por fin</u> , decido intentarlo <u>otra vez</u> .                            | ___ ___         | d. what                   |
| 3-5 ¿ <u>Qué</u> haces <u>con</u> mi hermano <u>mayor</u> ?                         | ___ ___ ___     | e. of course              |
| 3-6 Vamos <u>a través</u> del pueblo <u>porque</u> es la ruta <u>más</u> corta.     | ___ ___ ___     | f. still                  |
| 3-7 <u>Hay</u> algunas maneras <u>de</u> llegar <u>al</u> lugar.                    | ___ ___ ___     | g. again                  |
| 3-8 <u>Pocas</u> personas son <u>más</u> altas <u>que</u> mi hermana <u>menor</u> . | ___ ___ ___ ___ | h. because                |
|   |                 | i. most                   |
|   |                 | j. older                  |
|   |                 | k. across;<br>through     |
|   |                 | l. few/fewer              |
|   |                 | m. more                   |
|   |                 | n. than                   |
|   |                 | o. without                |
|   |                 | p. at times               |
|   |                 | q. with                   |
|   |                 | r. there is; there<br>are |
|   |                 | s. finally                |
|   |                 | t. to; at                 |

*Answers:*

3-1) p;

3-2) e;

3-3) a; f; o

3-4) s; g

3-5) d; q; j

3-6) k; h; m

3-7) r; t; t

3-8) l; m; n; c

4. Conjuga los verbos en las siguientes tablas. (*Conjugate the verbs below.*)

	<b>hablar</b> <i>to speak</i>	<b>estudiar</b> <i>to study</i>	<b>llamar</b> <i>to call</i>	<b>invitar</b> <i>to invite</i>	<b>trabajar</b> <i>to work</i>	
yo						-o
tú						-as
él/ella/usted						-a
nosotros/-as						-amos
ellos/ellas/ustedes						-an

	<b>comer</b> <i>to eat</i>	<b>aprender</b> <i>to learn</i>	<b>correr</b> <i>to run</i>	<b>creer</b> <i>to believe</i>	<b>beber</b> <i>to drink</i>	
yo						-o
tú						-es
él/ella/usted						-e
nosotros/-as						-emos
ellos/ellas/ustedes						-en

	<b>vivir</b> <i>to live</i>	<b>asistir</b> <i>to attend</i>	<b>escribir</b> <i>to write</i>	<b>permitir</b> <i>to allow</i>	<b>descubrir</b> <i>to discover</i>	
yo						-o
tú						-es
él/ella/usted						-e
nosotros/-as						-imos
ellos/ellas/ustedes						-en

**Las respuestas correctas:**

*hablo, hablas, habla, hablamos, hablan*  
*estudio, estudias, estudia, estudiamos, estudian*  
*llamo, llamaste, llama, llamamos, llaman*  
*invito, invitas, invita, invitamos, invitan*  
*trabajo, trabajas, trabaja, trabajamos, trabajan*

*como, comes, come, comemos, comen*  
*aprendo, aprendes, aprende, aprendemos, aprenden*  
*corro, corres, corre, corremos, corren*  
*creo, crees, cree, creemos, creen*  
*bebo, bebes, bebe, bebemos, beben*

*vivo, vives, vive, vivimos, viven*  
*asisto, asistes, asiste, asistimos, asisten*  
*escribo, escribes, escribe, escribimos, escriben*  
*permito, permites, permite, permitimos, permiten*  
*descubro, descubres, descubre, descubrimos, descubren*

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El fin del capítulo 4