

**CAPÍTULO UNO**

Why study Spanish?[[1]](#footnote-2)

Spanish is

* the world’s third most spoken language, after Mandarin Chinese and English, and ranks second in terms of native speakers
* spoken on all continents, most extensively in North and South America, Europe, and certain parts of Africa, Asia and Oceania
* the second most used language in international communication and an official language of the UN and its organizations
* the mother tongue of approximately 350 million people in 21 countries and widely spoken in another 21 countries where it is not an official language
* one of the most popular languages to study.

More and more people study Spanish every day all over the world because they want

* to communicate with native speakers of Spanish
* to travel with ease to Spanish-speaking countries
* to understand Spanish culture better: read Spanish books in the original, listen to Spanish songs and watch movies in Spanish
* to obtain education in Spanish-speaking countries
* to be promoted in a job. Why Study Spanish?

Personal Introductions

Dialogue 1

Read out loud the dialogue where Mike and Mary bump into each other at the SARC at Gordon State College. Mike and Mary are new students and are eager to make new friends.

A room filled with furniture and a large window

Description automatically generated

Mike: Hola. ¿Cómo estás? Me llamo Mike. ¿Cómo te llamas tú? ¿De dónde eres tú?

Mary: Hola. Estoy bien. Me llamo Mary. Yo soy de Thomaston. ¿Y tú?

Mike: Yo soy de Griffin. Mucho gusto.

Mary: El gusto es mío.

Mike: Tengo que irme. (I have to go.) Hasta luego.

Mary: Nos vemos.

Answer the following questions based on the dialogue.

1. Where are Mike and Mary from?
2. How would you say, “How are you”?
3. What is another way to say, “nos vemos”?
4. How do you say, “I am fine”?
5. How would you say, “My name is Carlos”?
6. How would you ask someone’s name?

***¡A practicar!***

Let’s take a few minutes to introduce ourselves to each other. Using the dialogue as a model, introduce yourself to three classmates.

Repeat out loud with your professor the ways you can greet and provide farewells in Spanish. Afterwards, provide the translation of the words.

**Cómo saludar**

¡Hola!

Buenos días.

Buenas noches.

Buenas tardes.

¿Cómo estás tú?

¿Cómo está usted?

¿Qué pasa?

¿Qué hay (de nuevo)?

¿Qué tal?

¿Cómo te va?

**Cómo despedirse**

Adiós.

Buenas noches.

Hasta luego.

Hasta mañana.

Hasta pronto.

Nos vemos.

Translate to English the words above.

**Ex. 1** Choose an appropriate answer in each situation.

1.Cómo estás?

A.Bien

B.Adiós

C.Nos vemos

2.Buenos días

A.Hasta luego

B.Buenos días

C. Bien

3.Hola

A.Hasta pronto

B.¿Cómo estas?

C.Hasta luego

4.Nos vemos

A.Buenas noches

B.Hasta luego

C.¿Qué tal?

5.¿Qué pasa?

A.Muy poco

B.Nos vemos

C.Chau

Dialogue 2

Mary and Mike discover they are taking the same English class with Dr. Whitelock. Let’s imagine they are having a conversation in Spanish but let’s help them complete the dialogue with the missing words. The English class is at 8:00 AM.

Mike: Hola! Mary. ¿Qué hay de \_\_\_\_\_\_\_?

A group of people walking on a sidewalk

Description automatically generatedMary: Buenos \_\_\_\_\_. No mucho. Tenemos la clase

de inglés mil uno.

Mike: Es cierto. Como se \_\_\_\_\_ el profesor?

Mary: Él \_\_\_\_ llama el Doctor Whitelock.

Mike: ¿De dónde \_\_\_\_ el profesor?

Mary: Creo que es \_\_\_\_ Pennsylvania.

Mike: ¡Qué bien! Hasta \_\_\_\_\_\_\_\_\_\_.

Mary: Nos \_\_\_\_\_\_\_\_\_.

**1.1 Nouns (sustantivos) in Spanish[[2]](#footnote-3)**

A noun is essentially a label for places, persons, things, events, ideas, concepts and so on. Like English, nouns in Spanish may be categorized as common or proper. Unlike English, Spanish nouns are also categorized as either masculine or feminine.

Common vs. Proper

Common nouns are the generic term for something. Common nouns in Spanish are never spelled with a capital letter unless they begin a sentence. Proper nouns are specific names (for example people, cities, months, days of the week, states) and begin with capital letters. As you progress in Spanish you will discover that Spanish and English do not always share the same rules. For example, days of the week and months are capitalized in English, but they are not in Spanish. The proper nouns, Mike, Mary, Barnesville, are capitalized, while the common nouns, books and houses, are not.

**Ex. 2** Grammar Check (nouns)

Let’s look at the following sentences and determine the nouns in the five sentences.

Model: The book is small. **book**

1. John studies.
2. They are students.
3. The university is large.
4. The book is lost.
5. Ted reads very much.

**Ex. 3** Grammar Check (nouns)

Here are ten nouns in English. If the noun is singular, provide the plural, and if in the plural, provide the singular. Model: girl **girls**

1. Cup
2. Boxes
3. City
4. Wives
5. Tooth
6. Man
7. Potatoes
8. Scarf
9. Days
10. Ladies

**1.2 Number in Spanish**

* Number refers to the classification of a noun: singular (one) or plural (two or more). In English, we normally add **-s** to the singular of the noun.
* To make a noun plural in Spanish, we normally add **-s**. For most nouns ending in a vowel (a, e, I, o, u), just add **-s**.

Ejemplos (examples): estudiante-estudiante**s** mochila-mochila**s** cuaderno-cuaderno**s**

* If the noun ends in a **consonant** (b, c, d, f, g, h, etc.), add **-es**.

Ejemplos: papel-papel**es**, borrador-borrador**es** rector-rector**es**

* If the noun ends in **z**, change the **z** to **c** and add **-es**.

Ejemplos: nari**z** (nose)-nari**ces** lápi**z**-lápi**ces**

* There are nouns in Spanish that end in **-s** that can be singular or plural such as days of the week: lunes, martes. For days of the week we can distinguish between a singular and plural day of the week by adding the definite article: **el** lunes (on Monday), **los** lunes (on Mondays).
* When a singular noun has an accent mark on the last syllable, the accent is dropped in the plural form.

Ejemplos: conversaci**ón**-conversaci**ones** autob**ús**-autob**uses**

**Ex. 4** If the word in singular, make it plural. If it is plural, make it singular. (Be careful with accents.) Model: clase **clases**

1. Cuadernos
2. Relojes
3. Conversación
4. Pupitres
5. Lápiz
6. Estudiantes
7. Marcador
8. Bolígrafos
9. Rector
10. Papel

**1.1.2 Gender with nouns[[3]](#footnote-4)**

**A picture containing clipart

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Most nouns in Spanish are either masculine or feminine. In general, nouns that refer to males are masculine, while nouns that make reference to females are feminine. 3. Articles and nouns: gender and number

**el hombre** (the man) **la mujer** (the woman)

Gender of nouns also refer to non-living things. For non-living nouns memorization will be essential for learning the gender of many nouns. However, focusing on the ending of the noun in the singular should help with recognizing gender of nouns. Consider learning these word mnemonics for gender in Spanish.

For the masculine gender, memorize **L-O-N-E-R-S**. (*Singular* nouns that end in these letters generally are *masculine*.)

**L** pape**l** españo**l**

**O** gimnasi**o** diccionari**o**

**N** fla**n** exame**n**

**E** hombr**e** art**e**

**R** profeso**r** marcado**r**

**S** jueve**s** autobú**s**

For the feminine gender, memorize **D-IÓN-Z-A**. (*Singular* nouns that end in these letters generally are *feminine*.)

**D** universida**d** ciuda**d**

**IÓN** conversac**ión** informac**ión**

**Z**  nari**z** ve**z**

**A** mes**a** mochil**a**

Words that end in **-ista**, like dent**ista** or art**ista**, can refer to both genders. Gender for these nouns is indicated by articles: **el** dent**ista** (the male dentist), **la** dent**ista** (the female dentist).

Many words that end in **-ma** and **-ta** areusually masculine.

Ejemplos: **el** proble**ma el** plane**ta**

Some nouns do not conform to foolproof rules. It is helpful to learn these nouns with their corresponding articles.

Ejemplos: **el día el mapa la mano**

**Ex. 5** Determine if the following words are *masculino* o *feminino*. Some of the words will be in the plural. To help determine the gender of the plural nouns, change the plural nouns to the singular.

Write **M** for the masculine nouns, and **F** for the feminine nouns.

Model: planeta **M**

1. Palabra
2. Pizarrón
3. Borradores
4. Relojes
5. Miércoles
6. Campus
7. Rectores
8. Humanidades
9. Contabilidad
10. Días

**1.2 Articles**

There are two types of articles: **definite** and **indefinite**. In both Spanish and English articles are placed before the nouns. Definite articles introduce nouns that are specific. The definite article in English is **the**. Indefinite articles introduce nouns that are not specific. The indefinite articles in English are **a**, **an**, and **some**.

**Ex. 6** Grammar Check Provide the English definite article for the first 5 nouns and the English indefinite article for the second 5. Model: **the** car (definite article), **some** houses (indefinite article)

1. Woman
2. Boys
3. Desks
4. Windows
5. Libraries
6. Apple
7. Words
8. Map
9. Animal
10. Lessons



In Spanish there are four definite articles (**el**, **la**, **los**, **las**) while there are four indefinite articles (**un**, **una**, **unos**, **unas**).

**Ex. 7 Artículos**

Provide the Spanish definite article for the first 5 nouns and the Spanish indefinite article for the second 5. Again, to determine the gender of plural nouns, change plural nouns to the singular.

1. Mapas
2. Marcador
3. Papeles
4. Pupitre
5. Hombres
6. Lápiz
7. Manos
8. Problemas
9. Planeta
10. Autobús

**Ex. 8** Articles

Change the articles and nouns to the plural or singular. (If singular, make it plural. If plural, make it singular.)

Model: la mochila **las mochilas**

1. La pluma
2. El reloj
3. Los lápices
4. La calculadora
5. El autobús
6. Un hombre
7. Unos programas
8. Una turista
9. Unas manos
10. Una conversación

**1.3 Numbers 0-100**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 1 cero uno | 11 once | 21 veintiuno | 31 treinta y uno | 50 cincuenta |
| 2 dos | 12 doce | 22 veintidós | 32 treinta y dos | 60 sesenta |
| 3 tres | 13 trece | 23 veintitrés | 33 treinta y tres | 70 setenta |
| 4 cuatro | 14 catorce | 24 veinticuatro | 34 treinta y cuatro | 80 ochenta |
| 5 cinco | 15 quince | 25 veinticinco | 35 treinta y cinco | 90 noventa |
| 6 seis | 16 dieciséis | 26 veintiséis | 36 treinta y seis | 91 noventa y uno |
| 7 siete | 17 diecisiete | 27 veintisiete | 37 treinta y siete | 92 noventa y dos |
| 8 ocho | 18 dieciocho | 28 veintiocho | 38 treinta y ocho | 100 cien |
| 9 nueve | 19 diecinueve | 29 veintinueve | 39 treinta y nueve | 101 ciento uno |
| 10 diez | 20 veinte | 30 treinta | 40 cuarenta | 102 ciento dos |

The number **uno** has various forms. If we count, the form **uno** is used.

**Uno**, dos, tres, veinti**uno**, treinta y **uno**

The **uno** form is used when the number follows a nouns, even if the noun is feminine.

la lección **uno**,página treinta y **uno**

If **uno** precedes a singular masculine noun, the **-o** is dropped to form **un**.

**un** hombre **un** cuaderno

**Una** will precede a singular feminine noun.

**una** palabra **una** cosa

In short, never place **uno** before any noun.

We should apply these rules with **uno** with compound numbers also.

treinta y **un** libros cuarenta y **una** calculadoras

Some numbers will need written accents to maintain stress on appropriate syllables.

dieciséis veintiún veintiséis

**Cien** is used before nouns and in counting. Never use **un**, **una**, **uno** before **cien**.

**cien** diccionarios (one hundred dictionaries) **cien** plumas (one hundred pens)

If we wish to count from 101 to 199, **cien** changes to **ciento**.

**ciento** treinta mesas **ciento** veintiún libros

**Ex. 9** Números Write out the following numbers in Spanish. If necessary, make the number agree with the noun.

Model: 50 mochilas **cincuenta**

1. 31 libros
2. 50 sillas
3. 11 escritorios
4. 52 calculadoras
5. 1 profesor
6. 1 mesa
7. 99 ventanas
8. 14 lápices
9. 100 tabletas
10. 115 bibliotecas

**Ex. 10** Complete the math problems. [más +] [menos -] [son=] Write out the numbers.

Model: dos más ocho son **diez**

1. Cien menos cincuenta son \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Doce más uno son \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Veintidós más ocho son \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Cuarenta menos veinte son \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Ochenta más diez son \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. Ciento cuarenta menos cuarenta son \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. Veinte menos cuatro son \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
8. Cincuenta más diez son \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
9. Siete más cuatro son \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
10. Diez menos nueve son \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**1.4 *Hay* and identifying quantities**

A very useful verb form in Spanish is **hay**. **Hay** translates to *there is* or *there are*. Employ **hay** to indicate that people, places, and things exist. The verb form, **hay**, may be followed by singular or plural nouns.

Ejemplos: **Hay** seis estudiantes. (There are six students.) **Hay** una profesora. (There is

one/a professor.)

Dialogue 3

Mary and Mike run into each other again at the

Hightower Library.

Mary: ¡Hola Mike! ¿Qué tal las clases?

Mike: Muy bien. Hay muchos estudiantes en la

clase de inglés.

Mary: ¿Cuántos estudiantes hay en la clase de inglés?

Mike: Hay veintiocho estudiantes en la clases de inglés.

Mary: ¿Hay computadoras en la clase?

Mike: Sí, hay una computadora.

Mary: ¿Hay pupitres?

Mike: Hay treinta y un pupitres.

Mary: ¡Qué gusto verte! Tengo que irme. Tengo clase

dentro de diez minutos.

Answer the following questions about the dialogue.

1. ¿Hay pocos o muchos estudiantes en la clase de inglés?
2. ¿Cuántos estudiantes hay en la clase de inglés?
3. ¿Cuántas computadoras hay en la clase?
4. ¿Hay más de treinta pupitres?

***¡A conversar!***

With another student, ask and answer how many of these objects or persons there are in the class. (Be sure to use the appropriate form of *cuántos* or *cuántas*.)

Model: 1 escritorio

*¿Cuántos escritorios hay? Hay un escritorio.*

30 Personas

1 Profesores

35 Pupitres

19 Mujeres

11 Hombres

21 Computadoras

1 puerta

4 borradores

**1.5 Subject Pronouns[[4]](#footnote-5)**

A pronoun replaces a noun in order to avoid repetition. Subject pronouns function as the subject of a verb. Subject pronouns are labelled by the term **person**, referring to the subject’s role in the conversation. First person refers to the person(s) speaking (I, we); second person to the person(s) spoken to (you); and third person to the person(s) or thing(s) spoken about (he, she, it, they).

As you learn to conjugate verbs in Spanish, refer to the subject pronoun chart to determine what **person** the subject or subject pronouns is in. Possible choices: 1st person singular or plural, 2nd person singular or plural, 3rd person singular or plural.

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| First person I | First person we |
| Second person you | Second person you all |
| Third person he, she, it | Third person they |

**Ex. 11** Grammar Check: Identify the subject pronoun in each sentence.

Model: She helps me. **she**

1. I am a student.
2. They see you.
3. You are in class.
4. They must be in the library.
5. She makes good grades.
6. We see them in the library.
7. It is over there.
8. They see it in the corner.
9. Mary and I help them with their homework.
10. You are right.

**Ex. 12** Grammar Check: Replace the subject in each sentence with the appropriate subject pronoun.

Model: *The girls* went to the restaurant. **They**

1. Mary works at Ingles.
2. The book is in my book bag.
3. Jim and I take history together.
4. John likes to eat at McDonald’s.
5. John and Mary are new students.

**Ex. 13** Grammar Check: Look closely at the sentences in English and determine what person the subject or subject pronoun is in. Write the numbers (1, 2, 3) to determine the person and write either s or p to determine if the subject is singular or plural.

Model: She is a student. **3s**

1. John and I eat at Wendy’s.
2. The books are in the office.
3. Mary and Janet take English 1002.
4. I want to make an A in physics.
5. They need help.
6. You all (y’all) are not punctual.
7. You (formal) should read more.
8. You (familiar) watch Netflix all the time.
9. He needs to see his advisor.
10. It is in the trash can.

Unlike in English, the use of subject pronouns is optional in Spanish. Subject pronouns are used in Spanish for emphasis or in cases where it is not clear who the subject is. Another major difference in Spanish and English, is that there is no true equivalent to “it” in Spanish when “it” is the subject pronoun.

El libro es azul. (The book is blue.) Es azul. (It is blue.)

**Vosotros** is used only in Spain and Equatorial Guinea. In these countries, **vosotros** is used for informal second person plural (like you guys or y’all in English) and **ustedes** is used for the formal plural you. In the rest of the Spanish-speaking world **ustedes** is used for both formal and informal.

**Vosotros** sois españoles. (You all are Spanish.)

**Yo**

Unlike the English pronoun **I**, **yo** is not capitalized unless it begins a sentence.

(**Yo**) soy estudiante. (I am a student.)

**Tú**

The pronoun **tú** is singular and, importantly, informal. Use **tú** to address people your own age and those you know well. https://courses.lumenlearning.com/atd-baycollege-spanish1/chapter/subject-pronouns/

(**Tú)** eres mi amigo. (You are my friend.)

**Usted**

The pronoun **usted** is singular and formal. Use **usted** when addressing someone with whom you have a more respectful relationship like an elder, a boss, or a dignitary. Despite of its meaning (you), grammatically it is a third person pronoun, meaning that it will always be used with third person verbs: **usted** es (you are)

**Usted** es mi profesor de español. (You are my Spanish profesor.)

**Ellos/ellas**

**Ellos** and **ellas** agree with the gender of the noun they replace. **Ellas** is used to mean they if it replaces people who are all women. On the other hand, **ellos** is used for a group of all men or any group where there is at least one male person in the group. Do not use **ellos** or **ellas** to replace non-living objects.

**Ellos** son mis compañeros de clase. (They are my classmates.)

**Ellas** son mis amigas. (They are my female friends.)

Son plumas. (They are pens.)

**Ustedes**

The pronoun **ustedes** is always plural. Despite of its meaning (you/y’all), grammatically it is a third person pronoun, meaning that it will always be used with third person verbs.

**Ustedes** son profesores. (You all are professors.)

|  |  |
| --- | --- |
| Singular | Plural |
| First person **Yo** I | First person **Nosotros** **nosotras** we |
| Second person **Tu** you (familiar) | Second person **Vosotros** **vosotras** You all (Spain) |
| Third person **Usted, él, ella** you (formal), he, she | Third person **Ustedes**, **ellos**, **ellas** you all, they |

Dialogue 4

After a few days, Mary is walking with her Julie to Highlander Hall. As soon as they enter the cafeteria Mary encounters her friend Mike. Read the exchange among the three students.

Mary: ¿Qué pasa, Mike?

Mike: No mucho.

Mary: Te presento a mi amiga Julie.

Mike: Mucho gusto. Julie, ¿de dónde eres? ¿Eres estudiante?

Julie: Sí, soy estudiante y soy de McDonough. ¿Y tú?

Mike: Soy de aquí, Barnesville.

Julie: Oye, hay muchos profesores en la cafetería. Él es mi profesor de astronomía.

Mary: Sí, se llama el Doctor Schmude. ¿Qué hora es?

Mike: Son las diez menos cinco. Mi clase de astronomía es a las diez de la mañana. Hasta pronto.

Answer the following questions based on dialogue 4.

1. ¿De dónde es Julie?
2. ¿Es Mike de Barnesville?
3. ¿A qué hora es la clase de astronomía?
4. ¿Cómo se llama el profesor de astronomía?

**1.6 Conjugated Verbs and Infinitives**

Before you delve into Spanish verbs, you need to consider the difference between a conjugated verb and infinitive. To eat, to be, to walk, to talk, to run, to swim, to read, to jump —all of these are infinitives. An infinitive, in English, will almost always begin with *to* followed by the simple form of the verb, like this:

To + Verb (eat) = **Infinitive**

The **infinitive** form of the verb is the form that appears in the dictionary.

**Note** that infinitives, in English, do not include “to” after will, shall, should, can, could, may, might, and must.

We **might eat** at Pastimes.

**Conjugation** means breaking a verb down into its different forms to show person, number, and tense.

Let’s consider these examples:

I **eat**. (*Eat* is a conjugation of the verb “to eat” and agrees with the subject pronoun “I”; we can’t say I *eats*, right?)

Mike **runs**. (*Runs* is a conjugation of the verb “to run” and agrees with the noun subject

“Mike”; we can’t say Mike *run*, right?)

To conjugate in Spanish or English, we must follow these steps:

* 1. Determine if the subject is singular or plural.
  2. Determine what person the subject is in: 1st person, 2nd person, or 3rd person.

**Ex. 14** Grammar Check: Determine if the underlined verb in in the infinitive (I) form or conjugated (C) form.

Model: We *want* to eat. ***C***

1. We like to run.
2. I am American.
3. We should leave.
4. To be or not to be.
5. They have to study.

**1.6.1 *Ser***

The verb ***ser*** means *to be* in English and is one of the most commonly used verbs in Spanish. We have briefly been introduced to another verb *estar* that also means *to be* in English. The verb **ser** is usually viewed as the permanent *to be* verb. We can use **ser** toindicate: origin, nationality, profession, physical description, permanent characteristics. The verb **ser** is an *irregular* verb; this verb does not follow a recognizable pattern. For the *irregular* verbs, they require more memorization than the regular verbs.

The verb **ser**

|  |  |
| --- | --- |
| Yo **soy** | Nosotros(as) **somos** |
| Tu **eres** | Vosotros(as) **sois** |
| Usted, él, ella **es** | Ustedes, ellos(as) **son** |

**Ex. 15** Grammar Check: Provide the appropriate conjugations of the verb “to be” in English.

Model: The books *are*.

1. The students \_\_\_\_\_\_\_\_\_\_.
2. We \_\_\_\_\_\_\_\_\_\_.
3. You \_\_\_\_\_\_\_\_\_\_.
4. I \_\_\_\_\_\_\_\_.
5. Mary \_\_\_\_\_\_\_\_\_.
6. Mary and I \_\_\_\_\_\_\_\_.
7. Mike \_\_\_\_\_\_\_\_\_\_\_.
8. The class \_\_\_\_\_\_\_\_\_\_.
9. Mary and Mike \_\_\_\_\_\_\_\_\_\_\_.
10. The world \_\_\_\_\_\_\_\_\_\_\_\_\_.

**Ex. 16** Ser and pronouns

Look closely at these sentences. Determine what subject pronoun would replace the subject of the sentence. If the subject cannot be replaced by a subject pronoun, write the letter: *N*.

Model: Mary y yo somos. Nosotros (or) *nosotras*

1. La chica es de Macon.
2. Los hombres son profesores.
3. La mujer es francesa.
4. El libro es de Mary.
5. ¿De dónde es Mike?
6. Edward Whitelock es profesor de inglés.
7. ¿Quién es la profesora?
8. Usted y Julie son de Barnesville.
9. Las calculadoras son negras.
10. La mujer y yo somos de Stockbridge.

**Ex. 17 Ser** conjugations

Conjugate the verb ser. (Be sure to make the verb *agree* with the subject.)

Model: Yo *soy* estudiante.

1. Los estudiantes \_\_\_\_\_\_\_ de Georgia.
2. El mapa \_\_\_\_\_\_\_\_\_\_\_\_\_ azul.
3. Chris \_\_\_\_\_\_\_\_\_\_\_ de Thomaston.
4. Ella \_\_\_\_\_\_\_\_\_\_\_\_ profesora.
5. Chris y yo \_\_\_\_\_\_\_\_\_\_\_ de Estados Unidos.
6. Nosotros \_\_\_\_\_\_ compañeros de clase.
7. Tú \_\_\_\_\_\_\_\_\_\_\_\_\_ mi amiga.
8. Usted \_\_\_\_\_\_\_\_\_\_\_\_\_ dentista.
9. Ustedes \_\_\_\_\_\_\_\_\_\_\_\_\_\_ mujeres.
10. Los libros \_\_\_\_\_\_\_\_\_\_\_\_\_\_ del profesor.

**1.7 Negation**

**Negation** is the process that turns an affirmative statement into a negative statement.

Example: He is a nice guy – He is ***not*** a nice guy

Simple negation (negating once) is probably easier in Spanish than in English. We just need to place a “**no**” *directly* before the conjugated verb.

Mary **no** es de Alabama. (Mary is not from Alabama.)

Nosotros **no** somos de España. (We are not from Spain.)

El profesor **no** se llama Jason. (The professor’s name is not Jason.)

**1.8 Telling** **Time**

We can find out what time it is by asking, **¿Qué hora es?**

A picture containing clock, drawing

Description automatically generated

To answer the question, ¿**Qué hora es?**, you will answer, **Es la una** (or) **Son las \_\_\_\_\_**.

Use **Es la una** when the time is between 1:00 and 1:30.

1:00 **Es la** una. **Es la** una y media (treinta).

Please note that the notion of time in Spanish is *feminine* in gender. For this reason, **uno** becomes **una**.

Use **Son las** with all other hours. We use **son las** because it refers to more than one hour.

2:00 **Son las** dos. 4:00 **Son las**  cuatro 11:00 **Son las** once.

Just like English, you express time by adding or subtracting minutes from the hour. In English, when we add minutes to the hour, we usually say the words *past* or *after*. In English, if we *subtract* minutes from the hour, the word *till* is frequently used.

5:10 It’s 10 (minutes) past/after five. It’s five ten.

8:50 It’s 10 (minutes) till nine. It’s eight fifty.

To express fifteen minutes or a quarter of an hour after (past) or till the hour, you will use **y/menos** **cuarto** (**quince**):

Son las dos **y cuarto**. -- It’s a quarter after two o’clock. It’s two fifteen.

Son las dos **menos cuarto**. -- It’s a quarter till two. It’s two forty five.

To express half an hour after (past) the hour, you will use **y media** (**treinta**):

Son las cinco **y media**. -- It’s half an hour past/after five. It’s five thirty.

Son las siete **y media**. -- It’s half an hour past/after seven. It’s seven thirty.

To ask or tell at what time an event takes place, use the word **a**. In this context **a** translates to *at* in English. **Note** that in English *at* is usually left out when asking the time of an event. In Spanish, the preposition **a** must be used in the question as well as the response.

¿**A** que hora es la clase de español? -- What time is the Spanish class.

La clase de español es **a** las nueve y media. -- The Spanish class is *at* nine thirty.

Here are other expressions associated with time.

Son las siete **de la mañana**. -- It’s seven a.m./in the morning.

Son las tres y cuarto **de la tarde**. -- It’s three fifteen p.m./in the afternoon.

Son nueve y media **de la noche**. -- It’s nine thirty p.m./in the evening.

Es **el mediodía**. -- It’s noon/midday.

Es **la medianoche**. -- It’s midnight.

Son las siete **en punto**. -- It’s seven o’clock on the dot/sharp.

Es **temprano**. -- It’s early.

Es **tarde**. -- It’s late.

Llego a clase **a tiempo**. -- I arrive to class on time.

**Ahora** son las ocho y media. -- Now it’s eight thirty.

**Note** that **de la noche** begins around 7:00 p.m/at night.

**Ex. 18** Time and missing words. Complete the sentences with the missing words.

Model: (3:05) Son las tres y **cinco**

1. (12:00 a.m.) Es la \_\_\_\_\_\_\_\_\_.
2. (12:00 p.m.) Es el \_\_\_\_\_\_\_\_\_.
3. (9:50) Son las diez menos \_\_\_\_\_\_\_\_\_.
4. (1:00) Es la \_\_\_\_\_\_\_\_\_.
5. (7:00 a.m.) Son las siete de la \_\_\_\_\_\_\_\_\_.
6. (1:55) Es la una \_\_\_\_\_\_\_\_\_ cinco.
7. (5:30) Son las cinco y \_\_\_\_\_\_\_\_\_.
8. (4:15) Son las cuatro y \_\_\_\_\_\_\_\_\_.
9. (3:20) Son las tres \_\_\_\_\_veinte.
10. (1:01) Es la una y \_\_\_\_\_\_\_\_\_.

**Ex. 19** Write out the time in complete sentences. Do not use numbers higher than thirty. Write out all numbers. Do not use digital forms.

Model: 3:00 **Son las tres**

1:00 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1:05 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1:50 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2:30 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7:45 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9:10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6:15 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ex. 20** Write out the time in complete sentences or translate the sentence. Do not use numbers higher than thirty. Write out all numbers. Do not use digital forms.

Model: It is seven o’clock. **Son las siete**

1. It’s three o’clock. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. It’s two o’clock in the morning. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. It’s four twenty. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. It’s ten past five. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. It’s five till ten. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. It’s eleven o’clock in the evening. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. It’s a quarter after five o’clock. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. It’s three o’clock in the afternoon. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. It’s late. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. It’s early. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ex. 21** Digital times: Write out the times using numbers. Do not use *o’clock*.

Model: Son las dos. You write: 2:00

1. Son las dos menos cinco. \_\_\_\_\_\_\_\_\_
2. Son las tres y quince. \_\_\_\_\_\_\_\_\_\_
3. Son las once menos cinco. \_\_\_\_\_\_\_\_
4. Son las diez y tres. \_\_\_\_\_\_\_\_\_\_
5. Es la una y cinco. \_\_\_\_\_\_\_\_\_\_
6. Son las nueve y cuarto. \_\_\_\_\_\_\_\_\_\_
7. Es la una menos cinco. \_\_\_\_\_\_\_\_\_\_
8. Son las siete y media. \_\_\_\_\_\_\_\_\_\_
9. Es la una y uno. \_\_\_\_\_\_\_\_\_\_
10. Son las diez y treinta. \_\_\_\_\_\_\_\_\_\_

***¡A conversar!***

¿A qué hora?

Ask another classmate what times these events occur. Be sure to answer in complete sentences with the cues provided.

La clase de español (8:00 a.m.)

El juego de béisbol (7:30 p.m.)

El curso de biología (12:15 p.m.)

La fiesta de cumpleaños (9:00 p.m.)

El partido de baloncesto (7:10 p.m.)

***¡A conversar!***

With another classmate, name at least four classes you are taking. Take turns asking and answering questions about these classes. Possible classes: inglés, español, química, biología, francés, historia, ciencias políticas, educación física, humanidades, música, teatro, matemáticas, arte.

Dialogue 5

Mike and Mary meet again at the library and discuss their schedule and daily lives.

A group of people sitting at a table with a blue umbrella

Description automatically generatedMike: ¿Qué tal Mary?

Mary: Bien. Necesito estudiar mucho esta noche.

Mike: ¿Por qué?

Mary: Mañana hay un examen en la clase de

química.

Mike: ¡Vaya! Es la segunda semana de clase.

Mary: Sí, pero los los cursos son importantes.

Mike, ¿estudias mucho para los cursos?

Mike: No mucho ahora. Pero trabajo en la biblioteca para ganar un poco de dinero.

Mary: ¡Que bien! ¿Qué hora es?

Mike: Son las tres y cuarto.

Mary: Hasta luego. Necesito regresar a la biblioteca.

Answer the following questions about dialogue 5.

1. ¿Por qué necesita estudiar Mary?
2. ¿Dónde trabaja Mike?
3. ¿Adónde regresa Mary?
4. ¿Necesita ganar dinero Mike?
5. ¿Cómo se dice “¡vaya!” en español?

**1.9 Conjugation of Regular Present Tense -Ar Verbs[[5]](#footnote-6)**

Thus far, you have been introduced to the present tense of the verb *ser* and its conjugations. As already mentioned, the verb *ser* is irregular. That is, this verb does not follow a predictable pattern. The present tense indicates an action that is either recurring, habitual, or a general truth. **Note** that in this course we will only communicate in the present tense. We will learn to say, “We ***study*** Spanish,” but not, “We ***studied*** Spanish.” The present tense endings differ according to the verb category. In Spanish regular verbs can be classified into three main groups: -ar, -er, and -ir. All verbs in Spanish in the infinitive form end in -ar, -er, or -ir and there is no exception to this rule. Note that the **infinitive** form has two parts: the stem of the verb (the verb minus the endings) and the endings (-ar, -er, -ir). For the verb, **cantar** (to sing), **cant** is the stem and **-ar** is the infinitive ending. The present tense of regular -er and -ir verbs will be introduced in chapter two. Here are three verbs in the **infinitive** form:

bail**ar** *to dance* com**er** *to eat* escrib**ir** *to write*

Again, a **conjugation** means breaking a verb down into its different forms to show person, number, and tense. To form the present tense of verbs ending in **-ar**, drop the **-ar** (infinitive ending) and then add the endings that correspond to the different subject pronouns. Listed below are the endings for **-ar** verbs.

|  |  |
| --- | --- |
| 1. o | 1.amos |
| 2.as | 2.áis (Spain) |
| 3.a | 3.an |

Now **look closely** at the conjugation of the verb cant**ar** (*to sing*).

Singular Plural

|  |  |
| --- | --- |
| 1.yo cant**o** | 1.nosotros cant**amos** |
| 2.tú cant**as** | 2.vosotros cant**áis** (Spain) |
| 3.usted/él/ella cant**a** | 3.ellos/usteded cant**an** |

Singular Plural

|  |  |
| --- | --- |
| 1.I sing | 1.We sing |
| 2.You sing (familiar) | 2.Ya’ll sing (Spain) |
| 3.You (formal)/he/she sings | 3.The/ya’ll sing |

As you can see in the chart with “cant**ar**,” the spelling changes throughout all the conjugations, unlike the equivalents in English. Another feature about verbs in Spanish is that it is not necessary to include the subject pronouns (yo, tú, ella…) with the corresponding conjugations. The subject of the verb is frequently understood by the endings (**o**, **as**, **a**, **amos**, **áis**, **an**) of the verb. What else can “cant**o**” agree with other than the subject pronoun “yo”? **Note** that with third person conjugations it might be necessary to include a subject pronoun or it might be unclear. “Cant**a**” can agree with usted, él and ella as well as an understood “it.” **Remember** that “it” is never translated to Spanish as a subject pronoun. Subject pronouns can be used for clarification and emphasis.

¿Quién habla? (Who is talking?) **Ella** habla. (She is talking.)

When two verbs are used together with no subject change, then the second verb usually is in the infinitive form.

Necesit**o** estudi**ar**. (I need to study.)

**Note** that verb conjugation does not show gender. For example, the **o** for first person singular (yo) corresponds to males and females.

Yo bail**o** (I dance; either male or female.)

**Ex.22** Translate the infinitives to Spanish. Use only the verbs from the vocabulary list.

Model: To answer **contestar**

1. To listen \_\_\_\_\_\_\_\_\_\_\_\_\_
2. To talk \_\_\_\_\_\_\_\_\_\_\_\_\_
3. To pay \_\_\_\_\_\_\_\_\_\_\_\_\_
4. To hate \_\_\_\_\_\_\_\_\_\_\_\_\_
5. To teach \_\_\_\_\_\_\_\_\_\_\_\_\_
6. To answer \_\_\_\_\_\_\_\_\_\_\_\_\_
7. To kiss \_\_\_\_\_\_\_\_\_\_\_\_\_
8. To walk \_\_\_\_\_\_\_\_\_\_\_\_\_
9. To travel \_\_\_\_\_\_\_\_\_\_\_\_\_

**Ex. 23** Imagine we are conjugating the verb *comprar* in the present tense. Provide only the -ar verb *ending* that would correspond to the subject or subject pronoun.

Model: yo **o**

1. Carlos \_\_\_\_\_\_
2. Carlos y yo \_\_\_\_\_\_
3. Él \_\_\_\_\_\_
4. Ellos \_\_\_\_\_\_
5. Usted \_\_\_\_\_\_
6. Ustedes \_\_\_\_\_\_
7. Los estudiantes \_\_\_\_\_\_
8. Las computadoras \_\_\_\_\_\_
9. Nosotros \_\_\_\_\_\_
10. Las mujeres \_\_\_\_\_\_
11. Ella \_\_\_\_\_\_
12. Tú \_\_\_\_\_\_

**Ex. 24** Translate the following phrases. *Do not include subject pronouns.* Use only the verbs presented in this chapter.

Model: I watch. Camino

1. We pay. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. I answer. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. He teaches. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. They kiss. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. She buys. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. You (formal singular) hate. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. You (familiar singular) travel. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. You all (ustedes) dance. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. She returns. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. It works. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ex. 25** Complete the sentences by conjugating the verb in parenthesis according to the subject provided.

Model: Jim *camina* a la universidad. (caminar)

1. Nosotros \_\_\_\_\_\_\_\_\_\_\_ los bolígrafos en la librería. (comprar)
2. Mary \_\_\_\_\_\_\_\_\_\_\_ a clase a tiempo. (llegar)
3. Los estudiantes \_\_\_\_\_\_\_\_\_\_\_\_\_ libros en la biblioteca.(buscar)
4. Chris \_\_\_\_\_\_\_\_\_\_ a casa los viernes (regresar)
5. Ellos \_\_\_\_\_\_\_\_\_\_\_ en la clase de arte. (dibujar)
6. Mary y yo \_\_\_\_\_\_\_\_\_\_ música en la clase de música. (escuchar)
7. Mary y Chris \_\_\_\_\_\_\_\_\_\_\_\_ en el edificio I.C. a las nueve (entrar)
8. Él \_\_\_\_\_\_\_\_\_\_\_\_\_\_ muchas preguntas en la clase de historia. (contestar)
9. Muchos estudiantes \_\_\_\_\_\_\_\_\_\_\_\_\_ los fines de semana (trabajar)
10. Chris y Mary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ en la biblioteca (estudiar)

**1.10 Interrogative words**

**Interrogative words** are words used to ask questions (what?, where?, how?, when?). In Spanish, **interrogative words** are easy to recognize because they all carry accents.

|  |  |  |  |
| --- | --- | --- | --- |
| ¿Adónde? | Where to? | ¿De dónde? | From where? |
| ¿Como? | How? | ¿Dónde? | Where? |
| ¿Cuál? ¿Cuáles? | Which? Which one(s) | ¿Por qué? | Why? |
| ¿Cuándo? | When? | ¿Qué? | What?; Which? |
| ¿Cuánto(a)? | How much? | ¿Quién? | Who? |
| ¿Cuántos(as)? | How many? | ¿Quiénes? | Who (all)? |

As noted in the list of the interrogative words, **qué?** and **cuál(es)?** can mean what? or which? However, rarely are these interrogative words used interchangeably.

**Qué** is used to obtain a definition, explanation, or information.

¿**Qué** es una computadora? What is a computer?

¿**Qué** miras? What are you watching?

**Cuál** is employed when there is a selection.

¿**Cuál** deseas? (Which one do you want?)

¿**Cuál** de las clases tomas? Which of the classes are you taking?

Be careful with **qué** and **cuál** with the verb *ser*. **Qué** used with ser usually asks for a definition or explanation while **cuál** with *ser* generally asks for an answer.

¿**Cuál** es tu nombre? (What is your name?)

¿**Qué** es un avión? (What is an airplane?)

**Cuánto(a)?** and **Cuántos(as)?** must agree in number (singular or plural) and gender (masculine and feminine) with the nouns they describe.

¿**Cuánta** tarea hay? (How much homework is there?)

¿**Cuánto** dinero hay en el banco? (How much money is there in the bank?)

¿**Cuántos** cursos tomas? (How many courses do you take?)

¿**Cuántas** mujeres desayunan en la cafetería? (How many women eat breakfast in the cafeteria?)

**Quién** must be made plural when referring to two or more persons.

¿**Quiénes** son los profesores? (Who are the professors?)

**Ex. 26** Interrogative words: Select the appropriate interrogative word to complete each question.

1. (¿De dónde?/cuándo?) eres?
2. (¿Dónde?/quién?) trabajas?
3. (¿Cuántas/cuándo) muchachas hay en la clase?
4. (¿Qué/cuál) es tu nombre?
5. (¿Qué/¿cuál) es una serpiente?
6. (Qué/¿cuál?) es tu número de teléfono?
7. (¿Quién/¿Cuándo?) es el profesor de química?
8. (¿Cuántos/cuántas?) mochilas hay en la librería?
9. (¿Qué/¿cómo?) te llamas?
10. (¿Por qué/¿cuándo?) es la fiesta?

**Ex. 27** Interrogative words: match the question with the appropriate response.

¿Quién es Jimmy? 1Es el BMW negro.

¿Qué hay en la mochila? 2Es en el edificio.

¿Cómo está Kaitlyn? 3Hay cinco.

¿Cuál es el carro? 4Es mañana.

¿Dónde es la clase? 5Es el nuevo estudiante.

¿Cuántos libros hay en la mochila? 6Porque necesito un pasaporte.

¿Cuándo es la fiesta? 7Está mal.

¿Por qué no viajas a España? 8Hay libros, plumas, y una calculadora.

¿Cuántas clases tomas? 9Tomo cinco.

**1.11 *Estar* and some common uses**

You have already been introduced to the verb *ser* (to be) and its conjugations. There is another *to be* verb in Spanish: **estar**. As mentioned previously serindicates origin, nationality, profession, physical description, and permanent characteristics. One common feature of the verb **estar** is that it shows location of people and things. When showing location, **estar** is frequently used with prepositions of location. The verb **estar** is an -ar verb but it does not follow pattern of regular -ar verbs. The yo form (estoy) is irregular and all forms carry accents except the yo and nosotros forms.

|  |  |
| --- | --- |
| Yo **estoy** | Nosotros(as) **estamos** |
| Tú **estás** | Vosotros(as) **estáis** |
| Usted, él, ella **está** | Ustedes, ellos(as) **estan** |

Prepositions of location

|  |  |  |  |
| --- | --- | --- | --- |
| Al lado de | Next to, beside | Detrás de | Behind |
| Cerca de | Near | En | In; on |
| Con | With | Encima de | On top of |
| Debajo de | Under, below | Entre | Between; among |
| Delante de | In front of | Lejos de | Far from |
| Dentro de | Inside of | Sobre | On; over |

Barnesville **está** cerca de Griffin. (Barnesville is close to Griffin.)

IC Building **está** al lado de Russell Hall. (IC Building is next to Russell Hall.)

El libro **está** dentro del escritorio. (The book is inside the desk.)

**Note** that with compound prepositions (include a word + **de**) that the **de** contracts to **del** (de + el) when the word that follows is masculine singular.

La mochila **está** encima **del** carro. (The backpack is on top of the car.)

**Estar** is also used to describe how people are feeling.

¿Cómo **están** ustedes? (How are you all?)

**Estamos** bien, contentos. (We are well, happy.)

**Ex. 28** Conjugate **estar** in the present tense according to the subjects.

Model: Tú \_\_\_\_\_\_\_\_\_ dentro de la residencia. **Estás**

1. Yo \_\_\_\_\_\_\_\_\_\_\_ en la clase.
2. El bolígrafo \_\_\_\_\_\_\_\_\_\_\_\_\_ dentro de la mochila.
3. Nosotros \_\_\_\_\_\_\_\_\_\_\_\_\_ cansados.
4. Madrid \_\_\_\_\_\_\_\_\_\_\_\_\_ lejos de Barnesville.
5. La Biblioteca Hightower \_\_\_\_\_\_\_\_\_\_\_\_\_\_ al lado de IC Building.
6. Las sillas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ detrás de la mesa.
7. Jim \_\_\_\_\_\_\_\_\_\_\_ con tu novia.
8. El reloj \_\_\_\_\_\_\_\_\_\_\_\_ sobre la pizarra.
9. Los lápices \_\_\_\_\_\_\_\_\_\_\_\_ en el escritorio.
10. Harper y yo \_\_\_\_\_\_\_\_\_\_\_\_\_\_ cerca de la casa.

**Ex. 29** Provide the missing subject pronoun for each sentence.

Model: **Usted** está aquí (you formal).

1. \_\_\_\_\_\_\_\_\_\_\_\_\_ estás enfermo.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_ estoy nervioso.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_ estamos mal.
4. \_\_\_\_\_\_\_\_\_\_\_\_\_ están solteros (they all boys).
5. \_\_\_\_\_\_\_\_\_\_\_\_\_ está en la residencia (formal singular you).
6. \_\_\_\_\_\_\_\_\_\_\_\_\_ están cansados (you all Latin America).
7. \_\_\_\_\_\_\_\_\_\_\_\_\_ está enojada (she).
8. \_\_\_\_\_\_\_\_\_\_\_\_\_ está bien (he).
9. \_\_\_\_\_\_\_\_\_\_\_\_\_ están en casa (they all girls).

**Ex. 30** Complete the sentences with the appropriate forms of *ser* or *estar*.

Model: Nosotros **estamos** en clase.

1. Yo \_\_\_\_\_\_\_\_\_\_ el profesor de inglés.
2. Ellos \_\_\_\_\_\_\_\_\_\_ en la residencia.
3. El mapa \_\_\_\_\_\_\_\_\_\_ sobre la pizarra.
4. ¿Qué hora \_\_\_\_\_\_\_\_\_\_\_\_\_?
5. Locust Grove \_\_\_\_\_\_\_\_\_\_\_\_\_cerca de McDonough.
6. ¿De dónde \_\_\_\_\_\_\_\_\_\_ tú?
7. Yo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ de Atlanta.
8. ¿Dónde \_\_\_\_\_\_\_\_\_\_\_\_ ellos?
9. Ellos \_\_\_\_\_\_\_\_\_\_\_\_\_\_ en la biblioteca.
10. \_\_\_\_\_\_\_\_\_\_\_ las ocho de la noche.

**1.12 Days of the Week**

Repeat with your instructor the days of the week.

lunes

martes

miércoles

jueves

viernes

sábado

domingo

Common words used with days of the week

hoy pasado mañana ayer

mañana hace tres días anteayer

**Ex. 31** Translate to Spanish common words used with days of the week.

Model: week **semana**

1. Yesterday
2. Day after tomorrow
3. Three days ago
4. Tomorrow
5. Today
6. Day before yesterday

**Ex. 32** Complete each sentence with the appropriate day of the week. Do not include articles.

1. Hoy es lunes. Mañana es\_\_\_\_\_\_\_\_\_\_\_.
2. Mañana es martes. Hoy es \_\_\_\_\_\_\_\_\_\_.
3. Ayer fue (was) sábado. Hoy es\_\_\_\_\_\_.
4. Pasado mañana es \_\_\_\_\_\_\_\_\_. Hoy es jueves.
5. Anteayer fue ---------. Hoy es jueves.

***¡A conversar!***

Answer in complete sentences.

1. ¿Qué días es hoy?
2. ¿Qué día es mañana?
3. ¿Qué día es pasado mañana?
4. ¿Cuántos días hay en una semana?
5. ¿Cuál es tu día favorito?
6. ¿Cuándo no hay clase en la universidad?

**Ex. 33 Repaso**

1. The equivalent of “the” in Spanish.
2. Una
3. Unos
4. Yo
5. La
6. The equivalent of some in Spanish.
7. La
8. Las
9. Una
10. Unos
11. Ser, estar, hablar are examples of?
12. Nouns
13. Articles
14. Infinitives
15. Conjugated verbs
16. Facultad, profesores, libros are?
17. Nouns
18. Conjugations
19. Articles
20. Verbs
21. If the verb ends in “o,” the subject pronoun will be?
    1. Nosotros
    2. Usted
    3. Ella
    4. Yo
22. If the verb ends in “amos,” the subject pronoun will be?
23. Nosotros
24. Ellas
25. Ella
26. Tú
27. If the verbs ends in “as” the subject pronouns will be?
28. Usted
29. Tú
30. Yo
31. Ellos
32. A verb that follows a conjugated verb should be in what form?
    1. Article
    2. Adjective
    3. Infinitive
    4. Number
33. Ser and estar are examples of?
34. Regular verbs
35. Adjetives
36. Articles
37. Irregular verbs
38. When telling time in Spanish, to express past the hour, we say?
39. Menos
40. Hasta
41. Y
42. Cuarto
43. When telling time in Spanish, to express till the hours, we say?
44. Menos
45. Hasta
46. Y
47. Cuarto
48. Another way to say “son las doce” is?
49. Es la una
50. El el mediodía
51. Son las dos
52. Es tarde
53. We only use “un” before nouns that are?
    1. Feminine
    2. Masculine
    3. Irregular
    4. Regular
54. Dónde is an example of?
55. Interrogative word
56. Indefinite article
57. Verb
58. Preposition
59. “Next to” is an example of?
60. Verb
61. Adjective
62. Preposition
63. Interrogative word

**El alfabeto español**

letter pronunciation example meaning

A a a arriba up

B b be barca boat

C c ce carretera road/highway

D d de ducha shower/bath

E e e empanada a savory filled pastry

F f efe falda skirt

G g ge gato cat

H h hache hermana sister

I i i isla island

J j jota jamón ham

K k\* ka kilómetro kilometer

L l ele lejos far

M m eme mano hand

N n ene nariz nose

Ñ ñ eñe niña girl

O o o ojo eye

P p pe pan bread

Q q cu qué what

R r ere rey king

S s ese sobre over

T t te tienda store

U u u unidad unity

V v ve vaca cow

W w\* uve doble (only foreign words, pronunciation varies)

watt (pronounced like bat)

kiwi (pronounced like quihui)

X x equis xilófono xylophone

Y y i griega ya already

Z z zeta zapato shoe

Spanish has three digraphs (consonant clusters). At one point they were considered separate letters, but no longer are, and are now alphabetized normally.

Ch ch che chicle chewing gum

Ll ll elle llave key

Rr rr erre perro dog

\*Although K and W are officially in the Spanish alphabet, there are few words that use the letters, and they are primarily of foreign origin.

**Pronunciation**

Vowels

How many vowels are there in English? Five, right? And sometimes ‘y.’

Wrong. There are actually eleven vowels in English. We just have five (sometimes 6) symbols to represent them. There are actually eleven different sounds, and using the wrong sound can be a big mistake:

cast ≠ cost

cost ≠ coast

hot ≠ hat

hat ≠ hate

We have two problems in English:

1. a single symbol (letter) can represent more than one sound:

fat bit pet

fate bite Pete = same symbol, different sound

father

1. A sound can be represented by more than one symbol (letter):

hot first = different symbol, same sound

father worst

Spanish is so much simpler. There are five vowel symbols (sometimes ‘y’) and five vowel sounds:

a e i o u

Each symbol is pronounced only one way, and each sound has only one symbol. When you see an ‘a,’ for example, there’s only one way to say it. When you hear ‘a’ (like in “father,”), there’s only one way to spell it.

1. In Spanish, ‘**a**’ is always pronounced like the ‘a’ in “father.”

cama flaca llaga alta

1. ‘**e**’ is always pronounced kind of like the ‘a’ in “late.” But not exactly. Say the English word “day.” Stretch it out and say it slowly: “Daaaaaaaaaaaayyyyyyyyyyyy.” What happens? There’s an “eeeeeeee” sound at the end. Your mouth closes a little to form it.

But there’s no “eeeeeeeeeeeee” sound at the end of the Spanish ‘e.’ You have to concentrate on not letting your mouth close to form that sound:

de que se me le mete cheque

1. ‘**i**’ is pretty much like the double ‘ee’ in English “beet.” But it’s a little more tense. You need to smile more when you say Spanish ‘i’:

si di mi ni ti vi

1. ‘**o**’ is pretty much like the ‘o’ in English “go.” But there’s an important difference. Say “go.” Now stretch it out and say it slowly: “goooooooooooooooooo.” What happens at the end? Your mouth closes to form a small ‘u’ or ‘w’ sound. There’s no ‘u’ or ‘w’ sound at the end of the Spanish ‘o,’ so you have to concentrate on not letting your mouth close during the pronunciation of the ‘o’:

lo no yo gol loco pongo lomo

1. Spanish ‘**u**’ is very similar to the double ‘oo’ in English “boot.” But it’s more tense. Round your lips more when you say Spanish ‘u’:

su tu un sus pule puso supe

And that’s all the Spanish vowels. But the biggest problem for English speakers is that we want to use our most common vowel when we speak Spanish, and that vowel doesn’t exist in Spanish.

What is that vowel? It’s the second and third sounds in the word “president.” When we say it at normal speed, we don’t say “president” as

pre si dent

like in ‘bit’ like in “rent”

We say a vowel sound like the vowel in “but,” but we don’t even open our mouths as much as we do in “but.” In English, we tend to make the “uh” sound (called a “schwa” and represented with the symbol ‘ə’) for any vowel that doesn’t get stress:

intelligent fundamental tremendous

We automatically do that in English, and in English, that’s the correct thing to do. Non-native speakers of English have to learn to do it. But we have to learn NOT to do it in Spanish. So be careful to say Spanish a/e/i/o/u in the following words and NEVER ‘ə’:

mañana banana indica bésalo tocador

One final note about Spanish vowels: **diphthongs**.

A diphthong is two vowel sounds that come together to form a single syllable. An example in English is the word “boy,” where we combine the ‘o’ and ‘y’ into a single syllable.

In Spanish, ‘i’ and ‘u’ are considered weak vowels. Whenever they come into contact with ‘a,’ ‘e,’ or ‘o,’ and when ‘i’ and ‘u’ come into contact with each other, they form a diphthong:

baile cuida seis puede

The one exception is when there is an accent mark over the ‘i’ or ‘u.’ In that case, they form two different syllables, not a diphthong:

hacía río aún

Likewise, when ‘a,’ ‘e,’ and ‘o’ come together, they form two different syllables, not a diphthong:

tarea toalla lea

**VOCABULARIO: CAPÍTULO UNO**

Cómo saludar

¡Hola!

Buenos días.

Buenas noches.

Buenas tardes.

¿Cómo estás tú?

¿Cómo está usted?

¿Qué pasa?

¿Qué hay (de nuevo)?

¿Qué tal?

¿Cómo te va?

Cómo despedirse

Adios.

Buenas noches.

Hasta luego.

Hasta mañana.

Hasta pronto.

Nos vemos.

La hora

¿Qué hora es?

¿A qué hora es?

De la mañana

De la tarde

De la noche

A tiempo

Ahora

La medianoche

El mediodía

La semana

Temprano

Tarde

Cómo pedir información

¿De dónde eres tú?

¿De dónde es usted?

¿Cómo se llama usted?

¿Cómo te llamas tú?

¿Cuál es tu nombre?

¿Cúal es tu número de teléfono?

Cómo contestar

Bien.

Bastante/muy bien.

Más o menos.

Bien, gracias. Fine thanks

¿Y tú? ¿Y usted?

Título

Señor (Sr.); don

Señora (Sra.); doña

Señorita (Srta.)

Presentaciones

Me llamo…

Mucho gusto.

El gusto es mío.

Es un placer.

Encantando/a.

Igualmente.

(Yo) Soy…

(Yo) Soy de…

Te presento

Le presento

Pronombres personales

Él

Ella

Ellos(as)

Nosotros(as)

Tú

Usted (Ud.)

Ustedes (Uds.)

Vosotros(as)

Yo

Palabras interrogativas

¿Cómo?

¿Cuál(es)

¿Cuándo?

¿Cuánto(a)

¿Cuántos(as)

¿De dónde?

¿Dónde

¿Por qué?

¿Qué?

¿Qué?

¿Quién(es)?

Los números del 0 al 30

Cero

Uno

Dos

Tres

Cuatro

Cinco

Seis

Siete

Ocho

Nueve

Diez

Once

Doce

Trece

Catorce

Quince

Dieciséis

Diecisiete

Dieciocho

Diecinueve

Veinte

Veintiuno

Treinta

Treinta y uno

Cuarenta

Cincuenta

Sesenta

Setenta

Ochenta

Noventa

Cien

Ciento uno

Verbos

Bailar

Besar

buscar

Caminar

Comprar

Contestar

Desear

Dibujar

Enseñar

Entrar

Escuchar

Estar

Estudiar

explicar

Hablar

Llegar

Mirar

Mirar

Necesitar

Odiar

Pagar

Regresar

Tocar

Trabajar

Viajar

Artículos

El

La

Los

Las

Un

Una

Unos

Unas

Objetos en la sala de clase

Bolígrafo

Borrador

Calculadora

Computadora

Cosa

Cuaderno

Diccionario

Escritorio

Lápiz

libro

Mapa

Marcador

Mesa

Mochila

Palabra

Pizarra

Pizarrón blanco

Pluma

Puerta

Pupitre

Reloj

Silla

Tableta

Tarea

Papel

Ventana

Personas en la clase

Estudiante

Profesor(a)

Hombre

Mujer

Compañero(a) de clase

Amigo(a)

Los días de la semana

Lunes

Martes

Miércoles

Jueves

Viernes

Sábado

Domingo

Curos y materias

Administración de empresas

Arte

biología

Ciencias

Computación

Comunicaciones

Contabilidad

Economía

Educación/pedagogía

Español

Física

Francés

Historia

Humanidades

Inglés

Literatura

Matemáticas

Música

Salud

Sicología

Sociología

Teatro

El campus

Autobús

Apartamento

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Conversación

Centro estudiantil

Facultad

Gimnasio

Librería

Rector

Residencia

Universidad

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5. <https://courses.lumenlearning.com/atd-baycollege-spanish1/chapter/conjugation-of-regular-present-tense-verbs/> [↑](#footnote-ref-6)