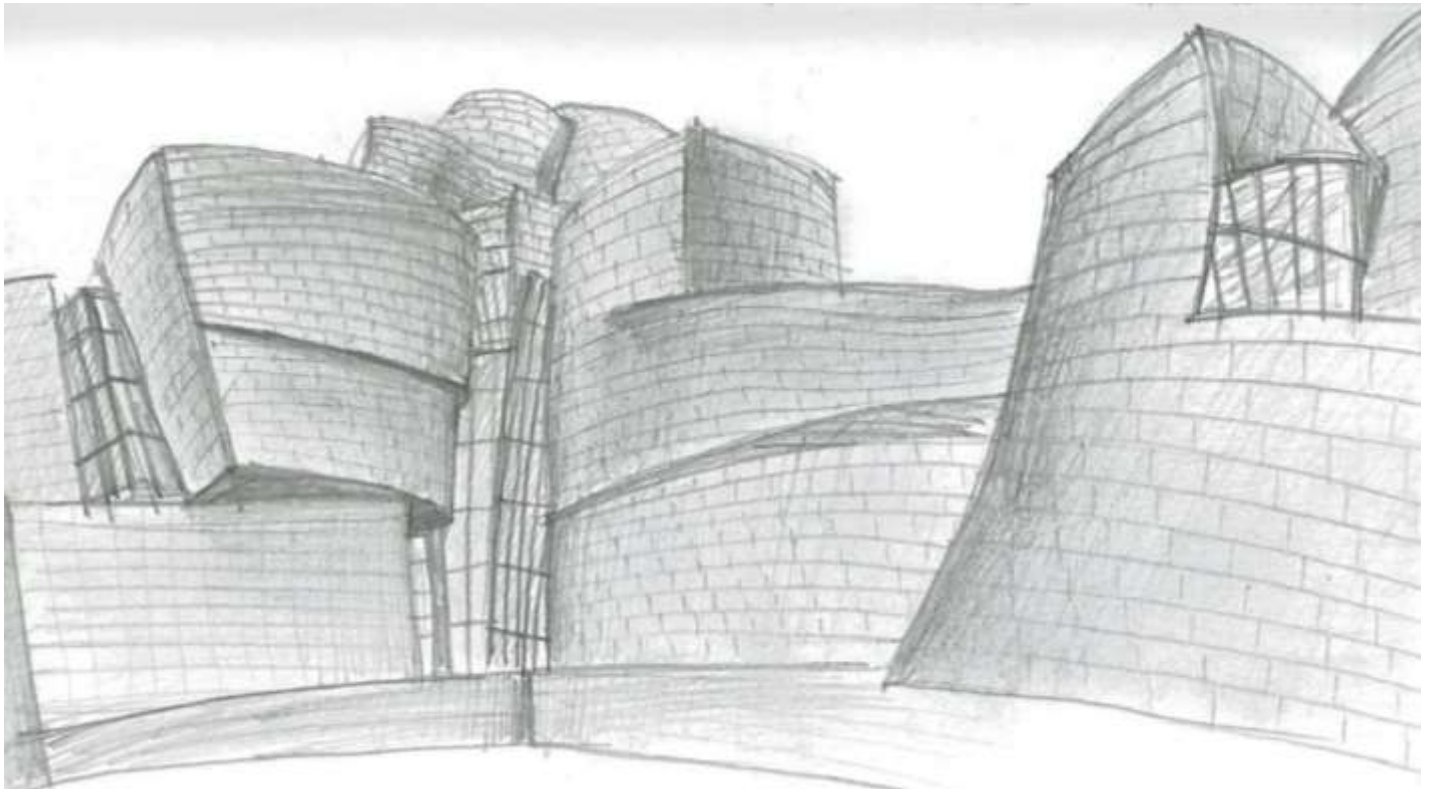


Cuaderno de gramática



Nombre: _____

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PART 1. NOUNS, ADJECTIVES AND PRONOUNS

1. NOUNS

1.a. GENDER

A noun is a word used to denote a person, animal, place, thing or idea:

PERSON: man, woman, lady, lawyer

ANIMAL: dog, cat, mouse

PLACE: home, garden, moon, Logroño

THING: table, computer, tomato

IDEA: loneliness, idea, freedom.

All nouns in Spanish are either **MASCULINE** or **FEMININE**, including places, things and ideas:

MASCULINE	FEMININE
chico	chica
ratón	rata
Portugal	España
bolígrafo	mesa
aburrimiento	desesperación

When you learn a new noun in Spanish you must always learn whether it is masculine or feminine.

Usually, nouns that end in **-o** are **masculine** and nouns that end in **-a** are **feminine**:

humano (m), ojo (m), anuncio (m)

casa (f), mesa (f), muñeca (f).

There are a lot of exceptions though!

problema (m), tema (m), mapa (m), telegrama (m)

mano (f), radio (f), soprano (f), moto (f)

When nouns refer to people they often have a masculine and a feminine form. If the masculine form ends with an o, the feminine form usually ends in an a. If the masculine ends in a consonant, we often add an a to the feminine form:

MASCULINE	FEMININE
chico	chica
tío	tía
señor	señora
profesor	profesora

When a noun ends in **-e**, it usually is the same in its masculine and feminine forms:
estudiante, elefante.

In order to be sure about the gender of a noun we need to look at the articles that accompany them (**el** or **un** are masculine; **la** or **una** are feminine). However, you can sometimes tell by their ending:

- nouns that end in **-sión, -ción, -dad, -tad, -tud, -umbre** are feminine:
la tensión, la acción, la ciudad, la lealtad, la costumbre.

- most nouns that end in **-a** are feminine, but there are a few that are masculine. A lot of them end in **-ma**:

el día, el sofá, el planeta, el periodista, el artista, el mapa
el tema, el problema, el teorema, el dilema, el poema, el clima, el programa, el sistema, el idioma, el telegrama.

- most nouns that end in **-o** are masculine, with very few exceptions:
la mano, la soprano, la radio, la moto

A few feminine nouns that start with **a** and the stress of the word falls on the first syllable actually take the masculine article (el or un), simply because it is easier to pronounce. This only happens when we use the singular form:

el agua las aguas
el águila las águilas

PRACTICA:

1. Which word is masculine?

día costumbre decisión incertidumbre

2. Which word is feminine?

poema sofá mano tema

3. ¿Cuál es la palabra masculina?

universidad revisión ciudad mapa

4. ¿Cuál es la palabra femenina?

número teléfono abuelo radio

5. ¿Cuál es la palabra masculina?

mañana palabra problema tarea

6. ¿Cuál es la palabra masculina?

chica abuela sistema amiga

7. ¿Cuál es la palabra masculina?

cama llama sistema rama

8. ¿Cuál es la palabra femenina?

sistema tema planeta novia

9. masculine or feminine?

tele	tema	idioma	modista
mano	teorema	diversidad	artista
ciudad	soprano	sistema	pianista
problema	foto	similitud	violinista
gratitud	universidad	moto	violoncelista
radio	magnitud	improvisación	bajista
libertad	caridad	religión	periodista
vejez	validez	clima	guionista
disco (night club)	estación	estupidez	florista
planeta	yoga	región	optimista (noun)
juventud	realidad	amistad	idiota (noun)

1.b. NUMBER (SINGULAR AND PLURAL)

The rules to make nouns plural in Spanish are fairly straight-forward:

- If a noun ends in a **vowel**, make it plural by adding **-s**

niño – niños

mesa – mesas

costumbre – costumbres

- If the noun ends in a **consonant**, make it plural by adding **-es**

señor – señores

ciudad – ciudades

The accompanying articles also must change, of course

el niño – los niños

una señora – unas señoras

Some nouns will require extra **spelling changes** when making them plural:

- if a word ends in a consonant and there is a written accent on the final syllable, this accent disappears when you add **-es** to make it plural:

un inglés – unos ingleses

una tradición – unas tradiciones

- if a noun ends in **-z**, this becomes **-c-** when adding **-es** to make it plural:

una perdiz – unas pedices

un lápiz – unos lápices

- a few compound nouns do not change when you make them plural:

el paraguas – los paraguas

un abrelatas – unos abrelatas

el paracaídas – los paracaídas

PRACTICA:

A. Make the following nouns plural:

1. el payaso
2. el lápiz
3. la ciudad
4. la madre
5. el mapa
6. la conversación
7. la habitación
8. la codorniz
9. el ratón
10. el ordenador
11. la peonza
12. el ser
13. el joven (careful!)
14. el paraguas
15. el abrecartas

B. True or false?

1. If a noun ends in -o, make it plural by adding -s.
2. If a noun ends in -ión, make it plural by simply adding -es.
3. If a noun ends in -a, make it plural by adding -s.
4. If a noun ends in -ión, make it plural by adding -es and dropping the written accent.
5. To form the plural of nouns that end in a vowel, add -s.
6. If a noun ends in a consonant, make it plural by adding -es.
7. If a noun ends in -z, make it plural by changing the z to c, and adding -es.

C. What's the singular form of the following nouns?

- | | |
|---------------------|--------------------|
| 1. las decisiones | 11. unos alemanes |
| 2. los matices | 12. unos relojes |
| 3. los franceses | 13. las águilas |
| 4. las habitaciones | 14. las naranjas |
| 5. los coches | 15. los ganadores |
| 6. las aguas | 16. las virtudes |
| 7. los señores | 17. los paraguas |
| 8. las arañas | 18. las vacaciones |
| 9. los lápices | 19. los japoneses |
| 10. las portuguesas | 20. los ingleses |

2. ARTICLES

In Spanish there are four forms for the definite article and four forms for the indefinite article:

Definite article (the):

el (masculine, singular)

la (feminine, singular)

los (masculine, plural)

las (feminine, plural)

Indefinite article (a, an, some)

un (masculine, singular)

una (feminine, singular)

unos (masculine, plural)

unas (feminine, plural)

Remember: feminine **singular** (only singular!) nouns that begin with an emphasised **a** or **ha** use the masculine form of the article:

el agua – las aguas

el haba – las habas

In Spanish we tend to use the definite article with body parts and clothes when in English you say “my”:

me lavo la cara

me he roto la mano

no encuentro la bufanda

PRACTICA:

A. True or false?

1. There are only two definite articles: el and la.
2. There are four definite articles: el, la, los, las.
3. There are only two indefinite articles: un and una.
4. There are four indefinite articles: un, una, unos, unas.
5. Un means both a and one, when used before a masculine noun.
6. When referring to a specific noun, use the indefinite articles.
7. Una means both a and one, when used before a feminine noun.
8. You choose the form of the article by whether or not the noun it introduces is masculine or feminine, singular or plural.
9. If a noun is masculine and singular, we always use "el" as its definite article
10. The right way of saying "the classroom" is "el aula"
11. The right way of saying "the classrooms" is "los aulas"
12. The right way of saying "one wing" is "una ala"
13. The right way of saying "the wing" is "los alas"
14. There is no plural form of the noun "abrelatas"

B. Change the definite articles for their equivalent indefinite articles:

- | | |
|-------------------|--------------------|
| 1. el armario | 7. el águila |
| 2. las uvas | 8. los atardeceres |
| 3. los dátiles | 9. la gente |
| 4. los matices | 10. el mar |
| 5. las cancionas | 11. las tijeras |
| 6. los profesores | 12. los pantalones |

C. Fill in the gaps with the right definite article

- | | |
|--------------------------------|--------------------------------------|
| 1. Ana se lava ____ manos | 6. Paco no se lavó ____ dientes |
| 2. Voy a ponerme ____ sombrero | 7. Para dormir me pongo ____ camisón |
| 3. Me duele ____ cabeza | 8. He perdido ____ guantes |
| 4. Ayer me corté ____ pelo | 9. ¡Quítate ____ bufanda! |
| 5. Me he roto ____ mano | 10. No te pongas ____ falda roja |

D. Fill in the gaps with the right definite article

- | | |
|---------------------|-----------------|
| 1. ____ aula | 7. ____ águilas |
| 2. ____ alas | 8. ____ agua |
| 3. ____ hambre | 9. ____ hachas |
| 4. ____ ala | 10. ____ aulas |
| 5. ____ ama de casa | 11. ____ alma |
| 6. ____ asma | 12. ____ águila |

3. ADJECTIVES

We often think of adjectives as “describing words”: they describe the noun they accompany.

Usually adjectives in Spanish go after the noun they modify, although they can go at the front:

“una chica alegre” sounds better than “una alegre chica”

In Spanish, adjectives have to agree with the noun they modify. This means that if the noun is masculine the adjective takes a masculine form. If the noun is feminine, the adjective must also be feminine. Likewise, use the plural form of the adjective to describe plural nouns.

el chico guapo – la chica guapa – los chicos guapos – las chicas guapas

If the masculine singular form of an adjective ends in **–o**, then change into **–a** for the feminine form and add **–s** for the plural forms:

alto, alta, altos, altas

If the masculine singular form of an adjective ends in **–e**, the feminine also ends in **–e**. Add **–s** for the plural forms:

inteligente, inteligente, inteligentes, inteligentes

If the masculine singular form of an adjective ends in a consonant, the feminine form often ends in the same consonant, although there are many exceptions. Add **–es** to make it plural:

azul, azul, azules, azules

Adjectives of nationality that end with a consonant usually have a feminine form that ends in **–a**. Add **–es** or **–as** to make them plural:

español, española, españoles, españolas

If the masculine form of these adjectives has an accent on the final syllable, this accent disappears when you make it feminine or plural:

alemán, alemana, alemanes, alemanas

Adjectives that end in **–or**, **–án**, **–ón**, or **–ín** in their masculine form usually have a feminine form that ends in **–a**:

hablador – habladora

charlatan – charlatana

tontorrón - tontorróna

chiquitín - chiquitina

Notice that the accents in **–án**, **ón**, **ín** disappear when you make them feminine. Make the plural forms following the usual rules.

PRACTICA:

A. Fill in the gaps with the right form of the adjective:

1. negro: Hay una pluma _____ encima de la mesa.
2. alto: La chica _____ está en el jardín.
3. pequeño: Hay tres libros _____ en mi estantería.
4. poco: Hay _____ chicas en mi clase.
5. mucho: Hay _____ chicos en su colegio.
6. emocionante: Es una historia muy _____.
7. posterior: Pasen a la parte _____.
8. rubio: Tiene pelo _____.
9. castaño: Él tiene pelo _____.
10. horrible: Carlos es una persona _____.
11. francés: La chica _____ está en la casa.
12. español: Hay tres chicos _____ en mi clase.
13. francés: Los pasteles _____ son excelentes.
14. alemán: Mercedes-Benz es una compañía _____.
15. hablador: Ella es una chica _____.
16. trabajador: Él es un hombre poco _____.

B. Translate:

16. the popular girl (popular)
17. That young boy is my cousin. (joven)
18. That young girl is my niece. (joven)
19. Those young boys are my nephews. (joven)
20. Those young girls are my cousins. (joven)

4. COMPARATIVES AND SUPERLATIVES

MORE...THAN, LESS...THAN

Comparisons in Spanish are fairly simple, just follow the following pattern:

más / menos + adjective + que (more / less + adjective + than)

más/ menos + noun + que (more / less + noun + than)

más / menos + adverb + que (more / less + adverb + than)

Ejemplos:

Soy más alto que tú.

Hay más gente que ayer.

Intenta hacerlo más rápido que antes.

If using an adjective, this has to agree (gender and number) with the first element of the comparison:

Pedro es más bajo que María.

María es más alta que Pedro.

Pedro y María son más altos que sus padres.

Ana y Eva son más altas que Pedro.

AS...AS

For comparisons of equality, use the formula

tan + adjective + como

tan + adverb + como

tanto (a/os/as) + noun + como

When using an adjective, this has to agree with the first element of the comparison:

Pedro es tan alto como yo.

María es tan alta como yo.

When using a noun, tanto has to agree with the noun:

Tengo tanto dinero como tú.

Tengo tanta paciencia como mi madre.

Tengo tantos hermanos como tú.

Tengo tantas hermanas como tú.

IRREGULAR COMPARATIVES

Just like in English, some of the most common adjectives have an irregular comparative:

bueno – mejor (not “más bueno”)

malo – peor (not “más malo”)

grande – mayor (although “más grande” is also used)

pequeño – menor (although “más pequeño” is also used)

Usually, we say “más grande” or “más pequeño” when comparing size, and “mayor” or “menor” when we talk about age:

Mi hermano es mayor que yo

Mi coche es más grande que el tuyo

SUPERLATIVES

In English, the superlative is expressed by using the word “most” (or “least”) or the ending “-est” added to an adjective. The equivalent to this in Spanish is the following structure:

definite article + más (or menos) + adjective + de (don’t say “en”!)

Ejemplos:

Carlos es el más alto de la clase.

Ana es la más alta de la clase.

Carlos y Ana son los más altos de la clase.

Carlos y Pedro son los más altos de la clase.

Remember to use the right form of the article and the adjective, so that they agree in gender and number with the subject of the sentence.

There is another way of expressing the superlative in Spanish, by adding the endings -ísimo, -ísima, -ísimos or -ísimas to an adjective. We refer to this as the “absolute superlative”, and it translates loosely as “incredibly + adjective”:

Carlos es altísimo – Carlos es incredibly tall.

Ana es altísima – Ana is incredibly tall.

As it was the case with comparatives, some adjectives take irregular forms in the superlative:

bueno – el mejor (not “el más bueno”)

malo – el peor (not “el más malo”)

grande – el mayor (although “el más grande” is also used)

pequeño – el menor (although “el más pequeño” is also used)

With the last two, we tend to use the regular form (“el más grande”) to talk about size and the irregular form (“el mayor”) to talk about age.

PRACTICA:

a. Comparatives: translate.

1. You are taller than me.
2. Pedro is fatter than you.
3. The cat is less intelligent than the dog.
4. My car is bigger than your car.
5. I'm taller than you (feminine).
6. My house is whiter than the snow.
7. Isabel is less chatty than before.
8. Watching television is better than reading.
9. You are as nice as your brother.
10. His job is worse than mine.
11. Ana is as old as Juan.
12. Spanish is as difficult as French, but it's more useful.
13. French is as useful as Spanish, and it's less complicated.
14. Adjectives are as difficult to learn as nouns, but not as difficult as verbs.

b. Superlatives

A. Translate the following sentences.

1. El Prado is the most famous museum in Spain.
2. Carlos is the tallest boy in the class.
3. She is the smallest girl in the room.
4. She is the youngest girl in the room.
5. This house is the prettiest of all.
6. Paul is the shortest in the family.
7. This hotel is the most elegant in the city.
8. Mr. Gómez is the most important man in the city.
9. Sugar is the most important product of Cuba.
10. María is the nicest girl of all.
11. That boy is the least hardworking of all.

12. The living room is the largest room in the house.
13. Mate is the most popular beverage of Argentina
14. Cervantes is the most famous writer of Spain.
15. Friends is the funniest program of all.
16. Elaine and Teresa are the tallest of the group.
17. He is the smartest in the family.
18. The apple is the tastiest fruit in the world.

B. Choose the best answer.

19. Carmen is very pretty.
 - Carmen es muy guapa.
 - Carmen es sumamente guapa.
 - Carmen es guapísima.

20. Luz is extremely pretty.
 - Luz es muy guapa.
 - Luz es sumamente guapa.
 - Luz es guapísima.

21. The food is indescribably delicious.
 - La comida es muy rica.
 - La comida es sumamente rica.
 - La comida es riquísima.

5. POR AND PARA

Por and para tend to cause a lot of trouble to English speakers, as they can both translate as “for”. A useful way of remembering the difference is that, generally speaking, “por” expresses “origins” and para expresses “purpose”. A more comprehensive list of uses follows:

POR

- To express gratitude or apology: “*Perdón por haberte ofendido*”
- For multiplication or division: “*Cuatro dividido por dos es dos*”
- For frequency: “*Voy al cine dos veces por semana*”
- To mean “along”, “through”, “by” or “in the area of”: “*Voy a dar un paseo por el campo*”
- To mean “in exchange for”: “*Me dio cien euros por el cuadro*”
- To mean “on behalf of” or “in favor of”: “*Hago esto por mi familia*”
- For parts of the day: “*Por la tarde está cerrado, pero por la mañana abrimos como siempre*”
- For means of communication: “*¿Te llamo por teléfono o hablamos por Whatsapp?*”
- When followed by an infinitive, to express that an action remains to be completed: “*La cena está por cocinar*”
- To express cause or reason: “*Fue a la cárcel por ladrón*”
- To express the agent in passive constructions: “*El puente fue construido por los romanos*”

PARA – it has relatively fewer uses:

- To indicate destination: “*Vamos para el centro*”
- To show the use or purpose of a thing: “*Necesito un boli para escribir una carta*”
- To indicate a recipient: “*Este regalo es para mi madre*”
- To express a deadline: “*Acáballo para mañana*”
- When followed by an infinitive, to mean “in order to”: “*¿Qué tengo que hacer para aprobar?*” N.B. In this sort of sentence, in English you don’t always have to say “in order to”, since “to” on its own will suffice. However, in Spanish you must say “para”. This is easily one of the most common mistakes when learning Spanish.

Sometimes, using por or para can completely change the meaning of a sentence:

Voy a comprar un regalo para mi madre (“mi madre” being the recipient of the gift”)

Voy a comprar un regalo por mi madre (on behalf of my mother)

¿Por qué estudias idiomas? (What is the reason of you studying languages?)

¿Para qué estudias idiomas? (What is the purpose of you studying languages?)

PRACTICA:

A. Complete the sentences with “por” or “para”

1. _____ eso, volvió tardísimo. (For that reason he returned really late.)
2. La chica fue _____ el boli. (The girl went *for/to get* the pen.)
3. Una casa cuesta _____ lo menos treinta mil euros. (A house costs at least thirty thousand euros.)
4. Llegué tarde _____ el tráfico. (I arrived late because of the traffic.)
5. ¿Me enviaste el dinero _____ correo? (Did you send me the money by mail?)
6. Pagué quince euros _____ la camiseta. (I paid fifteen euros for the t-shirt.)
7. La casa fue destruida _____ un terremoto. (The house was destroyed by an earthquake.)
8. Los toros corren _____ las calles. (The bulls run through the streets.)
9. Quiero los deberes _____ el lunes. (I want your homework by Monday.)
10. Fidel habló _____ cuatro horas. (Fidel spoke for four hours.)
11. Vamos a la playa _____ nadar. (We go to the beach [in order] to swim.)
12. Te daré lo que pidas _____ tu cuadro. (I'll give you what you ask for your painting.)
13. Voy al cine dos veces _____ mes. (I go to the cinema twice a month.)
14. Salgo _____ Madrid. (I leave for Madrid.)
15. ¿Tienes algo _____ mí? (Do you have something for me?)
16. Andrés tomó el avión _____ Barcelona. (Andrés took the plane for Barcelona.)
17. Me caí _____ el hielo. (I fell because of the ice.)
18. Ese libro es _____ Alejandra. (That book is for Alejandra.)
19. Estudio _____ aprender, no _____ aprobar. (I study in order to learn, not in order to pass.)
20. El coche iba a 100 KM _____ hora. (The car was doing 100 kilometers per hour.)

6. CONTRACTIONS

Contractions are not very common in Spanish, but there are two that you need to remember:

a + el = al

de + el = del

Note that this only applies to the article **el**, never the pronoun **él**:

voy al cine

dile a él lo que me has dicho a mí

Also, **a** or **de** followed by **la**, **los** or **las** are never contracted.

voy al cine

voy a la piscina

voy a los toros

voy a las piscinas

Likewise, we don't use contractions when the article **el** is part of the name of a place:

Voy a El Retiro

Mi novia viene de El Salvador

AHORA PRACTICA:

Fill in the gaps with “al”, “a la”, “a los”, and “a las” or “del”, “de la”, “de los” and “de las”

1. ¿De dónde vienes? Vengo _____ fiesta _____ universidad.
2. ¿ A qué hora llamaste _____ profesora?
3. Nunca le llamo antes _____ mediodía.
4. ¿Sabes la dirección _____ Señor Matín?
5. Ésas son las hijas _____ Señora García.
6. ¿Tienes que ir _____ casa de tu amigo?
7. Tengo que ir _____ laboratorio para estudiar.
8. ¿Adónde llevas _____ chicas?
9. Llevo a las chicas _____ polideportivo en mi coche.
10. ¿De quién es éste lápiz? Es _____ profesora.
11. ¿Dónde está la biblioteca? Está al lado _____ despacho del director.
12. ¿A quién invitarás a cenar? Invitaré _____ chica que conocí ayer.
13. ¿A quién traerás _____ fiesta? Traeré _____ chico que me gusta.
14. ¿Adónde llevan _____ muchachas?
15. Llevamos a las muchachas _____ centro comercial.
16. ¿De quién son los libros? Son _____ profesor.
17. ¿De quién son los libros? Son _____ profesora.
18. ¿De quién son las plumas? Son _____ profesores.
19. ¿Adónde vas? Voy _____ cine.
20. ¿Adónde van ustedes? Vamos _____ cafetería.

7. NEGATIVES

The basic way to turn a sentence negative in Spanish is to place the word “no” before the verb:

No me llamo Ana.

No tengo dinero.

No hay mucha gente.

No me gusta el invierno.

No es importante.

The word no must always precede the verb. Never say things like ~~“Es no importante”~~, ~~“Tengo no dinero”~~ o ~~“Hay no cuarto de baño”~~

There are other negative words that you need to remember:

nada – nothing (or “not anything”)

nadie – nobody (or “not anybody”)

ningún, ninguno, ninguna – no, none

nunca, jamás, nunca jamás – never

tampoco – neither, not either

ni...ni – neither... not (or not either...or)

ya no – not anymore, no longer

Ejemplos:

Nada me sorprende – Nothing surprises me

Nadie me entiende – Nobody understands me

Nunca jamás me histe caso – You never paid attention to me

No me gusta el jamón tampoco – I don't like ham either

No tengo ni hermanos ni hermanas – I don't have (n)either brothers (n)or sisters

Ya no estudio alemán – I don't study German anymore

The negative words above can precede the verb:

Nunca llegas a tiempo – You are never on time

They can also be placed after the verb, but when this is the case the word “no” is needed before the verb:

No llegas nunca a tiempo – You are never on time

Double, triple and even quadruple negatives are perfectly normal in Spanish:

- No entiendo nada
- No entiendo nunca nada
- Yo no entiendo nunca nada tampoco

PRACTICA:

A. Write the necessary word(s) to form a logical negative sentence:

Examples:

Mario habla español: **Mario no habla inglés.**

A Carlos le gusta todo: **A Carlos no le gusta nada.**

1. Ella habla inglés casi siempre: Ella _____ alemán.
2. Él es profesor: Él _____ arquitecto.
3. Hay pocos alumnos en el colegio: _____ muchos alumnos en el colegio.
4. Juana es colombiana: Juana _____ española.
5. La gata come poco pan: La gata _____ mucho pan.
6. ¿Has estado en Australia? No, _____ en Australia.
7. ¿Todavía estudias español? No, _____ español.
8. ¿Estamos ya en Alaska? No, _____ en Alaska.
9. ¿Es Raquel médica? No, Raquel _____ médico.
10. ¿Es Alfredo de aquí? No, Alfredo _____ de aquí.
11. ¿Tiene algo que declarar? No, no tengo _____ que declarar.
12. ¿Hay algo para comer? No, no hay _____ para comer.
13. ¿Tiene alguien mi diccionario? No, _____ tiene tu diccionario.
14. ¿Hay alguien en la casa? No, _____ en la casa.
15. ¿Deseas comprar algunos objetos también? No, no deseo comprar _____
objeto _____
16. Eva no estudia español. Paco _____ estudia español. (neither does Paco)
17. ¿Tiene alguna revista? No, no tengo _____ revista.
18. ¿Siempre haces los deberes? No, _____ hago los deberes
19. ¿Quieren bailar el chico y la chica? No. _____ el chico _____ la
chica quieren bailar.
20. ¿Entiendes? _____ entiendo _____ quiero entender.

8. QUESTIONS

One of the peculiarities of written Spanish is that we always write an inverted question mark at the beginning of a question:

¿Cómo te llamas?

¿Dónde vives?

¿De dónde venimos, quiénes somos, qué hacemos aquí?

This is simply because, unlike other languages there are no other markers that differentiate between a statement and a question (in other words there is no equivalent to the word “do” in “do you speak English?”), so the upside-down question mark at the beginning is a simple way to indicate that a question follows.

Hablas inglés – You speak English

¿Hablas inglés? – **Do** you speak English?

Vives solo – You live alone

¿Vives solo? – **Do** you live alone?

Es su hermana – She’s his sister

¿Es su hermana? – **Is she** her sister?

Sometimes we turn a statement into a question by adding “¿no?” to the end of that statement:

Hablas inglés, ¿no? – you speak English, don’t you?

There are also some adverbs that you need to remember:

dónde – where

adónde – where to

cómo – how (or “what...like”: ¿Cómo es tu pueblo? – What is your town like?)

cuál or cuáles – which, what, which one

cuándo – when

cuanto/a – how much

cuantos/as – how many

qué – what

quién(-es) – who

por qué – why

para qué – what for

Qué and cuál can be a bit tricky to use, as they can both mean “what”. When followed by the verb “ser”, cuál usually means which one, whereas qué is used to elicit an explanation or a definition:

¿Cuál te gusta más? – Which one do you like best?

¿Cuál es la capital de Francia? – What is the capital of France?

¿Qué te gusta hacer? – What do you like to do?

¿Qué es una capital? – What is a capital?

PRACTICA:

A. Choose the right interrogative pronoun, adverb or adjective:

1. ¿Cuánto / Cuantas hermanas tienes?
2. ¿Adónde/De dónde vienes?
3. ¿Quién / Quiénes son tus padres?
4. ¿Por qué / Para qué te gusta el español?
5. ¿Cómo / Como te llamas?
6. ¿Cuántas / Cuánta personas hay?
7. ¿Adónde / Dónde vas?
8. ¿Qué / Quién es eso?
9. ¿Cuántas / Cuántos días faltan para el apocalipsis?
10. ¿Para qué / Por qué sirve internet?
11. ¿Cuánto / Cuándo se celebra San Fermín?
12. ¿Cómo / Qué se escribe tu nombre?

B. Write a question which would result in the following answers:

1. ¿_____? Sí, Carlos habla francés.
2. ¿_____? No, Ana no está aquí.
3. ¿_____? Voy a la piscina.
4. ¿_____? Está en París.
5. ¿_____? Soy de La Rioja.
6. ¿_____? Fui anteayer.
7. ¿_____? No sé.
8. ¿_____? Es de goma.
9. ¿_____? Es mi padre.
10. ¿_____? De mi abuela.
11. ¿_____? Es mío.
12. ¿_____? Porque somos amigas.
13. ¿_____? ¿Y por qué no?

9. PERSONAL A

While very simple to use, forgetting to use the “**personal a**” is one of the most common mistakes for learners of Spanish.

The rule says that in Spanish, when the direct object of a sentence is a person or a group of people, it must be preceded by the preposition **a**:

He visto **a** tu hermana – I have seen your sister

He visto una película – I have seen a film

(The direct object of a sentence is the noun or pronoun that receives the action of a verb. For instance, if the verb is “I have bought” the direct object is what the person speaking has bought: I have bought a new car)

Sometimes we use the **personal a** when we talk about pets (but not when talking about animals you don't feel any attachment to):

He llevado **a** mi gato al veterinario – I have taken my cat to the vet.

He visto un gato callejero – I have seen a stray cat.

We also use it with sports teams, the government or other organisations:

Voy a ver al Real Madrid – I am going to see Real Madrid

Odio al gobierno – I hate the government

Hay que respetar a la Policía – You have to respect the Police.

We never use the personal a with the verbs “tener” or “hay” (in any tense):

Tengo una hermana – I have a sister

Hay mil personas – There are 1000 people

Finally, if the direct object mentions more than one person, you need the personal a before each of them:

Voy a visitar **a mi padre y a mi madre**. Y después **a mis abuelos**.

I am going to visit my dad and my mum. And then my grandparents.

AHORA PRACTICA:

A. Choose the correct answer:

1. Veo **Pedro / a Pedro.**
2. Veo **el futuro / a el futuro.**
3. Busco **Carlos / a Carlos.**
4. Busco **mi boli / a mi boli.**
5. Llevo **mi novia / a mi novia** a la fiesta.
6. Llevo **la comida / a la comida** a la fiesta.
7. Nunca escucho **los estudiantes / a los estudiantes.**
8. Nunca escucho **la radio / a la radio.**
9. Visito **mi novio / a mi novio** los fines de semana
10. Visito **la ciudad / a la ciudad** de mi novio una vez al año.
11. ¿Cuántos hermanos tienes? Tengo **dos hermanos / a dos hermanos.**
12. ¿Llamas a María o **Elena / a Elena?**
13. Llamo **María / a María.**
14. ¿Tu amigo lleva **mi hermana / a mi hermana** a la fiesta?
15. No, lleva **a tu hermano / tu hermano.**
16. ¿Tienes **muchos hermanos / a muchos hermanos?**
17. Sí, tengo **muchos hermanos / a muchos hermanos.**
18. Leo **la revista / a la revista.**
19. ¿**Quién / A quién** esperas?.
20. Vemos **los niños / a los niños.**

10. RELATIVE PRONOUNS

Relative pronouns are called “relative” because they “relate” to a noun that has previously been stated. In practical terms, relative pronouns simply combine two sentences that share a common noun. In the following example, the common noun is “libro”:

¿Dónde está el libro?

Where is the book?

Uso el libro en clase de español.

I use the book in my Spanish lesson.

¿Dónde está el libro que uso en clase de español?

Where is the book that I use in my Spanish lesson?

The most common relative pronoun is "que". "Que" is the Spanish equivalent of the English words who, whom, which, and that; it can refer to both people and things, and it can take the place of the subject or the object of a relative sentence:

El hombre que vino ayer – The man who came yesterday (subject)

El hombre que conocí ayer – The man whom I met yesterday (object)

El terremoto que hubo ayer – The earthquake that happened yesterday (subject)

El libro que perdí ayer – The book that I lost yesterday. (object)

Note that, while in English you can often miss out the relative pronoun in a sentence, in Spanish you must always include it:

El hombre que conocí ayer – The man (that) I met yesterday

Sometimes you can use the pronoun **quien** (or **quienes**) instead of **que**. However, in order to avoid confusion you might always want to use **que** instead of **quien**, unless the relative refers to a person (**quienes** if it's more than one) and follows a preposition.

El hombre **que** conocí ayer

El hombre **con quien** hablé ayer

El hombre **a quien** conocí ayer

El hombre **de quien** te hablé ayer

El hombre **para quien** trabajo

EL hombre **con quien** trabajo

El hombre **por quien** abandoné a mi marido

When the relative refers to a thing rather than a person and it follows a preposition, **que** must be used: El boli **con que** firmé.

In English, although it is actually incorrect, it is quite common to end a relative sentence with a preposition:

The man that I told you about

The pen I signed with

The woman I work for
The things I'm thinking of

In Spanish you can never do this. It is wrong and it sounds awful!!!

The man **(that)** I told you **about** – El hombre **de quien** te hablé

The pen **(that)** I signed **with** – El boli **con el que** firmé

The woman **(who)** I work **for** – La mujer **para quien** trabajo

The things **(that)** I'm thinking **of** – Las cosas **en (las) que** estoy pensando

When the relative refers to an abstract idea, use **lo que** instead:

Todavía no sé **lo que** quiero – I still don't know what I want

Lo que dices es increíble – what you say is incredible

Whose is **cuyo** in Spanish, and it has a feminine form (*cuya*) and a plural form (*cuyos*, *cuyas*). It must agree with the thing being owned, not the owner:

El niño, **cuya** madre llegó tarde, estaba triste – The boy, **whose** mum was late, was sad.

La niña, **cuyo** padre llegó tarde, estaba triste – The girl, **whose** dad was late, was sad.

PRACTICA:

A. Re write the sentences using a relative adjective or pronoun. Use the English translation to help you.

1. La señora es anciana. La señora compró una casa. The lady, who is old, bought a house.
2. Tienes el reloj. El reloj es mío. The watch that you have is mine.
3. Tengo el libro. Quieres el libro. I have the book that you want.
4. Escribo con una pluma. La pluma es roja. The pen with which I am writing is red.
5. Ella cantaba una canción. La canción es de Madonna. The song that she was singing is by Madonna.

B. Choose the correct relative pronoun, "que" or "quien".

6. La chica de _____ hablas no está.
7. El coche en el _____ estoy pensando es nuevo.
8. La señorita en _____ estoy pensando es guapa.
9. Ella es la mujer con _____ trabajo.
10. La pluma de la _____ hablas es negra.

C. Fill in the gaps with a relative pronoun or adjective:

11. Las mesas, _____ son de plástico, son feas. The tables, which are made of plastic, are ugly.
12. _____ quieres no existe. What you want does not exist.
13. El hombre _____ tiene dos hijos trabaja mucho. The man who has two children works a lot.
14. _____ estoy leyendo es voluminoso. The one (book) that I'm reading is long.
15. _____ cantaba es de Prince. The one (song) that she was singing is by Prince.

D. Complete the sentences with the right form of "cuyo".

16. Sara, _____ padres son viejos, es una buena amiga.
17. Los hermanos, _____ hermana es pianista, están en España.
18. Las chicas, _____ maestra es joven, estudian mucho.
19. Es un músico _____ fama es mundial.
20. ¿Son ellos los niños _____ padre es el dueño de la tienda?

11. POSSESSIVE ADJECTIVES AND PRONOUNS

Possessive adjectives and pronouns are used to show ownership. They are the equivalents to “my” or “mine”.

POSSESSIVE ADJECTIVES

Possessive adjectives precede a noun, and they must agree in with that noun. All of them have plural forms, and two of them also have feminine forms:

mi(s) – my

tu(s) – your (singular)

su(s) – his, her

nuestro/a(s) – our

vuestro/a(s) – your (plural)

su(s) – their

Ejemplos:

mi amigo – my friend

mis amigas – my (female) friends

tu amigo – your friend

sus amigas – his/her friends

nuestros amigos – our friends

vuestras amigas – your (female) friends

sus amigos – their friends

POSSESSIVE PRONOUNS

Possessive pronouns do not accompany a noun, they replace it:

mi libro – my book (adjective)

el mío – mine (pronoun)

The possessive pronouns in Spanish are:

mío – mine

tuyo – yours

suyo – his / hers

nuestro – ours

vuestro – yours

suyo – theirs

Each of these has a masculine singular, feminine singular, masculine plural and feminine plural form, as they have to agree in gender and number with the noun they replace:

mío, mía, míos, mías

Additionally, possessive pronouns are often preceded by the definite article:

el mío, la mía, los míos, las mías.

PRACTICA

Possessive adjectives:

A. Translate:

1. your (singular) classes
2. your (plural) telephone
3. his daughter
4. her children
5. our house
6. your (singular) car
7. their mirrors
8. my table

B. Write the correct word in order to form a logical response.

9. ¿Qué hace _____ marido? - What does your husband do?
10. ¿Es bonita _____ casa? Is his house beautiful?
11. ¿Dónde está _____ hija? - Where is her daughter?
12. ¿Cómo están _____ padres? - How are your parents?
13. ¿Cuántos años tiene _____ hermana? - How old is his sister?
14. ¿Dónde están _____ vecinos? - Where are our neighbors?
15. ¿Cuándo abrirán los niños _____ regalos? - When will the kids open their gifts?
16. ¿Necesitan ustedes _____ libros? - Do you-all need my books?

C. Translate, then replace with a possessive adjective:

example: Ana's idea – La idea de Ana – su idea (her idea)

17. Juan's book
18. My mum's sister
19. Marta's pen
20. My parents' wedding

Possessive pronouns:

A. Translate:

1. mine (el cuaderno)= el mío
2. yours (las clases)
3. yours (el teléfono)
4. his (la casa)
5. hers (los hijos)
6. ours (la mesa)
7. yours (el horario)
8. theirs (los libros)
9. mine (la corbata)
10. hers (el libro)
11. hers (las cartas)
12. hers (la carta)
13. theirs (las cartas)

B. Translate into English:

1. ¿Me prestas tu bolígrafo? No encuentro el mío
2. Tus padres no son tan estrictos como los míos.
3. Me encanta tu casa, pero me gusta más la mía.
4. Los míos están delante, los tuyos detrás. Y los suyos no sé dónde ponerlos.
5. ¿Ese cuaderno es el mío?
6. No es el tuyo, es el mío.
7. Si tu familia está de vacaciones puedes venir a cenar con la mía.
8. No creo que su proyecto sea tan impactante como el nuestro.
9. Espero que mis hijos sean más educados que los tuyos.
10. Si juntamos los tuyos y los míos al final tendremos veinte y todavía faltan los suyos.

12. DEMONSTRATIVE ADJECTIVES AND PRONOUNS

Remember the difference between an adjective and a pronoun:

- An adjective modifies (describes) a noun
- A pronoun replaces a noun

Demonstrative adjectives and pronouns are “this” and “that” in English. In Spanish, however, there are three demonstrative adjectives and pronouns (with masculine, feminine, singular and plural forms) instead of two: **este** (this), **ese** (that) and **aquel** (that one over there).

The three words above (**este**, **ese**, **aquel**) are demonstrative adjectives. The demonstrative pronouns are exactly the same, but they always have a written accent: **éste**, **ése**, **aqué**l.

As mentioned above, each of the three demonstrative pronouns and adjectives change gender and number to agree with the noun they describe or replace:

ADJECTIVES

este, esta, estos, estas

ese, esa, esos, esas

aquel, aquella, aquellos, aquellas

PRONOUNS

éste, ésta, éstos, éstas

ése, ésa, esos, esas

aquél, **aqué**lla, **aqué**llos, **aqué**llas

Each demonstrative pronoun has a neutre form: it can be used to replace both masculine and feminine nouns, and they are used to replace ideas or unknown objects:

¿Qué es **esto**? – What is this?

Eso es una tontería – That is just silly

¿Ves **aquello**? ¿Qué será? – Can you see that thing over there? What can it be?

The neutre form is always written without the accent.

AHORA PRACTICA

A. Fill in the gaps with the correct demonstrative adjective that corresponds to "this" or "these."

1. this pen: _____ bolígrafo
2. this notebook: _____ cuaderno
3. these girls: _____ muchachas
4. these flats: _____ pisos

B. Choose the correct demonstrative adjective that corresponds to "that" or "those."

5. those five women: _____ cinco mujeres
6. that place: _____ lugar
7. those buildings: _____ edificios
8. that pen: _____ boli

C. Choose the correct demonstrative adjective that corresponds to "that _____ over there" or "those _____ over there."

9. those houses over there: _____ casas
10. that lady over there: _____ señora
11. that tree over there: _____ árbol
12. those buildings over there: _____ edificios

D. Choose the correct demonstrative adjective or demonstrative pronoun.

13. Ese libro es mío, pero _____ es suyo. That book is mine, but that one over there is hers.
14. Estas revistas son las mías, pero _____ son las suyas. These magazines are mine, but those over there are his.
15. Este coche es mío, pero _____ es suyo. This car is mine, but that one is his.
16. Esta mesa es mía, pero _____ es suya. This table is mine, but that one is hers.
17. _____ revista es mía, pero ésa es suya. This magazine is mine, but that one is hers.
18. _____ libro es mío, pero ése es suyo. This book is mine, but that one is his.
19. ¡ _____ es absurdo! This is absurd!
20. _____ no me molesta. That doesn't bother me.

13. DIRECT OBJECT PRONOUNS

The direct object is the direct recipient of the action of the verb; it can be a person, an object or an idea:

I bought a house

I wrote a book

She saw me

I found a solution

It is easy to identify the direct object by asking the question “what” (or “whom”) is being affected by the subject’s action:

I bought a house: What did I buy? A house

I wrote a book: What did I write? A book

She saw me: Whom did she see? Me

I found a solution: What did I find? A solution

Sometimes the direct object is replaced by a pronoun to avoid repetition:

I bought a house, I re-decorated the house and I sold the house: I bought a house, I re-decorated it and I sold it.

In Spanish we use the following direct object pronouns:

me (me)

te (you)

lo, la (him, her)

nos (us)

os (you all)

los, las (them) (les is accepted instead of los)

The direct object pronoun in Spanish always precedes the verb:

me vio – she saw me

te amo – I love you

la perdí – I lost it

nos engañó – he fooled us

os odio – I hate you!

no los aguanto – I can’t stand them

N.B – The direct object pronouns “lo”, “la”, “los” and “las” agree in gender and number with the object, person or idea that they replace, not with the subject of the sentence:

Juan tiene el cuaderno – Juan lo tiene / María tiene el cuaderno – María lo tiene

Juan tiene la pluma – Juan la tiene / María tiene la pluma – María la tiene

In a negative sentence with one verb, the direct object pronoun is placed between the negative word and the conjugated verb:

Los compras. - No los compras.

Guadalupe siempre lo estudia. - Guadalupe nunca lo estudia.

Ellos nos conocen. - Ellos no nos conocen.

In sentences that include a conjugated verb and another verb in either the infinitive or the gerund form, the direct object pronoun can go before the conjugated verb or attached to the end of the infinitive / gerund:

Quiero visitarla – La quiero visitar

Voy a hacerlo – Lo voy a hacer

Me está ayudando – Está ayudándome

Os están viendo – Están viéndoos

PRACTICA:

A. Complete the sentences with the correct pronoun (me, te, lo/la, nos, os, los/las).

1. They want the book: _____ quieren.
2. I know them: _____ conozco.
3. Juan knows me: _____ conoce.
4. You don't love me: No _____ amas.
5. You-all drink my wine: _____ bebéis.
6. He buys the magazines: _____ compra.
7. They see Maria at the weekend: _____ ven los fines de semana.
8. I don't have the pencil: No _____ tengo.
9. You-all want the house: Todos _____ queréis.
10. I love you: _____ amo.

B. Answer the following questions. The answer will substitute a pronoun for the direct object noun.

1. ¿Dónde compra Pablo los libros? _____ compra en la librería.
2. ¿Conoces a Carla? Sí, _____ conozco.
3. ¿Ves concursos en la tele? Sí, _____ veo.
4. ¿Dónde estudiaste español? _____ estudié en Alicante.
5. ¿Comprenden ustedes esta lección? Sí, _____ comprendemos.

C. Re-write the sentences substituting a pronoun for the direct object. For each sentence there are two possible answers, as shown by the example.

Ejemplo: No puedo entender tu argumento: *No puedo entenderlo / No lo puedo entender*

1. Quiero ver la nueva película de Batman:
2. ¿Quieres comprar mi casa?
3. María debe visitar a sus abuelos más a menudo.
4. ¿Puedo invitar a mi novio?
5. No quiero hacer eso.

14. INDIRECT OBJECT PRONOUNS

The **indirect object** of a sentence is the recipient of the direct object. Every sentence must contain a verb. Many verbs have a direct object. However, not every sentence that has a direct object has an indirect object:

Paula passed **the parcel**. (The direct object is the parcel. The parcel has no recipient in this sentence, therefore, there is no indirect object.)

Paula passed her father **the parcel**. (The indirect object -i.e., the recipient of the parcel- is her father.)

As it is the case with the direct object, the indirect object is sometimes replaced with one of the following pronouns:

me (me)

te (you)

le (him, her)

nos (us)

os (you all)

les (them)

The indirect object pronoun comes immediately before the conjugated verb in a sentence:

Compré una casa a mi padre – **Le** compré una casa.

Escribí una carta de amor a mi novia – **Le** escribí una carta de amor.

Me dio muy malas noticias.

Very often, just to add emphasis, we actually say the direct object even when it has been replaced by a pronoun:

Le compré una casa **a mi padre**.

Le escribí una carta de amor **a mi novia**.

Me dio muy malas noticias **a mí**.

In sentences that include a conjugated verb and another verb in the either infinitive or a gerund form, the indirect object pronoun can go before the conjugated verb or attached to the end of the infinitive / gerund:

Quiero comprar**le** una casa – **Le** quiero comprar una casa

Voy a dar**le** un regalo – **Le** voy a dar un regalo

Me está contando la historia – Está contánd**ome** la historia

Os están diciendo mentiras – Están diciéndo**os** mentiras

PRACTICA:

A. Underline the direct object and circle the indirect object.

1. He gave her the ring.
2. He sang them a song.
3. Give the dog a bone.
4. Tell my friend some jokes.

B. Choose the correct pronoun.

1. Juan compra flores para su novia: Juan _____ compra flores.
2. El camarero da el menú a los chicos: El camarero _____ da el menú.
3. Ellos dan una propina a mí: Ellos _____ dan una propina.
4. Compro el libro para ti: _____ compro el libro.

C. Translate the phrases. Ejemplo: she gives him... (dar): ella le da...

1. we give them... (dar):
2. she gives us... (dar):
3. they (masculine) give us... (dar):
4. you-all (formal) give me... (dar):
5. Sara buys me... (comprar):

D. Change the following sentences so that they are negative, and replace the IO noun with the correct IO pronoun.

Ejemplo: Compro el libro para Juan: No le compro el libro.

1. Escribo una carta a mi novio: _____ una carta.
2. El camarero da la cuenta a Juan: El camarero _____ la cuenta.
3. Rosana mandó una postal a nosotros: Rosana _____ una postal.
4. Traigo el libro a Susana: _____ el libro.
5. Ustedes dan los abrigos a nosotros: Ustedes _____ los abrigos.

E. Translate the following sentences. Remember, there will be two different possibilities, as shown by the example:

Ejemplo: I don't have to sell her the car: *No tengo que venderle el coche / No le tengo que vender el coche.*

1. I don't have to tell you anything.
2. I could never buy myself the car. (Use the normal rules, it's easier that it looks)
3. They don't want to sell you the house. (use the tú form)
4. We should rent them the apartment.

15. DIRECT AND INDIRECT PRONOUNS USED TOGETHER

When you have a direct and an indirect pronoun in the same sentence, the indirect object pronoun always comes first:

Me la dio – He gave it to me

Te lo conté – I told (it) to you

Se la compré – I bought it for her

Whenever both pronouns start with “l”, change the first one to “se”:

le lo – se lo le la – se la le los – se los le las – se las

les lo – se lo les la – se la les los - se los les las – se las

The reason for this change is simply that it is easier to say (and it sounds better).

In sentences that include a conjugated verb and another verb in the either infinitive or a gerund form, the pronouns can go both before the conjugated verb or both attached to the end of the infinitive / gerund:

Quiero decír**selo** – **Se lo** quiero decir

Estoy contándos**elo** – **Se lo** estoy contando

AHORA PRACTICA:

A. Fill in the blanks with the appropriate direct or indirect object pronoun.

N.B. Unless otherwise noted with (f), "it" and "them" are masculine, and "you" refers to the familiar form (tú).

1. He gives it to me. Él _____ lo da.
2. They give them to me. Ellos me _____ dan.
3. We give them (f) to you. Nosotros _____ las damos.
4. I tell it to you. Yo te _____ digo.
5. They give it to you. Ellas te _____ dan.
6. They write it (f) to you. Ellos _____ la escriben.
7. He buys them for you. Él te _____ compra.

B. Fill in the blanks with the appropriate pronouns. Don't forget to change the first pronoun to "se" when necessary.

Unless otherwise noted with (f), "it" and "them" are masculine, and "you" refers to the familiar form (tú).

1. He sings it (f) to her: Él _____ _____ canta.
2. We sing it (f) to you: Nosotros _____ _____ cantamos.
3. We tell it to them: Nosotros _____ _____ decimos.
4. I tell it to them: Yo _____ _____ digo.
5. She buys them for you: Ella _____ _____ compra.
6. She cooks it (f) for him: Ella _____ _____ cocina.
7. We cook it (f) for him: Nosotros _____ _____ cocinamos.

C. Fill in the blanks with the appropriate pronouns. Don't forget to change the first pronoun to 'se' when necessary.

Unless otherwise noted with (f), "it" and "them" are masculine, and "you" refers to the familiar form (tú).

Ejemplo: I should bring it to them: *Debo traérselo.* / *Se lo debo traer.*

1. They should buy them (f) for you:
2. We have to sell it to her:
3. You should send the letter to your family:
4. You have to tell it to her:

16. APOCOPATION:

There are a few adjectives in Spanish that are shortened sometimes when they appear before nouns. We call this “apocopation”.

The most common of these by far is **uno**, the number "one," "a" or "an." As you know, it is shortened to **un** when it comes before a singular masculine noun: *un chico* ("a boy") but *una chica* ("a girl").

Here are seven other adjectives, all (apart from “postrero”) are quite common, that are shortened when they precede a **singular masculine noun**, as in these examples:

- **alguno** ("some"): *algún lugar* ("some place")
- **bueno** ("good"): *el buen samaritano* ("the good Samaritan")
- **malo** ("bad"): *este mal hombre* ("this bad man")
- **ninguno** ("no," "not one"): *ningún perro* ("no dog")
- **postrero** ("last"): *mi postrer adiós* ("my last goodbye")
- **primero** ("first"): *primer encuentro* ("first encounter")
- **tercero** ("third"): *Tercer Mundo* ("Third World")

Note that the adjectives above are not shortened when they precede feminine or plural nouns: *algunos libros* ("some books"), *tercera mujer* ("third wife").

A few other adjectives are apocopated under other circumstances:

Grande: The singular *grande* is shortened to *gran* before a noun in both the masculine and feminine. In that position, it usually means "great", rather than “big” or “large”: *un gran momento* ("a great moment"), *la gran explosión* ("the great explosion"), Gran Bretaña (Great Britain).

Cualquiera: When used as an adjective, *cualquiera* ("any" in the sense of "whatever") drops the *-a* before a noun: *cualquier persona* ("any person"), *cualquier nivel* ("whatever level").

Ciento: The word for "one hundred" is shortened before a noun or when used on its own: *cien dólares* ("100 dollars"), *cien millones* ("100 million"). But it is not shortened within a number: *ciento doce*, ("112").

Santo: The title for a saint is shortened before the names of most males: *San Diego* ("St. James"), *San Francisco* ("St. Francis"). But the long form is retained if the following name begins with *Do-* or *To-*: *Santo Domingo* ("St. Dominic"), *Santo Tomás* ("St. Thomas").

PRACTICA:

A. Some of the following sentences are correct, some contain mistakes. Correct the mistakes.

1. Tengo uno hermano y una hermana.
2. Algunas personas no valoran lo que tienen.
3. Hoy hace un bueno día.
4. Hoy hace un día bueno.
5. Este verano voy a ir a Grande Bretaña a aprender inglés.
6. Mariola vive en el tercero piso.
7. Mariola vive en la tercera planta.
8. Juan acabó la competición el primero, por lo tanto está en primera posición. En segundo lugar llegó Carlos, y en tercero lugar Félix.
9. Él era un malo hombre y ella una mala mujer. Tuvieron un malo matrimonio, una mala vida y una mala muerte. Fue un malo final para una mala historia.
10. Los habitantes del primero mundo no ayudamos suficiente a los del tercero mundo.
11. ¿Sabes alguno bueno chiste?
12. ¿Sabes alguna buena historia de miedo?
13. En California hay ciudades que se llaman Santo Diego y Santo Francisco, y en la República Dominicana está Santo Domingo.
14. Creo que Beyoncé tiene una voz impresionante y por eso es una grande cantante.
15. En el cine había sólo cientos personas ayer.
16. En 2012 se celebraron los Juegos Olímpicos en Londres por tercera vez.
17. No tengo ninguno interés en las telenovelas.
18. Ha podido formar buenas amistades en muchos países.
19. Cualquiera persona sabe que es español es fácil.
20. ¿Crees que el árabe es un bueno idioma para estudiar?

PART 2 – VERBS

17. SER Y ESTAR

One of the biggest difficulties when learning Spanish is the get your head around the uses of the verbs **ser** and **estar**. They both translate as **to be**, but their use is not interchangeable.

Look at the typical example:

La manzana **es** verde – The apple is green (it is a green apple)

La manzana **está** verde – The apple is green (unripe)

This example illustrates the main uses of the two verbs: use **ser** (**es** verde) to talk about **essential characteristics** or **permanent characteristics** of a noun (like the colour or type of apple) and **estar** (**está** verde) to talk about **conditions** or **temporary states** (it is unripe now, but it won't be in a few days). Use **ser** to say **what** something is. Use **estar** to say **how** something is:

es tranquilo – he is naturally quiet

está tranquilo – he is quiet at the moment

Both verbs are irregular in most tenses and the only way to conjugate them correctly is by memorising them.

USE SER

- to talk about permanent, inherent or essential qualities: Rusia es enorme
- to express the time, day and date: es la una, es lunes, es veintino de enero
- to talk about the place of origin: es de España, soy de Marruecos
- to talk about your job or occupation: soy profesor, somos payasos
- to express nationality: son franceses, somos españolas
- to express what material something is made of: Pinocho es de madera
- to express possession: es mío
- to express the relationship between people: es mi tía
- to express religious or political affiliation: soy comunista
- to say where an event is taking place: la reunión es en el ayuntamiento
- in impersonal expressions: es importante entender esto

USE ESTAR

- to talk about location (both permanent and temporary): Francia está en Europa, Miguel está en Francia
- to express a state or a condition: estoy enfermo, la comida está fría, estoy sordo
- with progressive (continuous) tenses: estoy trabajando, no estás escuchando
- with some idiomatic expressions: estoy de acuerdo, estoy de pie, está vivo (and, bizarrely) está muerto.

When the verb to be in English is followed by a noun, in Spanish we always use **ser**:
es domingo, **es** carpintero, **es** (mucho) dinero

When the verb to be is followed by an adjective, use **ser** to talk about an essential or permanent characteristic, and **estar** for a temporary condition:

El gazacho es frío

La sopa está fría

Sometimes both can be used, but the meaning of the sentence is altered:

Es muy alto – He is very tall

Está muy alto – He is very tall (for his age)

Es muy guapo – He is good looking

Está muy guapo – He is looking good (today, because of his clothes, or his hair or his particular look)

Es muy viejo – He is very old

Está muy viejo – He is looking old

Es listo – He is clever

Está listo – He is ready

AHORA PRACTICA:

A. Choose the correct translation.

1. She is bored: Ella es aburrida / Ella está aburrida.
2. He is boring: Él es aburrido / Él está aburrido.
3. She is happy. (personality): Ella es alegre / Ella está alegre.
4. She is happy. (mood): Ella es alegre / Ella está alegre.
5. They are tired: Ellos son cansados / Ellos están cansados.
6. They are tiresome: Ellos son cansados / Ellos están cansados.
7. The boys are big: Los chicos son grandes / Los chicos están grandes.
8. The boys are big for their age: Los chicos son grandes / Los chicos están grandes.
9. Maria is amusing: María es divertida / María está divertida.
10. Paco is lively: Paco es vivo / Paco está vivo.
11. Diego is alive: Diego es vivo / Diego está vivo.
12. My sister is very quiet: Mi hermana es muy callada / Mi hermana está muy callada.
13. My sister is being very quiet: Mi hermana es muy callada / Mi hermana está muy callada.
14. The apple is unripe: La manzana es verde / La manzana está verde.
15. The apple is green (color): La manzana es verde / La manzana está verde.

B. Fill in the gaps with the correct form of ser or estar.

1. Andrea _____ en la universidad.
2. El señor Maduro _____ comunista.
3. Mi marido _____ enfermo. (hoy)
4. ¡Ana siempre _____ de pie en clase!.
5. Ella tiene razón. Yo siempre _____ de acuerdo con ella.
6. _____ las dos y media.
7. Hoy _____ domingo.
8. Él _____ de México.
9. _____ médico.
10. Ella _____ argentina.
11. Mis padres _____ católicos.
12. La fiesta _____ en la casa de María.

18. CONJUGATING VERBS:

In Spanish, there are three categories of verbs. The category is determined by the last two letters of the infinitive. The infinitive is the “to” form of the verb, (to speak, to eat, to live, etc; it is the form you find in the dictionary). In Spanish, all infinitives end in one of three possible endings: -ar, -er, or -ir:

-ar verbs
hablar (to speak)

-er verbs
comer (to eat)

-ir verbs
vivir (to live)

Spanish infinitives are divided into two parts: the **ending** and the **stem** (also called radical). The ending is the last two letters (-ar, -er, or -ir). The stem is everything that's left after you remove the ending.

habl + ar = hablar

com + er = comer

viv + ir = vivir

To conjugate a verb means to change the ending of the infinitive so that it agrees with the different possible subjects; this happens in English as well, but it is an awful lot more common and more complicated in Spanish:

to speak

I speak

you speak

he speaks

she speaks

we speak

you-all speak

they speak

Before you can conjugate verbs in Spanish, you must memorize the following subject pronouns in this order:

yo (I)

tú (you - informal)

él (he) / ella (she) / usted (you - formal)

nosotros/nosotras (we)

vosotros/vosotras (you-all - informal)

ellos/ellas (they) / ustedes (you-all formal)

(You might find the following mnemonic useful: If **you're** happy **wiggle** your **tictacs**)

Some verbs are **regular**, which means they are conjugated **following** a certain **pattern**. Other verbs (unfortunately some of the most commonly used) are **irregular**, which means that **they don't follow the pattern**, and you will have to learn them separately. Verbs can

be regular in one tense and irregular in other tenses. In fact, some tenses, such as the Future Simple or the Imperfect have very few irregular verbs.

19. PRESENT TENSE

We use the present tense in Spanish in two main contexts:

- to talk about what is happening at the time of speaking: “Ahora hablo yo”
- to talk about events which happen regularly: “Los lunes visito a mis abuelos”

19 a. REGULAR VERBS

Many Spanish verbs are completely regular, meaning that they follow a specific pattern of conjugation.

In order to conjugate regular verbs in the present tense, follow these two simple steps:
drop the “ar”, “er” or “ir” endings off the infinitive
replace with the following endings:

	AR	ER	IR
Yo (I)	o	o	o
Tú (you)	as	es	es
Él/ella (he/she)	a	e	e
Nosotros (we)	amos	emos	imos
Vosotros (you)	áis	éis	ís
Ellos (they)	an	en	en

N.B. – It is important to remember the accents in verb endings, as missing them could change the meaning of the verb

Ejemplos:

to work – trabajar

you work – trabajar > trabaj- > trabajas

to eat – comer

I eat – comer > com- > como

to live – vivir

we live – vivir > viv- > vivimos

In Spanish the subject pronouns are not always required. This is because the verb endings already indicate who is performing the action.

Hablo español. (Yo is not necessary.) I speak Spanish.

Comemos carne. (Nosotros is not necessary.) We eat meat.

Vives en México. (Tú is not necessary.) You live in Mexico.

Sometimes, however, they are used for emphasis or for clarification purposes.

AHORA PRACTICA:

a. Choose the correct translation.

1. bebo: I drink / you drink
2. bebemos: you-all drink / we drink
3. crees: I believe / you believe
4. creéis: you-all believe / we believe

b. Translate:

- | | |
|--------------------------|-------------------------|
| 1. you talk (hablar) | 4. we drink (beber) |
| 2. you-all talk (hablar) | 5. you live (vivir) |
| 3. I drink (beber) | 6. you-all live (vivir) |

c. Write the correct ending (use hablar, comer, vivir). Then translate them into English.

- | | |
|------------------------|-------------------------|
| 1. nosotros/as habl___ | 7. ustedes viv___ |
| 2. ustedes habl___ | 8. él/ella habl ___ |
| 3. yo com___ | 9. ellos/ellas habl ___ |
| 4. usted com ___ | 10. tú com ___ |
| 5. usted viv___ | 11. ellos/ellas com ___ |
| 6. nosotros/as viv___ | 12. tú viv ___ |

d. Translate into Spanish:

- | | |
|------------------|--------------------------|
| 1. we rent | 12. I read |
| 2. you-all spend | 13. we sell |
| 3. she wears | 14. you-all break |
| 4. I ask | 15. you (formal) promise |
| 5. they forget | 16. you-all (formal) eat |
| 6. you speak | 17. she believes |
| 7. they wash | 18. I open |
| 8. I return | 19. we cover |
| 9. he pays | 20. they decide |
| 10. you win | 21. he unites |
| 11. he signs | 22. you omit |

N.B. - All verbs in this activity are regular ar, er or ir verbs. You can find the infinitives for all of them on the previous page. Alternatively, use the dictionary to find the infinitive of the verbs, and apply the patterns we have seen.

19b. PRESENT TENSE: IRREGULAR VERBS

Unfortunately, some of the most common verbs in Spanish are irregular, which means that they don't follow the regular patterns learnt in the previous section and you will have to learn them separately:

SUJETO	ESTAR (to be)	SER (to be)	TENER (to have)	VENIR (to come)	DAR (to give)	IR (to go)
yo	estoy	soy	tengo	vengo	doy	voy
tú	estás	eres	tienes	vienes	das	vas
él / ella	está	es	tiene	viene	da	va
nosotros	estamos	somos	tenemos	venimos	damos	vamos
vosotros	estáis	sois	tenéis	venís	dais	vais
ellos	están	son	tienen	vienen	dan	van

The following verbs are irregular in the present tense in the first person only:

caer (to fall): **yo caigo**

traer (to bring): **yo traigo**

caber (to fit): **yo quepo**

hacer (to do, make): **yo hago**

poner (to put, place): **yo pongo**

saber (to know something): **yo sé**

salir (to leave): **yo salgo**

valer (to be worth): **yo valgo**

ver (to see): **yo veo**

Some verbs require spelling changes in certain forms:

- Verbs that end in -ger and -gir change the g to j in the yo form:
coger – cojo
dirigir – dirijo
- Verbs that end in -guir change the gu to g in the yo form:
perseguir – persigo
conseguir – consigo
- Verbs that end in a consonant + -cer or -cir change the c to z in the yo form:
convencer – convenzo
ejercer – ejerzo
- Verbs that end in a vowel + -cer or -cir add z before the c in the yo form:
conducir – conduzco
aparecer – aparezco
- Verbs that end in -uir (not guir) add y before o, e, and a:
atribuir – atribuyo
huir - huyo

PRACTICA:

a. Fill in the gaps with the right form of "estar", "ir" or "dar":

1. dar: Elena _____ el dinero a su amiga.
2. ir: Yo _____ en tren.
3. estar: Tú y yo _____ en la clase.
4. ir: Los chicos _____ a la playa.
5. ir: ¿Cómo _____ tú a la fiesta?
6. ir: Juan Carlos nunca _____ en tren.
7. dar: Yo _____ una fiesta mañana.
8. dar: El profesor _____ muchos deberes.
9. ir: ¿Adónde _____ tú?
10. ir: Yo _____ al club.
11. ir: ¿Adónde _____ ustedes?
12. ir: Nosotros _____ a la playa.

b. Write the correct form of "tener" or "venir)

- | | |
|----------------------------------|---------------------------------------|
| 13. (yo) _____ dos hermanos. | 17. (tú) _____ de vacaciones conmigo. |
| 14. (él) _____ poco pelo. | 18. (Ud.) _____ en taxi. |
| 15. (ella) _____ mucho dinero. | 19. (nosotros) _____ por la tarde. |
| 16. (Uds.) _____ mis calcetines. | 20. (ellos) _____ más tarde. |

c. All the following verbs forms are wrong: they have been conjugated following a regular pattern, but they are irregular. Correc the mistakes and then translate them into English.

- | | |
|-----------------|--------------------|
| 21. yo cao | 31. tú atribues |
| 22. yo dirigo | 32. ella hue |
| 23. yo sabo | 33. ellos huen |
| 24. yo vo | 34. ellos consigen |
| 25. yo pono | 35. tú vees |
| 26. yo haco | 36. yo predeco |
| 27. yo trao | 37. ella mantene |
| 28. yo salo | 38. yo preveno |
| 29. yo cabo | 39. deshaco |
| 30. yo convenco | 40. ellos contenen |

19 c. STEM-CHANGING VERBS (RADICAL CHANGING VERBS)

There is a very specific group of irregular verbs called stem-changing (or radical-changing) verbs. Differently from other irregular verbs, it is not the ending that changes when we conjugate them, but rather the stem. In the present tense, there are four groups of stem-changing verbs:

o:ue (this means that an **o** in the stem changes into **ue** when you conjugate them)

u:ue

e:ie

e:i

Ejemplos:

jugar: **j**uego, **jue**gas, **jue**ga, **jug**amos, **jug**áis, **jue**gan

contar: **c**uento, **c**uentas, **c**uenta, **cont**amos, **cont**áis, **c**uentan

perder: **p**ierdo, **p**ierdes, **p**ierde, **per**demos, **per**déis, **p**ierden

cerrar: **c**ierro, **ci**erras, **ci**erra, **cerr**amos, **cerr**áis, **ci**erran

Note that the radical of the nosotros and vosotros forms do not change.

- Here's a list of common **o** to **ue** stem-changing verbs:

almorzar – to have lunch

morir – to die

aprobar – to approve / to pass

mostrar – to show

demostrar – to prove

colgar – to hang

mover – to move

contar – to count / to tell

probar – to prove / to try

recordar – to remember

devolver – to return

resolver – to solve

volver – to return (to come back)

rogar – to beg

dormir – to sleep

sonar – to sound

encontrar – to find

soñar – to dream

envolver – to wrap

morder- to bite

volar – to fly

- Here's some **e** to **ie** stem changing verbs:

acertar – to guess

preferir – to prefer

encender – to turn on

advertir – to warn

entender – to understand

cerrar – to close, to shut

fregar – to wash (dishes)

comenzar – to start

confesar – to confess

mentir – to lie

consentir – to consent

negar – to deny

pensar – to think

defender – to defend

perder – to lose

empezar – to start, to begin

- Here's some e to i stem changing verbs:

decir – to say

impedir – to stop / to avoid

competir – to compete

medir – to measure

conseguir – to achieve

pedir – to ask for, to beg

corregir – to correct

perseguir – to pursue

reír – to laugh

despedir – to dismiss, to sack

repetir – to repeat

elegir – to choose, to elect

seguir – to follow

servir – to serve

sonreír – to smile

PRACTICA:

A. O-UE (or u-ue)

1. almorzar: Yo _____ en casa a las tres de la tarde.
2. recordar: Tú _____ todo lo que te dije.
3. poder: Carolina _____ ir a mi al cine conmigo esta tarde.
4. contar: ¿ _____ usted ovejas para dormirse?
5. llover: ¿ _____ mucho en Inglaterra?
6. jugar: Las chicas también _____ bien al fútbol
7. encontrar: ¿ _____ ustedes fácil la idea de conjugar verbos?

B. E-IE

1. preferir: ¿Qué _____ beber?
2. preferir: Yo _____ beber soda.
3. querer: Carolina no _____ café.
4. empezar: ¿A qué hora _____ la clase?
5. empezar: La clase _____ a las once.
6. cerrar: ¿A qué hora _____ usted la tienda?
7. entender: ¿ _____ tú el español?
8. entender: Sí. Yo lo _____.

C. E-I

1. servir: ¿Qué _____ el camarero?
2. competir: Atletas de todo el mundo _____ en las Olimpiadas.
3. corregir: Las profesoras _____ los exámenes muy rápidamente.
4. pedir: Nosotros _____ muchas cosas por internet.
5. decir: El profesor _____ que no trabajo suficiente.
6. decir: ¿Quién _____ que las chicas no saben jugar al fútbol?
7. medir: Pablo _____ un metro ochenta.
8. pedir: María nunca _____ ayuda.

19 d. REFLEXIVE VERBS

A verb is reflexive when the subject and the object of the verb are the same:

I wash **myself** (reflexive)

I wash **the car** (not reflexive)

I call **myself** Diego (reflexive)

I call **my mum** every evening (not reflexive)

I dress **myself** (reflexive)

I dress **my kids** in the school uniform) (not reflexive)

In Spanish, the pronoun **-se** is added to the infinitive of reflexive verbs:

llamarse

aburrirse

dormirse

The most common reflexive verb, or at least the one we all learn first is of course **llamarse**:

Me llamo Diego – I call **myself** Diego

When conjugating reflexive verbs, as well as changing the ending (and taking into account all other irregularities), you have to add a reflexive pronoun at the beginning of the verb:

me – myself

te – yourself

se – himself, herself, yourself formal

nos – ourselves

os – yourselves

se – themselves, yourselves formal

Ejemplos:

me llamo – I call myself

te lavas – you wash yourself

se despierta – he/she wakes (him/herself) up

nos levantamos – we lift ourselves (we get up)

os aburrís – you bore yourselves (you get bored)

se casan – they marry themselves (in this case, each other!)

Sometimes we make verbs reflexive to emphasise who is performing the action:

me como un bocata todos los días – I eat a sandwich every day.

Normally, reflexive pronouns precede the verb. However, when the sentence has two verbs (usually one of them is an infinitive) the reflexive pronoun can go before the conjugated verb or attached at the end of the infinitive:

María puede lavarse ahora / María **se** puede lavar ahora (María can wash herself now)

Acabo de acostarme / **Me** acabo de acostar (I have just gone to bed)

Some verbs change their meaning when turned reflexive:

aburrir – to bore	aburrirse – to get bored
acordar – to agree	acordarse – to remember
despedir – to fire	despedirse – to say goodbye
ir – to go	irse – to leave
negar – to deny	negarse – to refuse
parecer – to seem	parecerse – to look like
poner – to put	ponerse – to put on
probar – to try	probarse – to try on
quitar – to take away	quitarse – to take off (clothes)

Some verbs are always reflexive:

arrepentirse – to regret
atreverse a – to dare
darse cuenta de – to realise
quejarse – to complain
suicidarse – to commit suicide

PRACTICA:

A. Choose the correct translation.

1. I wash the car: *Lavo el coche / Me lavo el coche.*
2. I take a bath: *Me baño / Yo baño.*
3. Juan goes to bed at ten: *Juan se acuesta a las diez / Juan acuesta a las diez.*

B. Circle the right reflexive pronoun.

1. You take a shower: Tú **me te se nos os se** duchas.
2. Maria washes her hair: María **me te se nos os se** lava el pelo.
3. You-all wake up: *Ustedes me te se nos os se* despiertan.
4. We brush our teeth: Nosotros **me te se nos os se** cepillamos los dientes.
5. She gets dressed: Ella **me te se nos os se** viste.

C. Write the correct form of the verb.

1. María _____ el pelo. (lavarse)
2. Nos _____ (ducharse)
3. Ellos _____ los dientes. (cepillarse)
4. Yo _____ las piernas. (afeitarse)
5. Los niños _____. (dormirse - stem changing o:ue)
6. Las chicas _____ (vestirse - stem changing e:i)

D. Write the word or words necessary to form an equivalent sentence.

1. Nos preferimos lavar con champú: Preferimos _____ con champú.
2. Tú puedes dormirte: Te _____ dormir.
3. Juan se tiene que duchar: Juan _____ ducharse.
4. Nos tenemos que duchar esta noche: Nosotros _____ ducharnos esta noche.
5. Te puedes ir: Tú puedes _____ .
6. Me tengo que acostar: Tengo que _____ .

E. Change the verb ending to agree with the subject of the sentence.

1. Juan lee un libro antes de _____. (acostarse)
2. Leemos el periódico después de _____. (levantarse)
3. En vez de _____ , voy a estudiar español. (acostarse)
4. Después de _____. las botas, María entra el apartamento. (quitarse)
5. La familia cena después de _____. (sentarse)
6. Después de _____ , las chicas se miran en el espejo. (vestirse)

19 e. GUSTAR

"Gustar" is a particularly difficult verb to use in Spanish because using it requires use of the **indirect object pronouns**.

Me gusta el cuarto.

Nos gustan los libros.

In English, the following sentences are correct:

I like the room. (I – subject, like = verb, the room = direct object)

We like the books. (We = subject, like = verb, the books = direct object)

In English, it is correct to construct a sentence that has the subject "liking" a direct object. **In Spanish, this never occurs.** In Spanish, a different construction is used, as "gustar" should be translated as "to please" rather than "to like":

English: I like the room.

Spanish: The room pleases me.

English: We like the books.

Spanish: The books please us.

In English, the subject of the sentence is the person who likes (I, we) while in Spanish the subject of the sentence is the object that is liked (room, books).

The room pleases me.

Subject: The room

I like the room.

Subject: I

Finally notice that while the English sentence has a direct object, the Spanish sentence has an indirect object:

The room pleases me.

me = Indirect Object

I like the room.

room = Direct Object

Since the subject of the sentence must be either singular (book) or plural (books), the only forms of gustar you will normally use are "gusta" (he/she it pleases) and "gustan" (they please). In order to express who is doing the liking, you will use the **indirect object pronouns, rather than the verb endings**.

Me gusta(n) – I like

Te gusta(n) – you like

Le gusta(n) – he/she/you formal like

Nos gusta(n) – we like

Os gusta(n) – you like (plural)

Les gusta(n) – they like

Remember, gustar becomes either gusta or gustan, depending upon whether what is liked is singular or plural. It has nothing to do with which IO pronoun is used.

What is liked is singular - use gusta

What is liked is plural - use gustan

Here are some examples:

Singular

Plural

Me gusta la novela.

Me gustan las pipas.

Te gusta el inglés.

Te gustan los caramelos.

Le gusta la sopa.

Le gustan las cartas.

Nos gusta el hotel.

Nos gustan los hoteles.

Os gusta la comida.

Os gustan las comidas.

Les gusta el chocolate. Les gustan los relojes.

For purposes of clarification or emphasis, the sentence will often begin with a prepositional phrase that clarifies just who the IO pronoun refers to.

A él le gusta esa novela.

A Juan le gusta el francés.

A ella le gusta la natación.

A María le gusta la física.

A usted le gusta el dinero.

A Juan le gusta el ordenador.

A mí me gusta el café.

A nosotros no nos gusta la gramática.

PRACTICA:

a. Use the verb GUSTAR with the appropriate indirect object pronoun. Be as complete as possible.

Ejemplo: They like the class (the class is pleasing to them): *(A ellas) les gusta la clase*

1. Julio likes peanuts: _____ los cacahuetes.
2. We like the circus: _____ el circo.
3. I like to read: _____ leer.
4. Who likes balloons?: _____ los globos?
5. You like to see movies: _____ ver películas. (use "tú")
6. They like garlic: _____ el ajo.
7. My mother likes maths: _____ las matemáticas.
8. Nobody likes war: _____ la guerra.

b. Fill in the table.

Frases con gustar		
I like	me gusta(n)	a mí me gusta(n)
you like		
he likes		
John likes		
Anna likes		
we like		
my dad and I like		
my friends and I like		
both of us like		
me and my sister like		
you and I like		
you like		
both of you like		
your parents and you like		

your friends and you like		
you and your friends like		
they like		
my mum and dad like		
Harry and Meghan like		
dogs like		
cats don't like		
people like		
Spaniards like		
England likes		
young people like		
parents like		
some people like		
everybody likes		
nobody likes		
some people like		
Who likes...?		

c.

19 f. BACK TO FRONT VERBS

Gustar is not the only verb that works “back to front”. Here is a list of verbs that operate in the same manner:

aburrir to bore (“Me aburren las películas de guerra”)

fascinar to fascinate (“A mi padre le fascinan los idiomas extranjeros”)

bastar to be sufficient (“Creo que me basta un par de horas para acabar”)

importar to be important to, to matter (“No me importa tu opinión”)

caer bien (mal) to like (or dislike) a person (“A Eva no le cae bien mi prima”)

interesar to be interesting to (“No me interesan los cotilleos”)

dar asco to disgust (“A mucha gente le dan asco las ostras”)

molestar to annoy (“Me molesta tu actitud”)

disgustar to upset (“A los padres de Juan les disgusta su falta de esfuerzo”)

parecer to appear to be (“Me parece perfecto”)

doler (o:ue) to hurt (“Me duelen las muelas”)

picar to itch (“Me pica la cabeza”)

encantar to "love" something (“Me encantan las fresas”) (DO NOT USE THIS VERB TO DECLARE YOUR LOVE TO SOMEONE)

quedar to be left over, remain (“No me queda dinero”)

faltar to be lacking (“Quiero hacer una tarta pero me faltan huevos”)

volver (o:ue) loco to be crazy about (“Me vuelve loco el nuevo iPhone”)

PRACTICA:

a. Fill in the gaps with the correct form of “faltar” (including the Indirect Object pronoun), then translate into English:

1. A mí _____ el dinero para comprar el anillo.
2. A nosotros _____ el dinero para comprar comida y ropa.
3. A ella _____ cuatro dientes.
4. A Pedro _____ un botón de la camisa.

b. Fill in the gaps with the correct form of “disgustar” (including the Indirect Object pronoun), then translate into English.

1. A mí _____ la música moderna.
2. A los profes _____ los alumnos traviosos.
3. A mis padres _____ los programas de telerrealidad.
4. A ti _____ este libro.

c. Fill in the gaps with the correct form of “parecer” (including the Indirect Object pronoun), then translate into English.

1. A mí la película _____ genial.
2. A ellos los coches _____ baratos.
3. A nosotros la casa _____ cara.
4. A ti la ropa _____ fea.

d. Fill in the gaps with the correct form of “molestar” (including the Indirect Object pronoun), then translate into English.

1. A ellos el ruido _____ mucho.
2. A ella a veces las redes sociales _____ .
3. A él los anuncios _____ poco.
4. A mí _____ los borrachos en la calle.

20. PRETERITE

The preterite tense is one of the two main tenses we use to talk about the past. It is used in the following contexts:

- to refer to actions that occurred at a fixed point in time:
I called at 1:00 - **Llamé** a la una
- to refer to actions in the past that were performed a specific number of times:
I called you twice. - Te llamé dos veces.
- to refer to actions that occurred during a specific enclosed period of time:
He lived there for 5 years - Él vivió allí por cinco años.
- for actions that are part of a chain of events:
I bought a hat, sat down on a bench and fell asleep - Compré un sombrero, me senté en un banco y me dormí.
- for sudden changes of mood, feelings or opinions:
At that moment, I was not afraid - En ese momento, no tuve miedo.

The preterite is frequently associated with phrases that pinpoint a particular occasion or specific time frame:

ayer (yesterday)
ayer por la mañana (yesterday morning)
ayer por la tarde (yesterday afternoon)
anteayer (the day before yesterday)
anoche (last night)
desde el primer momento (from the first moment)
después (afterwards)
durante dos siglos (for two centuries)
el año pasado (last year)
el lunes por la noche (Monday night)
el mes pasado (last month)
el otro día (the other day)
en ese momento (at that moment)
entonces (then)
esta mañana (this morning)
esta tarde (this afternoon)
hace dos días, años (two days, years ago)
la semana pasada (last week)

If the action is in the past, and you can determine precisely when it occurred, or how many times it occurred, then you will use the preterite.

To conjugate regular **-ar**, **-er** and **-ir** verbs in the preterite, simply drop the ending of the infinitive and add one of the following:

AR	ER	IR
é	í	í
aste	iste	iste
ó	ió	ió
amos	imos	imos
asteis	isteis	isteis
aron	ieron	ieron

Notice that the **-er** and **-ir** endings are the same.

Here are all three regular preterite verb forms together:

H A B L A R	C O M E R	V I V I R
hablé	comí	viví
hablaste	comiste	viviste
habló	comió	vivió
hablamos	comimos	vivimos
hablasteis	comisteis	vivisteis
hablaron	comieron	vivieron

NOTE: *the nosotros forms for -ar and -ir verbs are the same in both preterite and present tenses: **hablamos, vivimos**.*

IRREGULAR VERBS

Unfortunately, a number of verbs are irregular in the preterite and you'll need to learn them separately. Some of the most common ones are:

SUJETO	SER	IR	HACER	TENER
yo (I)	fui	fui	hice	tuve
tú (you)	fuiste	fuiste	hiciste	tuviste
él / ella (he/she)	fue	fue	hizo	tuvo
nosotros (we)	fuimos	fuimos	hicimos	tuvimos
vosotros (you lot)	fuisteis	fuisteis	hicisteis	tuvisteis
ellos (they)	fueron	fueron	hicieron	tuvieron

It is not a mistake, SER and IR are the same in the preterite.

SUJETO	TRAER	DAR	DECIR	ESTAR
yo (I)	traje	di	dije	estuve
tú (you)	trajiste	diste	dijiste	estuviste
él / ella (he/she)	trajo	dio	dijo	estuvo
nosotros (we)	trajimos	dimos	dijimos	estuvimos
vosotros (you lot)	trajisteis	disteis	dijisteis	estuvisteis
ellos (they)	trajeron	dieron	dijeron	estuvieron

Atraer, detraer, distraer, extraer, maltraer, retraer, sustraer are all conjugated like "traer"

Verbs that end in "ucir" are conjugated as follows:

conduje
condujiste
condujo
condujimos
condujisteis
condujeron

Verbs that follow this pattern include conducir, deducir, inducir, introducir, reducir, traducir.

A number of verbs that are irregular in the preterite follow a particular pattern. While their stems change, they all take the following endings:

-e
-iste
-o
-imos
-isteis
-ieron

Here are the verbs, along with their corresponding stem changes:

INFINITIVE	STEM CHANGE
andar	anduv
estar	estuv
tener	tuv
caber	cup
haber	hub
poder	pud
poner	pus
saber	sup
hacer	hic
querer	quis
venir	vin-

Here are two examples of how this pattern is applied:

ESTAR (ESTUV-)	SABER (SUP-)
estuve	supe
estuviste	supiste
estuvo	supo
estuvimos	supimos
estuvisteis	supisteis
estuvieron	supieron

STEM CHANGING VERBS IN THE PRETERITE:

-ar and -er verbs that change their stem in the present tense do not change in the preterite. They are conjugated just like other regular preterite verbs.

-ir verbs that change their stem in the present tense do change in the preterite, but in a different way. They change e:i and o:u in the **third person**, singular and plural:

Preferir: preferí, preferiste, **preferió**, preferimos, preferisteis, **preferieron**

Dormir: dormí, dormiste, **durmió**, dormimos, dormisteis, **durmieron**

SPELLING CHANGES:

In order to preserve the sound of the infinitive, a number of verbs change THEIR spelling in the preterite tense.

The following changes occur in the “yo” form only:

Verbs that end in **-gar** change **g** to **gu** (**jugar: jugué**)

Verbs that end in **-car** change **c** to **qu** (**buscar: busqué**)

Verbs that end in **-zar** change **z** to **c** (**empezar: empecé**)

Other “gar” verbs: colgar, jugar, llegar, pagar, plegar, regar, rogar, tragar, vagar.

Other “car” verbs: aparcar, buscar, clarificar, clasificar, destacar, empacar, justificar, practicar, sacar, tocar.

Other “zar” verbs: almorzar, autorizar, cazar, comenzar, cruzar, empezar, forzar, organizar, simbolizar, tropezarse.

For verbs that end in -aer, -eer, -oír, and -oer, the él/ella/usted forms use the ending “yó” (rather than ío) and the third person plural uses the ending “yeron” (rather than ieron). The remaining forms gain a written accent over the letter “i.”

creer

creí

creíste

creyó

creímos

creísteis

creyeron

(other verbs like this: caer, leer, oír, poseer, proveer, traer, atraer, distraer)

Verbs that end in -uir change in the same way, but the written accent over the letter “i” only occurs in the yo form:

huir: huí, huiste, huyó, huimos, huisteis, huyeron

(Other “uir” verbs: construir, contribuir, destruir, fluir, incluir, influir)

AHORA PRACTICA:

a. Fill in the gaps with the right form of the verb in brackets. Use only the preterite. N.B. – the verbs in italics are irregular.

1. Hace unos años mi familia y yo _____ a Cuba. (*ir*)
2. Mis padres _____ un sábado, pero yo _____ tres días más tarde.
(llegar, viajar)
3. Durante mis vacaciones _____ muchos monumentos históricos e _____ muchos deportes acuáticos, porque me encantan. (*visitar, hacer*)
4. Todos los días _____ en un restaurante diferente, donde _____ muchas comidas diferentes. Algunas _____ pero otras no. (cenar, probar, gustar).
5. Un día _____ un delfín en la playa (ver)
6. Durante las vacaciones _____ un libro de aventuras, pero no _____ mucho. (leer, gustar)
7. _____ a dar un paseo y _____ varias horas. (*ir, andar*)
8. Sin embargo, no _____ visitar La Habana. (*poder*)
9. Mi hermana no _____ comprar regalos para sus amigas (*querer*)
10. Había muchos pobres, y al final les _____ toda mi ropa. (dar)
11. Un par de noches _____ a la discoteca, pero no _____ mucho.
(*ir, bailar*)
12. Al final _____ mucho sobre la cultura cubana (aprender)
13. Cuando _____ a casa _____ jet lag durante dos días (volver, *tener*)
14. Una semana más tarde _____ mi trabajo y _____ volver a Cuba para instalarme allí (dejar, decidir)
15. _____ en una casa cerca de la capital, y allí _____ unos años, hasta que _____ a España hace unos meses. (instalarse, vivir, regresar)

21. IMPERFECT

The imperfect is, together with the preterite, one of the main two tenses that we use to refer to the past. It is used for past actions that are not seen as completed. Use of the imperfect tense implies that the past action did not have a definite beginning or a definite end (or we don't know it). We use it in the following contexts:

- for actions in the past that were repeated habitually.
 - Almorzábamos juntos todos los días** - We used to have lunch together every day.
 - Las señoras siempre charlaban por las mañanas** - The ladies would always chat in the mornings
- for actions in the past that "set the stage" for another action.
 - Yo leía cuando entró mi papá** - I was reading when my dad entered. (note that "entered" is preterite).
- to tell the time and to state one's age at some point in the past.
 - Eran las siete de la noche** - It was seven o'clock at night.
 - La niña tenía cinco años** - The little girl was five years old.
- for ongoing actions in the past
 - El teléfono sonaba sin parar** - The phone was ringing non-stop
 - La niña lloraba desconsolada** - The little girl kept crying
- to describe people, places and things in the past
 - Era alta y delgada, y tenía el pelo rubio** - She was tall and thin, and she had blond hair
 - Había aproximadamente 100 personas** - There were approximately 100 people.
- to talk about moods, feelings in the past:
 - Estaba muy enfadado** - I was really angry
 - Tenía un dolor de cabeza horrible** - I had a horrible headache

The imperfect is frequently associated with time phrases that describe the frequency of past actions.

a menudo often
a veces sometimes
cada día every day
cada año every year
con frecuencia frequently
de vez en cuando from time to time
en aquella época at that time
frecuentemente frequently
generalmente usually
muchas veces many times
mucho a lot
nunca never

por un rato for a while
siempre always
tantas veces so many times
todas las semanas every week
todos los días every day
todo el tiempo all the time
varias veces several times

In order to conjugate regular verbs in the imperfect, drop the **ar**, **er** or **ir** ending of the infinitive and add the following endings:

-ar verbs	-er verbs, -ir verbs
aba	ía
abas	ías
aba	ía
ábamos	íamos
abais	íais
aban	ían

Examples:

trabajar	vivir
trabajaba	vivía
trabajabas	vivías
trabajaba	vivía
trabajábamos	vivíamos
trabajabais	vivíais
trabajaban	vivían

Good news! Only three irregular verbs in the imperfect:

ser: era, eras, era, éramos, erais, eran

ir: iba, ibas, iba, íbamos, ibais, iban

ver: veía, veías, veía, veíamos, veíais, veían

AHORA PRACTICA:

a. Complete the following sentences using the right form of the imperfect for the verb in brackets; then translate into English.

1. Todos los días _____ a mi abuela. (yo, visitar):
2. _____ una camisa diferente todos los días (él, llevar).
3. Carmen _____ la cena cuando llamaron a la puerta (preparar).
4. Juan _____ cinco kilómetros casi todas las mañanas (correr).
5. Ella _____ al chico que conoció durante las vacaciones (amar).
6. Sus dientes _____ muchísimo (doler).
7. Ellos _____ agotados (estar).
8. Yo _____ eso (saber).
9. Ellos _____ más comida (querer).
10. Él _____ en aquel día (pensar).
11. La casa _____ una ruina (ser).
12. El cielo _____ despejado (estar).
13. La maleta _____ pesada (ser).
14. La fábrica _____ lleno de máquinas (estar).

21. PRETERITE VS IMPERFECT:

Spanish has two past tenses: preterite and imperfect. Most verbs can be put into either tense, depending upon the meaning.

- The **preterite** is used for **completed actions in the past**. Use of the preterite tense implies that the past action had a **definite beginning and definite end** (whether this is stated or not):

Eva **habló** de la una hasta las tres.

Eva spoke from one until three (clear beginning and end).

Eva **habló** una hora.

Eva spoke for one hour (clear beginning and end, even though they are not stated)

- The **imperfect** is used for **ongoing** and **regular** actions in the past that are **not** seen as **completed**. Use of the imperfect tense implies that the past action did not have a definite beginning or a definite end.

Las chicas **hablaban** en inglés.

The girls used to speak in English.

(no definite beginning or end)

The following time phrases are often used with the preterite:

ayer - yesterday

la semana pasada - last week

anoche - last night

el mes pasado - last month

el otro día - the other day

el año pasado - last year

entonces - then

hace dos días, años - two days, years ago

esta mañana - this morning

ayer por la mañana - yesterday morning

The following time phrases are often used with the imperfect:

a menudo - often

generalmente - usually

a veces - sometimes

muchas veces - many times

cada día - every day

siempre - always

cada año - every year

todo el tiempo - all the time

de vez en cuando - from time to time

varias veces - several times

nunca – never

Usually, when telling a story in the past, we use the preterite to talk about the actions and the **imperfect** to **set the scene, describe** the characters, places and situations:

“Juan salió de casa. **Eran** las diez de la mañana y **hacía** un día estupendo. Se montó en el coche y condujo hasta el fin de la calle. Todo **parecía** muy tranquilo, hasta que de repente oyó un ruido ensordecedor. Paró el coche, pues **se sentía** sorprendido, y vio que la gente en la calle también **estaba** asustada”

Additionally, we use the preterite to refer to one action (or a series of actions) that take place while a different action was taking place. For this ongoing action we use the **imperfect**:

“El teléfono sonó mientras me **duchaba**” – The phone rang while I was showering

“Cuando llegué a casa, el teléfono **sonaba**” – When I got home the phone was ringing

Some verbs actually change meaning, depending upon whether they are used in the preterite or the imperfect:

conocer

Conocí a Juan hace cinco años - I **met** Juan five years ago.

(completed action)

En aquella época **conocíamos** muy bien la ciudad. At that time we **knew** the city very well.

(no definite beginning or end)

querer

María **quiso** comprar la casa - Maria **tried** to buy the house.

Juan **quería** comprar la casa - Juan **wanted** to buy the house.

no querer

María **no quiso** comprar la casa - Maria **refused** to buy the house.

Juan **no quería** comprar la casa - Juan **did not want** to buy the house.

saber

María lo **supo** ayer - Maria **found out** yesterday.

Juan **sabía** que María venía - Juan **knew** that Maria was coming.

poder

María **pudo** levantar la mesa - Maria **succeeded** in lifting the table.

Juan **podía** participar en la manifestación - Juan **was able** to participate in the demonstration.

AHORA PRACTICA:

a. Choose the correct tense for each sentence.

1. The children were running: Los niños corrieron / corrían.
2. The girls spoke to the nurse: Las chicas hablaron / hablaban con la enfermera.
3. We washed the dishes: Lavamos / Lavábamos los platos.
4. We were washing the dishes: Lavamos / Lavábamos los platos.
5. You (informal) used to go out with Ana: Saliste / Salías con Ana.
6. You studied with Juan for three years: Estudiaste / Estudiabas con Juan por tres años.
7. When I was younger, I used to work in a restaurant: Cuando era más joven, trabajé / trabajaba en un restaurante.
8. I worked in the hospital for five months: Trabajé / Trabajaba en el hospital cinco meses.
9. She used to call me every night: Ella me llamó / me llamaba todas las noches.
10. She called me at midnight: Ella me llamó / me llamaba a medianoche.

b. Using the phrase that is in bold as a hint, choose between the preterite or the imperfect. Then translate the sentences into English.

1. Él habló / hablaba por teléfono **anoche**.
2. El hombre estuvo / estaba feliz **por cinco minutos**.
3. Los muchachos fueron / iban a la playa **todos los años**.
4. Nosotros hicimos / hacíamos un viaje a Méjico **el año pasado**.
5. Yo comí / comía una ensalada **anteayer**.
6. Las chicas llegaron / llegaban **hace unas horas**.
7. Los buenos alumnos **generalmente** estudiaron / estudiaban todos los días.
8. Ella **frecuentemente** me llamó / llamaba antes de las ocho de la mañana.
9. ¿Comiste / Comías carne **todos los días**?
10. No miraste / mirabas la televisión **en ese momento**.
11. Uds. vieron / veían a José **con frecuencia**.
12. María bebió / bebía jugo de naranja **esta mañana**.
13. El gato **siempre** volvió / volvía a la misma hora.
14. El hombre trabajó / trabajaba **durante cinco horas**.
15. ¿Por qué el hombre **nunca** tuvo / tenía dinero?
16. Gabriel visitó / visitaba a Carmen **muy a menudo**.

17. Nosotros fuimos / íbamos a la playa **todos los veranos**.
18. ¿Tomaste / Tomabas café **ayer por la mañana**?
19. Nosotros compramos / comprábamos un coche nuevo **el año pasado**.
20. La chica vino / venía aquí **todos los días**.

C. Choose between the preterite or the imperfect.

1. We wanted to buy the car: Quisimos / Queríamos comprar el coche.
2. The man refused to speak: El hombre no quiso / no quería hablar.
3. They found out the news yesterday: Supieron / Sabían las noticias ayer.
4. The boy knew she was crying: El chico supo / sabía que ella estaba llorando.
5. We succeeded in buying the painting: Pudimos / Podíamos comprar el cuadro.
6. I met Tom five years ago: Hace cinco años que conocí / conocía a Tom.
7. I received a postcard from my aunt: Tuve / Tenía una postal de mi tía.
8. Ana used to have a flat in Sevilla: Ana tuvo / tenía un piso en Sevilla.
9. Antonio tried to speak, but he wasn't allowed: Antonio quiso / quería hablar, pero no le dejaron.
10. Maria tried to eat: María quiso / quería comer.
11. The girls were able to go to the party: Las chicas podieron / podían ir a la fiesta.
12. The brothers received a message from their father: Los hermanos tuvieron / tenían un mensaje de su padre.
13. The drunk refused to leave: El borracho no quiso / no quería salir.
14. I knew him well: Le conocí / conocía bien.
15. Jorge met a charming young lady: Jorge conoció / conocía a una simpática señorita.
16. At that time we knew Barcelona very well: En aquella época conocimos / conocíamos Barcelona muy bien.
17. Sebas succeeded in reading the whole book in one day: Sebas pudo / podía leer el libro entero en un día.
18. I wasn't able to remember his name: No pude / podía recordar su nombre.
19. Last night we found out the truth: Anoche supimos / sabíamos la verdad.
20. The young ladies did not want to leave: Las señoritas no quisieron / no querían salir.

23. PRESENT PERFECT

The present perfect tense is frequently used for past actions that continue into the present, or continue to affect the present:

He estado dos semanas en Madrid - I have been in Madrid for two weeks

Diego ha sido mi amigo por veinte años - Diego has been my friend for 20 years.

The present perfect, both in Spanish and in English, is a compound tense. This means that you actually have to use two verbs to conjugate it.

In English, the present perfect is formed by combining the verb "to have" with the "-ed" form of another verb (or the equivalent form if it is an irregular verb):

I **have studied**.

She **has finished**.

He **has written** a letter to María.

We **have been** stranded for six days.

We refer to the verb "to have" as the **auxiliary verb**, and the "-ed" form (or irregular form) is called the **past participle** of the **main verb**.

Because the present perfect is a compound tense, both verbs are always required:

I have studied (main verb: studied ; auxiliary verb: have)

He has written a letter to María. (main verb: written ; auxiliary verb: has)

We have been stranded for six days. (main verb: been ; auxiliary verb: have)

In Spanish, the present **present perfect** is formed by using the **present tense** of the "haber" as the auxiliary verb and the **past participle** of the main verb.

HABER:

Haber is a funny verb, as it doesn't really mean anything on its own. We only ever use it as an auxiliary verb in perfect tenses. It is conjugated as follows:

he (I have)

has (you have)

ha (he/she has)

hemos (we have)

habéis (you all have)

han (they have)

THE PAST PARTICIPLE:

To form the past participle of regular verbs, simply drop the infinitive ending (-ar, -er, -ir) and add **-ado** (for -ar verbs) or **-ido** (for -er, -ir verbs).

hablar - ar + ado = hablado

comer - er + ido = comido

vivir - ir + ido = vivido

As usual, some of the most common verbs have irregular past participles:

abrir (to open) - **abierto** (open)

cubrir (to cover) - **cubierto** (covered)

decir (to say) - **dicho** (said)

escribir (to write) - **escrito** (written)

freír (to fry) - **frito** (fried)

hacer (to do) - **hecho** (done)

morir (to die) - **muerto** (dead)

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

resolver (to resolve) - **resuelto** (resolved)

romper (to break) - **roto** (broken)

ver (to see) - **visto** (seen)

volver (to return) - **vuelto** (returned)

As well as part of the perfect tenses, the past participle can also be used as an adjective, in which case it is subject to the same rules about gender and number agreement as other adjectives:

“La puerta está cerrada” “Juan tiene los ojos cerrados”

USING THE PRESENT PERFECT:

Most of the time, the present perfect in Spanish is used in the same contexts as it is in English. The following examples all use the past participle for the verb "comer."

He comido I have eaten.

Has comido. You have eaten.

Ha comido. He has eaten.

Hemos comido. We have eaten.

Habéis comido. You-all have eaten.

Han comido. They have eaten.

The present perfect tense is often used with the adverb "ya".

Ya han comido.

They have already eaten.

Ya he limpiado la casa.

I have already cleaned the house.

Important rule: differently from English, the auxiliary verb and the past participle are **never separated**.

To make the sentence negative, add the word "no" **before** the conjugated form of haber:

No he comido.

I have not eaten.

No has comido.

You have not eaten.

The same rule applies when you use "nunca" instead of "no": you never separate the auxiliary verb and the past participle:

Nunca ha comido pescado / No ha comido pescado nunca

He has never eaten fish

Nunca hemos comido en ese restaurante.

We have never eaten in that restaurant.

(Be careful, because this is one of the most common mistakes English speakers make when learning Spanish)

Object pronouns are placed immediately before the auxiliary verb.

Carlos le ha regalado un iPad a su hermana.

Carlos has given her an iPad (to his sister).

To make this sentence negative, the word "no" is placed before the indirect object pronoun (le).

Carlos no le ha regalado un iPad a su hermana.

Carlos has not given an iPad to his sister.

With reflexive verbs, the reflexive pronoun is placed immediately before the auxiliary verb, and if the sentence is negative, the word "no" is placed before the reflexive pronoun:

(No) Me he levantado a las diez - I have (not) got up at ten.

In order to turn a statement into a question in Spanish we usually just add question marks:

Has hecho los deberes > ¿Has hecho los deberes?

However, with the Present perfect we often reverse the order and say the verb before the subject:

Carlos **ha llegado** > ¿**Ha llegado** Carlos?

Pedro me **ha escrito** > ¿**Me ha escrito** Pedro?

Be careful, because in Spanish we never separate the auxiliary verb and the past participle, but in English you do: **Has** Pedro **written** to me?

Here are the same sentences in negative form. Notice how the auxiliary verb and the past participle are not separated:

¿**No ha llegado** Carlos?

¿**No me ha escrito** Pedro?

PRACTICA:

A. Fill in the gaps with the correct conjugation of the verb haber.

1. you (tú) have tried: _____ intentado
2. Luis has eaten: _____ comido
3. we have not read: _____ leído
4. you-all (vosotros) have seen: _____ visto
5. you-all (ustedes) have said: _____ dicho
6. they have left: _____ ido (infinitive **irse**)
7. Juan and Maria have been: _____ estado
8. I have forgotten: _____ olvidado
9. we have listened to: _____ escuchado
10. she has washed herself: _____ lavado

B. Complete the following sentences with the past participle of the verb in brackets, then translate the sentences into English:

1. ¿Han _____ ya los trabajadores? (salir)
2. Yo he _____ la factura. (pagar)
3. Tú has _____ con tu padre. (hablar)
4. Román ha _____ aquí más de dos horas. (estar)
5. ¿No has _____ nada todavía? (comer)
6. ¿Por qué no han _____ Uds. la ventana? (abrir)
7. El niño ha _____ la basura. (sacar)
8. La chica ha _____ con su novio (romper)
9. Ellos han _____. (llegar)
10. Las mujeres han _____ de compras. (ir)

C. Translate into English:

1. ¿Adónde has ido?
2. Nunca hemos estado en China.
3. No sé qué has dicho, no te he oído bien.
4. Esta mañana me he levantado un poco tarde, y se me ha escapado el autobús. (escaparse - to miss)
5. Ya he terminado.

24. THE PAST PERFECT (OR “PLUPERFECT”)

The past perfect tense is used when a past action was completed prior to another past action. It is easier to use than that sounds, as it is used in pretty much the same way in Spanish as it is in English. The English Past Perfect is “I had done”.

Time phrases such as "ya", "antes", "nunca", "todavía" and "después" are often used with this tense.

Cuando llegaron mis padres, ya habían comido - When my parents arrived, they had already eaten.

Yo ya había comido antes de llamarles - I already had eaten before calling them.

In English, the past perfect is formed by combining the past tense of the **auxiliary** verb "to have" (**had**) with the **past participle**:

I had studied for the exam, but it was too hard

We had been waiting for years.

Because the past perfect is a compound tense, two verbs are always required: the *main* verb and the *auxiliary* verb:

I had studied (main verb: studied ; auxiliary verb: had)

In Spanish, the **past perfect** tense is formed by using the **imperfect tense** of the auxiliary verb "**haber**" as the auxiliary verb and the **past participle** of the main verb:

The imperfect of haber is regular:

había – I had

habías – you had

había – he/she had

habíamos – we had

habíais – you lot had

habían – they had

The following examples all use the past participle for the verb "vivir."

había vivido. I had lived.

habías vivido. You had lived.

había vivido. He had lived.

habíamos vivido. We had lived.

habíais vivido. You-all had lived.

habían vivido. They had lived.

As it is always the case with perfect tenses, the auxiliary verb and the past participle are **never** separated. To make the sentence negative, add the word "no" *before* the conjugated form of haber.

No había vivido en Madrid antes – He had not lived in Madrid before

The same rule applies when you use “nunca” instead of “no”: you never separate the auxiliary verb and the past participle:

Nunca había vivido en Madrid antes – He had never lived in Madrid before

Object pronouns are placed immediately before the auxiliary verb.

Pablo le había regalado un ipad a su hermana. Pablo had given an ipad to his sister.

With reflexive verbs, the reflexive pronoun is placed immediately before the auxiliary verb.

Me había levantado súper tarde. (past perfect)

Questions are formed in the same way as questions in the Present Perfect: either just add question marks or reverse the order of the subject and the verb. But NEVER separate the auxiliary verb haber and the past participle.

¿**Habías hecho** los deberes? – **Had** you **done** your homework?

¿**Habían llegado** ya las chicas? - **Had** the girls **arrived** yet?

¿**Habías probado** ya la comida? - **Had** you **tried** the food yet?

¿**No habías terminado?** – **Had** you **not finished**?

PRACTICA:

a. Fill in the gaps with the correct conjugation of the verb haber.

1. you (tú) had tried: _____ probado
2. Juan had finished: _____ terminado
3. I had read: _____ leído
4. you-all (vosotros) had seen: _____ visto
5. you-all (ustedes) had said: _____ dicho
6. they had left: _____ salido
7. His parents had been: _____ estado
8. I had not eaten much: _____ comido mucho
9. we had listened to: _____ escuchado
10. she had washed: _____ lavado

b. Complete the following sentences.

1. Cuando llegó Juan al restaurante sus padres ya _____ de comer. (terminar)
2. El político _____ bajar los impuestos. (prometer)
3. Mi hermana dejó la oficina cuando _____ la reunión. (terminar)
4. El padre _____ un buen hombre. (ser)
5. Le expliqué que el ladrón _____ por la ventana. (entrar)
6. La abuela le contó a su nieto cómo _____ durante la guerra. (sobrevivir)
7. Tu madre me dijo que tú _____ al centro. (ir)
8. Marta ya _____ la película el mes pasado pero tenía ganas de verla de nuevo.
(ver)
9. El supervisor les _____ a sus empleados aumento de salario. (prometer)
10. El poeta le _____ a su mujer muchos poemas de amor. (escribir)

c. Translate the sentences in activity b into English.

25. FUTURE SIMPLE

The future simple in Spanish is used to tell what "will" happen, or what "shall" happen:

Iré a la playa el mes que viene - I **will** go to the beach next month.

The future tense is also used to express wonder or probability in the present state.

¿Quién llamará a estas horas? I wonder who is calling at this time?

Estará ya de camino. He is probably already on the way.

Sometimes for actions that will occur in the near future, we can use the present tense, but you must use an appropriate time phrase or the sentence will be confusing:

Esta noche voy al cine. Tonight I'm going to the movies.

Further in the future, use the future tense.

El año que viene iré a España. Next year I'm going to Spain.

There is not a clear-cut deadline after which you should use the future. If in doubt, use the future.

Regular verbs in the future tense are conjugated by adding the following endings to the infinitive form of the verb (regardless of whether the verb is an -ar, -er or -ir verb): -é, -ás, -á, -emos, -éis, -án.

hablaré

hablarás

hablará

hablaremos

hablaréis

hablarán

(NOTICE THAT YOU ADD THE ENDINGS TO THE INFINITIVE, WITHOUT DROPPING THE "AR", "ER" AND "IR" ENDINGS)

There are twelve common verbs that are irregular in the future tense. **Their endings are regular, but their stems change:**

caber: cabré, cabrás, cabrá, cabremos, cabréis, cabrán

poner: pondré, pondrás, ...

decir: diré...

haber: habré

salir: saldré

hacer: haré

poder: podré

tener: tendré

querer: querré

valer: valdré

saber: sabré

venir: vendré

Note that compound verbs based on the irregular verbs inherit the same irregularities: detener – detendré, detendrás, detendrá, ...

PRACTICA:

A. Choose the correct translation.

1. I will speak: hablaré hablarás hablará hablaremos hablaréis hablarán
2. he will eat: comeré comerás comerá comeremos comeréis comerán
3. they shall live: viviré vivirás vivirá viviremos viviréis vivirán
4. she will know: sabré sabrás sabrá sabremos sabréis sabrán
5. we shall have: tendré tendrás tendrá tendremos tendréis tendrán

B. Write the correct stem for the following irregular future tense verb forms.

1. decir: yo _____ é
2. poder: tú _____ ás
3. salir: Juan _____ á
4. querer: Mónica _____ á
5. poner: los hombres _____ án

C. Write the correct future tense verb form.

1. El próximo verano yo no _____ de vacaciones a Francia. (ir)
2. La semana que viene mis amigos y yo _____ en la Maratón. (correr)
3. Te lo _____ más tarde. (decir)
4. Nosotros _____ a la librería el lunes. (ir)
5. ¿Qué _____ tu mamá? (decir)
6. Este año usted _____ todo el invierno en España. (pasar).
7. En cuanto pueda mi hermano _____ a visitarme. (venir)
8. ¿Dónde _____ mi carro? (estar)
9. No _____ todos nosotros en el coche. (caber)
10. ¿Cuándo _____ tú aquí? (estar)

d. Translate the sentences in activity c

18. THE CONDITIONAL TENSE

The conditional is used to express probability, possibility, wonder or conjecture, and is usually translated as would, could, must have or probably.

El alumno dijo que estudiaría una hora más. - The student said that he would study one more hour.

Si trabajaras más ganarías más dinero – If you worked harder you would earn more money.

¿Qué hora sería? - What time could it have been?

Note: when "would" is used in the sense of a repeated action in the past (to mean "used to"): we used the imperfect instead:

When I was little I would visit my grandma everyday – Cuando era pequeño visitaba a mi abuela todos los días (never ~~visitaría~~)

To conjugate regular -ar, -er and -ir verbs in the conditional, simply add one of the following to the infinitive (use the same endings for all verbs): **ía, ías, ía, íamos, íais, ían**

Here are all three regular conditional verb forms together:

hablar	comer	vivir
hablaría	comería	viviría
hablarías	comerías	vivirías
hablaría	comería	viviría
hablaríamos	comeríamos	viviríamos
hablaríais	comeríais	viviríais
hablarían	comerían	vivirían

The same twelve common verbs that are irregular in the future tense are also irregular in the conditional tense. Their endings are regular, but their stems change in the same way they change in the future tense.

caber cabría, cabrías, cabría, cabríamos, cabríais, cabrían

poner pondría

decir diría

haber habría

salir saldría

hacer haría

poder podría

tener tendría

querer querría

valer valdría

saber sabría

venir vendría

We also use the conditional to:

-express speculation about the past:

Aquel día correrían más de veinticinco kilómetros.

That day they must have run more than 25 kilometers.

- express the future from the perspective of the past:

Yo sabía que abrirían la tienda a las siete.

I knew that they would open the store at seven o'clock.

- express hypothetical actions or events which may or may not occur:

Sería interesante estudiar chino.

It would be interesting to study Chinese.

- indicate what would happen were it not for some certain specific circumstance:

Yo víajaría pero no tengo dinero.

I would travel but I don't have money.

- request something politely:

Por favor, ¿podría decirme a qué hora abre la gasolinera?

Could you please tell me what time the gas station opens?

- ask for advice:

¿Cuál compraría Ud.?

Which one would you buy?

- reported speech:

Juan dijo que terminaría el trabajo.

Juan said that he would finish the work.

- express an action which is contrary to fact (if clauses):

Si yo tuviera tiempo, iría al cine esta noche.

If I had time, I would go to the movies tonight.

PRACTICA:

a. Choose the correct translation.

1. he would speak: hablaría hablarías hablaríamos hablaríais hablarían
2. she would eat: comería comerías comeríamos comeríais comerían
3. they would lived: viviría vivirías viviríamos viviríais vivirían
4. I would know: sabría sabrías sabríamos sabríais sabrían
5. we would have: tendría tendrías tendríamos tendríais tendrían

b. Write the correct stem for the following irregular conditional tense verb forms.

1. decir: yo _____ía
2. poder: tú _____ías
3. salir: Ricardo _____ía
4. querer: Ana _____ía
5. poner: los chicos _____ían

c. Write the correct conditional tense verb form.

1. ¿ _____ María los billetes? (comprar)
2. Nos indicó que el director _____ en su oficina. (estar)
3. ¿ _____ usted ayudarme? (poder)
4. Juan prometió a su padre que _____ más. (estudiar)
5. Mi madre me dijo que _____ veinte niños en la fiesta. (haber)
6. Si no le importa, me _____ leer el periódico en silencio. (gustar).
7. Yo _____ una cerveza, pero no quedan. (beber)
8. Yo no _____ en una ciudad grande porque hay mucha contaminación.
(vivir)
9. Nadie _____ en esa casa tan vieja. (vivir)
10. Pensaba que hoy _____. (llover)

d. Translate the sentences in activity c.

27. THE IMPERATIVE (COMMANDS)

The imperative is used when ordering, telling or asking someone to do something. Spanish has both formal and an informal commands.

INFORMAL COMMANDS (TÚ, VOSOTROS, NOSOTROS)

TÚ:

The affirmative informal (tú) commands use the present indicative Ud. form:

Cuenta tu dinero.

Count your money.

Habla más despacito.

Speak more slowly.

The negative informal (tú) commands use the present subjunctive.

No cuentes tus dinero.

Don't count your money.

No hables tan despacito.

Don't speak so slowly.

The following eight verbs have irregular familiar commands in the affirmative:

decir - di

salir - sal

hacer - haz

ser - sé

ir - ve

tener - ten

poner - pon

venir - ven

VOSOTROS:

The affirmative vosotros command is formed by simply replacing the final "r" of the infinitive with "d."

Comprad (vosotros) la comida. (You-all) Buy the food.

Haced (vosotros) los deberes. (You-all) Do the homework.

The negative vosotros commands use the present subjunctive forms.

No compréis (vosotros) la comida. (You-all) Don't buy the ring.

No hagáis (vosotros) los deberes. (You-all) Don't write the homework.

With affirmative commands using a reflexive verb, the final "d" of the verb form is dropped before adding the pronoun "os."

Sentad + os = Sentaos.

The only exception is the verb "irse" which retains the final "d."

¡Idos! - Go away! (This form is rarely used and the incorrect form "iros" is now accepted)

Verbs ending in "-ir" will require a written accent.

Vestid + os = Vestíos - Get dressed.

NOSOTROS:

Nosotros commands are used when the speaker is included, and are used to express the idea "let's + verb." To form these commands, use the nosotros form of the present subjunctive.

Comamos en ese restaurante. - Let's eat in that restaurant.

Contemos el dinero. - Let's count the money.

To form the negative command, place the word **no** before the same verb form (present subjunctive).

No comamos en ese restaurante. - Let's not eat in that restaurant.

No contemos el dinero. - Let's not count the money.

The only exception is the verb ir(se), which uses the present indicative for the affirmative command only.

¡Vamos! - Let's go!

but

No vayamos a la tienda. - Let's not go to the store.

FORMAL COMMANDS (USTED, USTEDES)

The formal commands (both affirmative and negative) use the present subjunctive verb form:

hablar: hable (speak – singular, formal), no hable (don't speak - singular, formal)

comer: coma (eat – singular, formal), no coma (don't eat - singular, formal)

decir: digan (say – plural, formal), no digan (don't say - plural, formal)

As with the present subjunctive, the following verbs are irregular:

(dar) **dé, den**

(estar) **esté, estén**

(ir) **vaya, vayan**

(ser) **sea, sean**

(saber) **sepa, sepan**

ADDING OBJECT PRONOUNS TO THE IMPERATIVE

With all affirmative commands, the object pronouns are attached to the end of the imperative form of the verb.

Compra **el libro** (Buy the book) – **Cómpralo** (Buy it).

If both direct and indirect object pronouns are attached, the indirect object pronoun comes before the direct object pronoun.

cómpralo (Buy it) - **cómprámelo** (Buy it for me.)

Written accents are often needed when you add object pronouns to the imperative. In fact, if the **command** has more than one syllable, a written accent is required when one or more pronouns is added.

compre – **cómprelos** - **cómpremelos**

If the **command** has only one syllable, a written accent is only necessary when two pronouns are added.

haz - **hazlo** - **házmelo**

With all negative commands, the object pronouns come **before** the imperative form of the verb, and they follow the usual rules you apply to object pronouns:

No compres el anillo - Don't buy the ring.

No lo compres - Don't buy it.

If there are both direct and indirect object pronouns, the indirect object pronoun comes before the direct object pronoun.

No me lo compres - Don't buy it for me.

AHORA PRACTICA:

A. Write the "tú" imperative form for the given verbs.

1. Bring the drinks: _____ las bebidas. (traer)
2. Don't smoke here, please: No _____ aquí, por favor. (fumar)
3. Talk to her. _____ con ella. (hablar)
4. Add one liter of water. _____ un litro de agua. (añadir)
5. Don't buy that house. No _____ esa casa. (comprar)

B. Choose the correct answer, in order to create a command in the "tú" form.

1. Speak more slowly: *Hablas / Hables / Habla* más despacito.
2. Don't begin yet: No *comienzas / comiences / comienza* todavía.
3. Come here: *Vienes / Vengas / Ven* aquí.
4. Don't drink the water: No *bebes / bebas / bebe* el agua.
5. Clean the toilet: *Limpias / Limpies / Limpia* el baño.
6. Don't come here: No *ven / vienes / vengas* aquí.
7. Be kind: *sé / eres / seas* amable.
8. Set the table: *Pon / Pones / Pongas* la mesa.
9. Do what you want *Haz / Haces / Hagas* lo que quieras.
10. Don't say word: No *di / dices / digas* ni una palabra.

C. Use the information in parenthesis to translate the following sentences. Do not include the subject pronoun in your answer. (The subject pronoun is underlined in parenthesis.)

Ejemplo: Bring it to me: (traer / tú / la comida) -Tráemela

1. Don't bring them to him. (traer / tú / las plumas): No _____.
2. Open them. (abrir / Uds. / las ventanas): _____.
3. Put them there. (poner / Ud. / los libros): _____ allí.
4. Don't put them here. (poner / tú / los libros): No _____ aquí.

D. Choose the correct answer, in order to create a command in the "vosotros" form.

1. Don't write on the desk: No *escribid / escribas / escribáis* en el pupitre.
2. Open the window: *Abre / Abráis / Abrid* la ventana.
3. Don't come here. No *vienes / vengaste / vengáis* aquí.
4. Don't clean the house: No *limpiad / limpiéis / limpia* la casa.
5. Take the tablet: *Toma / Toméis / Tomad* la pastilla.

6. Speak more slowly: *Hablad / Habléis Habla* más despacito.
7. The two of you, sing: *Vosotros dos, cantad / cantéis / canta* .

E. Translate:

1. Let's sit down. (sentarse)
2. Let's not go with John. (ir)
3. Let's go to bed. (acostarse)
4. Let's buy the book. (comprar)
5. Let's go with her. (ir)
6. Let's not buy that house. (comprar)
7. Let's play the piano. (tocar)

F. Make the following commands negative.

1. Abre la boca
2. ¡Cállate!
3. Vete de mi casa.
4. Espérame.
5. Olvídate de mí.

G. Change the sentences in activity F to the “vosotros” form. Don’t forget to change the pronouns as well as the verbs.

Ejemplo: 1. Abre la ventana - Abrid la ventana

28. PRESENT PROGRESSIVE (OR CONTINUOUS)

In English, the present progressive is formed by combining the verb "to be" with the present participle. (The present participle is merely the "-ing" form of a verb.)

I am studying.

I am singing

I am being myself

In English, present progressive can be used to describe what is happening now, or what will happen in the future.

I am studying now.

I am studying tonight.

In Spanish, the present progressive is **only** used to describe an action that is in the process of taking place. It is **never** used for future actions.

Estoy estudiando ahora (but never "~~Estoy estudiando esta noche~~"; use "voy a estudiar" instead)

Remember that in Spanish we have two verbs to say "to be"; the one we use to form the present progressive is **estar**, and you follow it with the **present participle** (see below how to form the present participle) of the main verb; simply conjugate the verb *estar* to agree with the subject of the sentence, and follow it with the present participle:

Juan **está comiendo** con sus padres - John is eating with his parents.

María y Carmen **están hablando** por teléfono - Mary and Carmen are speaking on the phone.

Estoy hablando - I am speaking.

Estoy pensando - I am thinking.

María **está escribiendo** una carta - Mary is writing a letter.

ESTAR: estoy, estás, está, estamos, estáis, están

PRESENT PARTICIPLE (also called GERUND):

To form the present participle of regular -ar verbs, add -ando to the stem of the verb.

hablar: **hablando** (hablar - ar + ando)

To form the present participle of regular -er and -ir verbs, add -iendo to the stem of the verb.

comer: **comiendo** (comer - er + iendo)

vivir: **viviendo** (vivir - ir + iendo)

To form the present participle of -ir stem changing verbs, change e:i and o:u in the stem, and then add -iendo to the stem of the verb.

servir - **sirviendo**, pedir - **pidiendo**, decir - **diciendo**
dormir – **durmiendo**, morir – **muriendo**, poder - **pudiendo**

Sometimes when forming the present participle it is necessary to change the spelling of a word to preserve the way it is pronounced. We call this an "orthographic" change. Here are some common examples:

caer - **cayendo**, creer - **creyendo**, huir - **huyendo**, ir - **yendo**, influir - **influyendo**
oír - **oyendo**, traer - **trayendo**, leer - **leyendo**, seguir - **siguiendo**

Remember, only use the present progressive for actions that are "in progress." Compare the uses of the present indicative with the uses of the present progressive.

Estudio español. (Present Indicative)

I study Spanish (these days, I am trying to learn the language).

Estoy estudiando español. (Present Progressive)

I am studying (*right now, at this moment, as I speak*) Spanish.

It is important to remember that you would **never** use the present progressive to talk about the immediate future ("We are going to Spain this summer"). Use the present progressive **only** for actions that are in progress. "Ir a + infinitive" is the easiest way to talk about the immediate future: Vamos a ir a España este verano.

N.B. - EVEN THOUGH AT THIS STAGE WE ARE ONLY GOING TO COVER THE PRESENT PROGRESSIVE, IT IS NOT THE ONLY PROGRESSIVE TENSE; CONJUGATE THE VERB ESTAR IN DIFFERENT TENSES TO OBTAIN DIFFERENT PROGRESSIVE TENSES:

estoy estudiando - I am studying

estaba estudiando - I was studying

estuve estudiando - I was studying (for a determined amount of time)

he estado estudiando - I have been studying

estaré estudiando - I will be studying

estaría estudiando - I would be studying

AHORA PRACTICA:

A. Translate

1. Carlos is speaking too loud.
2. I am writing a a text message.
3. The children are playing football in the park.
4. John and I are just about to arrive (“John and I are arriving”).

B. Write the present participle for each regular -ar, -er and -ir verb.

- | | |
|-------------|--------------|
| 1. trabajar | 9. acabar |
| 2. beber | 10. andar |
| 3. vivir | 11. irritar |
| 4. estudiar | 12. volar |
| 5. recordar | 13. tener |
| 6. escribir | 14. percibir |
| 7. olvidar | 15. prometer |
| 8. caminar | 16. recibir |

C. Write the present participle for the following -ir stem-changing verbs.

1. conseguir
2. pedir
3. repetir
4. seguir
5. sentir
6. servir
7. venir
8. dormir

D. Write the present participle for the following orthographic changing verbs.

1. caer
2. creer
3. leer
4. oír
5. construir
6. huir

29. THE SUBJUNCTIVE

The subjunctive is not a tense; rather, it is a mood. **Tense** refers to when an action takes place (past, present, future), while **mood** merely reflects how the speaker feels about the action. The subjunctive mood is rarely used in English, but it is widely used in Spanish.

Here are some examples of the subjunctive being used in English:

The law requires that you be 18 years old to vote.

I were a rich man, I wouldn't have to work hard.

So far, you have studied verb tenses in the **indicative** mood. The indicative mood is used to express factual information, certainty, and objectivity.

Mi madre trabaja en Primark

My mum works at Primark.

The **subjunctive** mood is used when you want to introduce an element of uncertainty and subjectivity, doubt or uncertainty:

Dudo que tu madre trabaje en Primark.

I doubt that your mum works at Primark.

Since the above statement does not express certainty, the subjunctive (**trabaje**) is required in the second clause:

Indicative

John works at Primark.

I know that John works at Primark.

There is no doubt that John works at Primark.

Subjunctive

I want John to work at Primark.

(The clause "I want" tells us that the speaker feels that there is uncertainty about John working at Primark, now or in the future)

I hope that John works at Primark

(he might work there, but it is not certain)

It is possible that John will work at Primark.

(The clause "it is possible" tells us that the speaker feels that there is uncertainty as to whether John will work at Primark or not.)

It's good that John works at Primark.

(The clause "it's good" alerts us that the speaker is about to express a subjective opinion.)

HOW TO CONJUGATE THE PRESENT SUBJUNCTIVE

For most verbs, the present subjunctive is formed as follows:

1. take the **yo** form of the present indicative.
2. drop the **-o** ending.
3. add the following endings:

-ar verbs: -e, -es, -e, -emos, -éis, -en

-er and -ir verbs: -a, -as, -a, -amos, -áis, -an

Regular -ar verbs	Regular -er verbs	Regular -ir verbs
hablo - o = habl	como - o = com	vivo - o = viv
hable	coma	viva
hables	comas	vivas
hable	coma	viva
hablemos	comamos	vivamos
habléis	comáis	viváis
hablen	coman	vivan

The formula also works for verbs that have irregular "yo" forms in the present indicative:

tener (tengo): tenga, tengas, tenga, tengamos, tengáis, tengan (subjunctive)

conocer (conozco): conozca, conozcas, conozca, conozcamos, conozcáis, conozcan

salir (salgo): salga,...

For -ar and -er stem-changing verbs, the formula applies except that there is no stem change in the nosotros and vosotros forms:

pensar (pienso): piense, pienses, piense, pensemos, penséis, piensen

For -ir stem-changing verbs, the formula applies except that the stem change in the nosotros and vosotros forms follows these patterns: o:ue verbs change o to u; e:ie verbs change e to i; e:i verbs always change e to i:

dormir: duerma, duermas, duerma, durmamos, durmáis, duerman

preferir: prefiera, prefieras, prefiera, prefiramos, prefiráis, prefieran

pedir: pida, pidas, pida, pidamos, pidáis, pidan

Remember that pronunciation always comes first and therefore some verbs will need some spelling changes to maintain the pronunciation:

- For verbs that end in **-zar**, the **z** changes to **c** when it comes before the letter **e**.

empezar: empiece, empieces, empiece, empececemos, empececeís, empiecen

-For verbs that end in **-ger** or **-gir**, the **g** changes to **j** when it comes before the letter **a**.

escoger: escoja, escojas, escoja, escojamos, escojaís, escojan

- For verbs that end in **-guir**, the **gu** changes to **g** when it comes before the letter **a**.
seguir: siga, sigas, siga, sigamos, sigáis, sigan
- For verbs that end in **-car**, the **c** changes to **qu** when it comes before the letter **e**.
buscar: busque, busques, busque, busquemos, busquéis, busquen
- For verbs that end in **-gar**, the **g** changes to **gu** when it comes before the letter **e**.
pagar: pague, pagues, pague, paguemos, paguéis, paguen
- For verbs that end in **uir**, add the letter **y** before the letter **a**.
huir: huya, huyas, huya, huyamos, huyáis, huyan

IRREGULAR VERBS: Here are the six verbs that are irregular in the present subjunctive:

dar - to give: dé, des, dé, demos, deis, den

estar - to be: esté, estés, esté, estemos, estéis, estén

haber - to have (auxiliary verb): haya, hayas, haya, hayamos, hayáis, hayan

ir - to go: vaya, vayas, vaya, vayamos, vayáis, vayan

saber - to know: sepa, sepas, sepa, sepamos, sepáis, sepan

ser - to be: sea, seas, sea, seamos, seáis, sean

USES OF THE SUBJUNCTIVE

1. Expressing desire

One of the main ways we use the subjunctive is to express desire.

Here is a list of common expressions that introduce an aspect of desire to the sentence, and therefore trigger the use of the subjunctive.

esperar que - to wish that ... / to expect that...

insistir en que ... - to insist that ...

mandar que ... - to order that ...

preferir que ... - to prefer that ...

prohibir que ... - to prohibit that ...

querer que ... - to want that ...

es aconsejable que ... - it's advisable that ...

es necesario que ... - it's necessary that ...

pedir que ... - to ask that ...

recomendar que ... - to recommend that ...

rogar que ... - to plead that ...

sugerir que ... - to suggest that ...

Within this category we can include expressions that you can use to modify or have an impact on someone's behaviour:

Quiero que vayas a la tienda - I want you to go to the shop

Espero que vayas a la tienda - I expect you to go to the shop

Me gustaría que vayas a la tienda - I would like you to go to the shop

Preferiría que vayas a la tienda - I would prefer that you go to the shop

Te exijo que vayas a la tienda - I demand that you go to the shop

Please notice - it is a very common mistake for English speakers to forget to use the subjunctive in this kind of sentence and use an infinitive construction instead. This is always wrong:

I want you to be on time - **Quiero que seas puntual** (NOT "~~Quiero que tú ser puntual~~")

2. Expressing ignorance or doubt.

We use the subjunctive to introduce an aspect of ignorance or doubt to a sentence, to express uncertainty about what is just about what is going to be said.

Here is a list of common expressions that introduce that aspect of ignorance or doubt:

dudar que ... to doubt that ...
es dudoso que ... it is doubtful that ...
es improbable que ... it's unlikely that ...
es incierto que ... it's uncertain that ...
es posible que ... it's possible that ...
negar que ... to deny that ...
puede ser que ... it may be that ...
quizá (or "quizás") ... perhaps , maybe...
no es verdad que ... it's not true that ...
no es cierto que ... it's not certain that ...
no imaginarse que ... to not imagine that ...
temer que ... to suspect that ...
no creer que ... not to believe that ...
no es cierto que ... it's not certain that ...
no estar convencido de que ... to not be convinced that ...
no estar seguro de que ... to not be sure that ...
no parecer que ... to not seem that ...
no pensar que ... to not think that ...
no suponer que ... to not suppose that ...

Please notice that the last few sentences are all negative. Their equivalent affirmative versions ("Creo que", "es cierto que"...) do not require the use of the subjunctive, as they do not introduce an element of doubt.

3. After some impersonal expressions

Here is a list of common impersonal expressions that introduce an aspect of uncertainty or subjectivity, and therefore trigger the use of the subjunctive.

conviene que ... it is advisable that ...
es aconsejable que ... it is advisable that ...
es bueno que ... it's good that ...
es difícil que ... it's unlikely that ...
es dudoso que ... it's doubtful that ...
es fácil que ... it's likely that ...
es fantástico que ... it's fantastic that ...
es importante que ... it's important that ...
es imposible que ... it's impossible that ...
es improbable que ... it's unlikely that ...
es incierto que ... it's uncertain that ...
es increíble que ... it's incredible that ...

es (una) lástima que ... it's a shame that ...

es malo que ... it's bad that ...

es mejor que ... it's better that ...

es menester que ... it's necessary that ...

es necesario que ... it's necessary that ...

es posible que ... it's possible that ...

es preciso que ... it's necessary that ...

es preferible que ... it's preferable that ...

es probable que ... it's likely that ...

es raro que ... it's rare that ...

es ridículo que ... it's ridiculous that ...

es terrible que ... it's terrible that ...

(as a general rule, always use the subjunctive with expressions that follow the pattern “es + adjective + que”, unless you use “innegable”, “cierto”, “verdadero”, “obvio”, “evidente”, “real” or a few other adjectives which express complete certainty)

más vale que ... it's better that ...

ojalá que ... if only he would ...

puede ser que ... it could be that ...

4. Actions that are not yet completed.

Here is a list of common expressions that may indicate that the action that follows has not yet been completed. These expressions will **always** invoke the subjunctive:

a menos que ... unless ...

antes (de) que ... before ...

con tal (de) que ... provided that ...

en caso de que ... in case ...

para que ... so that ...

sin que ... without ...

The following expressions only invoke the subjunctive when they indicate that the action that follows has not yet been completed:

después de que... after...

en cuanto... as soon as...

hasta que... until...

mientras que... while...

tan pronto como... as soon as...

cuando... when...

AHORA PRACTICA:

a. Which mood, indicative or subjunctive, has been used in the following sentences?

1. Creo que ellos no están en la casa.
2. Quiero que su hijo haga los deberes.
3. Es importante que los alumnos estudien cada día.
4. Es necesario que tú me escuches.
5. Es cierto que ella viene mañana.
6. Es dudoso que tengas la gripe.
7. Es probable que ellos vuelvan el año que viene.
8. Es necesario que tu marido me llame.
9. Ella teme que los alumnos no estudien.
10. Ella prefiere que salgamos esta tarde.

b. Explain why the indicative or the subjunctive mood has been used in the sentences in activity a.

c. Conjugate the following regular verbs in the present of the subjunctive.

Ejemplo:

escuchar: *escuche escuches escuche escuchemos escuchéis escuchen*

1. subir:
2. trabajar:
3. amar:
4. beber:
5. ordenar:
6. correr:
7. vivir:
8. caminar:

d. Conjugate the following verbs that have irregular "yo" forms in the present indicative.

Ejemplo:

caber: *quepa, quepas, quepa, quepamos, quepáis, quepan*

1. conocer
2. salir
3. poner
4. hacer
5. ver

e. Conjugate the following stem-changing verbs.

Ejemplo:

mostrar: *muestre, muestres, muestre, mostremos, mostréis, muestren*

1. volver
2. encontrar
3. morir
4. dormir
5. advertir

f. Select the correct present tense subjunctive conjugation for the following orthographic-changing verbs.

1. yo (empezar): empiezo empeize empiece
2. tú (escoger): escoges escogas escojas
3. Juan y yo (elegir): eligimos eligamos elijamos
4. ustedes (seguir): siguen siguan sigan
5. Carmen (buscar): busca busce busque
6. las niñas (huir): huyen huan huyan

g. Write the correct form of present tense subjunctive for the following orthographic-changing verbs.

1. recomenzar (e:ie): yo
2. conseguir (e:i): ella
3. coger: yo
4. reelegir (e:i): él
5. influir: las chicas
6. contribuir: Juan, María, y yo
7. indicar: tú
8. dedicar: tú
9. significar: Pablo
10. excluir: tú y yo
11. perseguir (e:i): el gato
12. ubicar: aquellos hombres

h. Select the correct present tense subjunctive conjugation for the following irregular verbs.

1. yo (dar): doy daba di dé
2. tú (estar): estás estabas estuviste estés
3. Juan y yo (haber): hemos habíamos hubimos hayamos
4. ustedes (ir): van iban fueron vayan
5. Carmen (saber): sabe sabía supo sepa
6. las niñas (ser): son eran fueron sean

j. Write the correct present tense subjunctive conjugation for the following irregular verbs.

1. dar: tú
2. estar: la mujer
3. haber: el hombre
4. ir: yo
5. ir: los estudiantes
6. saber: nosotros
7. ser: tú
8. dar: vosotros
9. ir: Mónica
11. estar: yo
12. saber: tú y yo
13. dar: los perros
14. ir: tú y yo
15. saber: aquellas mujeres

k. VERBS OF DESIRE: Write the correct present tense subjunctive conjugation for the given infinitive, unless the indicative mood is required.

1. I want you-all to buy a house: Yo quiero que ustedes _____ una casa(comprar)
2. We wish that you would come to my party: Esperamos que tú _____ a mi fiesta.
(venir)
3. The teacher insists that the students practice every day: El profe insiste en que los alumnos _____ todos los días. (practicar)
4. The father orders that the child not yell: El padre manda que el niño no _____ .
(gritar)
5. I recommend that you read this book: Yo recomiendo que tú _____ este libro.

(leer)

6. I think that the boys steal: Creo que los chicos _____ . (robar)

7. The mother forbids that her daughter go out with the boy: La madre prohíbe que su hija _____ con el chico. (salir)

8. It is advisable that you sleep eight hours every night: Es aconsejable que usted _____ ocho horas cada noche (dormir)

9. It's necessary that she buy groceries. Es necesario que ella _____ comestibles. (comprar)

10. He wants me to write a card: Él quiere que yo _____ una postal. (escribir)

11. The boys hope the girls come to the party. Los chicos esperan que las chicas _____ a la fiesta. (venir)

12. The teacher orders the students not to speak in class: El profesor manda que los alumnos no _____ en clase. (hablar)

13. The dogs prefer that their humans serve large bones: Los perros prefieren que sus humanos _____ huesos grandes. (servir) (e:i)

14. We recommend that you do exercise: Recomendamos que usted _____ ejercicio. (hacer)

15. The man begged that the woman not sing: El hombre ruega que la mujer no _____ . (cantar)

16. The boss forbids that his employees talk: El jefe prohíbe que sus empleados _____ . (hablar)

17. It is advisable that you exercise every day: Es aconsejable que usted _____ ejercicios cada día. (hacer)

18. It's necessary that we sell the farm: Es necesario que nosotros _____ la granja. (vender)

I. DOUBT: Write the correct present tense subjunctive conjugation for the given infinitive, unless the indicative mood is required.

1. I doubt that you-all swim well: Yo dudo que ustedes _____ bien. (nadar)
2. It's doubtful that you speak Chinese: Es improbable que tú _____ chino.
(hablar)
3. It's uncertain that they still live in France: Es incierto que ellos todavía _____ en Francia. (vivir)
4. It's true that the boy doesn't study much: Es cierto que el chaval no _____ mucho.
(estudiar)
5. It's not true that we are married. No es cierto que nosotros _____ casados.
(estar)
6. The parents aren't convinced that he is the ideal husband for their daughter: Los padres no están convencidos de que él _____ el marido ideal para su hija. (ser)
7. It doesn't look like it is going to rain: No parece que _____ a llover. (ir)
8. The plumber doesn't suppose that there is enough work for him: El fontanero no supone que _____ suficiente trabajo para él. (haber)
9. It's true that I am from Spain: Es verdad que yo _____ de España (ser)
10. She denies that her brother is a troubled boy: Ella niega que su hermano _____ un chico conflictivo. (ser)
11. It's not true that he manages the company: No es verdad que él _____ la empresa.
(dirigir)
12. It's not certain that he has a girlfriend: No es cierto que él _____ novia. (tener)
13. I fear that Luis won't pass the test: Temo que Luis no _____ el examen. (pasar)
14. I think that Juan loves María. Creo que Juan _____ a María. (amar)
15. It's improbable that we'll get lost. Es improbable que nosotros nos _____ .
(perderse)
16. I don't think that he is a bad boy: No creo que él _____ un mal chico. (ser)
17. Carmen and I don't doubt that the cats are sad: Carmen y yo no dudamos que los gatos están _____ tristes. (estar)
18. It's not true that Álvaro works: No es cierto que Álvaro _____ . (trabajar)

m. IMPERSONAL EXPRESSIONS: For each infinitive, write the correct present tense subjunctive conjugation.

1. It's beneficial that you-all buy a cat: Conviene que ustedes _____ un gato.
(comprar)
2. It's good that she runs at least three times a week: Es bueno que ella _____ por lo menos tres veces a la semana. (correr)
3. It's doubtful that my niece doesn't want to comb her hair: Es dudoso que mi sobrina no _____ peinarse. (querer)
4. It's evident that they like each other: Es evidente que ellos se _____.
(gustar)
5. It's important that the students read their syllabi: Es importante que los estudiantes _____ sus temarios. (leer)
6. It's improbable that they have an argument: Es improbable que ellas _____ una discusión. (tener)
7. It's incredible that Antonio doesn't live with his family: Es increíble que Antonio no _____ con su familia. (vivir)
8. It's bad that it rains: Es malo que _____. (llover)
9. It's necessary that we all meet as soon as possible: Es necesario que nos _____ tan pronto como sea posible. (reunirse)
10. It's possible that we will buy a house soon: Es posible que _____ una casa pronto.
(comprar)
11. It's preferable that they talk in private: Es preferible que _____ en privado. (hablar)
12. It's ridiculous that he doesn't kiss his wife in public. Es ridículo que él no _____ a su esposa en público. (besar)
13. It's terrible that the children don't love their parents: Es terrible que los niños no _____ a sus padres. (amar)
14. It could be that he likes eating too much: Puede ser que le _____ comer demasiado.
(gustar)

n. **ACTIONS TO BE COMPLETED:** For each infinitive, write the correct present tense subjunctive conjugation, except in the case of those that require the indicative mood.

1. I won't go unless you go. Yo no iré a menos que tú _____. (ir)
2. She won't call before he arrives. Ella no llamará antes de que él _____. (llegar)
3. We'll organize the party provided that you come. Nosotras organizaremos la fiesta con tal de que tú _____. (venir)
4. We'll open the champagne when the guests arrive. Nosotros abriremos el champán cuando los invitados _____. (llegar)
5. The boy will open the presents after he cuts the cake. El niño abrirá los regalos después de que _____ el pastel. (cortar)
6. I'll buy food in case we go camping. Compraré comida en caso de que nosotros _____ de camping. (ir)
7. I'll pick up the phone as soon as I turn off the computer. Contestaré el teléfono en cuanto yo _____ el ordenador. (apagar)
8. We'll wait until you come back. Esperaremos hasta que tú _____. (regresar)
9. I'll mix the drinks while you prepare the appetizers. Mezclaré las bebidas mientras que tú _____ los aperitivos. (preparar)
10. I'll put the cake in the refrigerator so that it cools down: Pondré el pastel en el refrigerador para que se _____. (enfriarse)
11. After he arrives, we will have a party. Después de que _____ haremos una fiesta. (llegar)
12. She'll put them to sleep without them crying. Ella los dormirá sin que ellos _____. (llorar)
13. I'll tell them the news as soon as they get here. Les contaré las noticias tan pronto como ellos _____. (llegar)
14. It's clear that she is in love. Está claro que ella está _____ enamorada. (estar)
15. He'll find out when he opens the envelope. Lo descubrirá cuando él _____ el sobre. (abrir)
16. They'll get him a new bike provided that he gets good grades. Le comprarán una bicicleta nueva con tal de que él _____ buenas calificaciones. (obtener)

30. THE PASSIVE VOICE

Knowing the difference between active and passive voice makes a big difference in how things are phrased:

Active Voice

An agent (the doer of the sentence) is the subject of the verb and does something. There may or may not be an object (the thing done or person done to.)

Emilio escribe un libro en español. (Emilio is writing a book in Spanish.)

Mi madre cocinó la pizza en el horno. (My mom cooked the pizza in the oven.)

Los ingleses establecieron las colonias hace 200 años. (The English established the colonies 200 years ago.)

Most of the Spanish you have used so far has used the active voice (in other words, "normal" sentences are in the active voice)

Passive Voice

The passive voice indicates what happened to the object where the object is acted upon by an outside agent, which can be hidden or highlighted depending on the situation. You will only use transitive verbs (verbs that require a direct object). The formula *ser* + past participle (+ *por* + agente) is used to create the passive voice.

El libro fue escrito en español por mi profesor. (The book was written in Spanish by my professor.)

La pizza fue cocida en un horno por mi madre. (The pizza was cooked in an oven by my mother.)

Las colonias fueron establecidas por los ingleses hace 200 años. (The colonies were established 200 years ago.)

HOW TO USE THE PASSIVE VOICE:

The passive voice is much more common in English than in Spanish.

You should try to avoid using the passive voice unnecessarily, because the active voice comes across as more lively and does a better job of conveying action.

In English, the passive voice is formed by using a form of the verb "to be" followed by the past participle. It is the same in Spanish, where a form of *ser* is followed by the past participle. The past participle in such cases is modified if necessary to agree in number and gender with the subject of the sentence:

- **El ordenador fue reprogramado** - The computer was reset.
- **Los ordenadores fueron reprogramados** - The computers were reset.
- **La niña desaparecida fue vista anoche** - The missing girl was seen yesterday.
- **Las niñas desaparecidas fueron vistas anoche** - The missing girls were seen

yesterday.

We tend to use the passive voice when we don't know or don't want to say who the agent of the sentence is (who saw the girls?) or when we do know it, but we don't want to place any emphasis on it (we assume the IT technician reset the computers).

The passive voice can be used in any tense, including tenses in the subjunctive mood:

La casa es construida con mucha rapidez

La casa está siendo construida con mucha rapidez

La casa fue construida con mucha rapidez

La casa será construida con mucha rapidez

La casa había sido construida con mucha rapidez

No creo que la casa sea construida con mucha rapidez

No creo que la casa fuera construida con mucha rapidez

HOW TO AVOID THE PASSIVE VOICE

The passive voice is not frequently used in Spanish. Usually several other methods of expressing an idea are used instead:

- Use the regular active voice instead. If an agent is given, use it as the subject. For example, instead of "The film was made by a famous director", write "A famous director made the film."

Un director famoso rodó la película (better than "~~La película fue rodada por un director famoso~~")

- Use the indefinite "they" as the subject. Instead of "It is said that...", use "They say that..." (Dicen que...). We don't need to know who "they" refers to:

Dicen que construyeron esta casa en 1002 (better than "~~Es dicho que esta casa fue construida en 1002~~")

- Use the impersonal phrase "se + he/she form of the verb" or "se + they form of the verb":

Se habla español - Spanish is spoken

Se venden huevos - Eggs are sold

This last kind of sentence is extremely usual in Spanish, as it is used all the time ("Se usa todo el tiempo").

AHORA PRACTICA:

a. Translate the following sentences into English.

1. Un hombre sospechoso fue visto ayer por los vecinos.
2. Plasencia fue fundada por Alfonso VIII en 1180.
3. Las ventanas fueron destruidas por la explosión.
4. El gatito fue rescatado por los bomberos.
5. La decisión fue tomada unánimemente por todos los miembros
6. La expedición fue atacada por un tigre.
7. Mi ropa fue diseñada por Chanel.
8. El Pingüino fue derrotado por Batman. Esta noche Gotham dormirá tranquila.

b. Change the following sentences from the active to the passive voice:

Ejemplo:

Ayer la nieve bloqueó la carretera: *Ayer la carretera fue bloqueada por la nieve.*

1. Mi padre preparó la comida.
2. El Primer Ministro firmó los documentos.
3. La arquitecta diseñó la casa.
4. Un médico muy experimentado operó al cantante.
5. El profesor no explicó la pasiva muy bien.
6. Los niños no comprendieron la pasiva muy bien.
7. Godzilla destruyó Tokio.
8. España ganó el Mundial de Fútbol en 2010.
9. Todas las chicas aprobaron el examen.
10. El Tribunal Supremo aprobó la nueva ley.
11. Colón descubrió América.
12. El Partido Chorizo ganó las elecciones.
13. Mi amigo compró una casa.

c. Re write the sentences in activity a avoiding the passive voice. You can use the active voice, the "they" form of the verb or make them impersonal with "se"

ejemplo:

1. Un hombre sospechoso fue visto ayer por los vecinos: Los vecinos vieron a un hombre sospechoso / Vieron a un hombre sospechoso / Se vio a un hombre sospechoso.

31. CONDITIONAL CLAUSES (IF CLAUSES)

There are three main types of conditional clauses (if clauses):

First conditional: Likely situations (present + present, future, or imperative)

Second conditional: Unlikely situations (imperfect subjunctive + conditional)

Third conditional: Impossible situations (pluperfect subjunctive + pluperfect subjunctive or conditional perfect)

The first verb tense listed is the one that follows *si* (if), while the second tense is the "result clause".

FIRST CONDITONAL: Possible or Likely Situations

There are three constructions for expressing possible or likely situations, known as the **first conditional**. Each of these constructions requires the **present tense** in the **conditional clause** (that is, the clause that begins with *si* and expresses the condition that must be met for the result clause to occur), whereas the other verb can be in the present, the future (most of the time) or the imperative.

1a - Si Present, Present

The **si + present tense, present tense** construction is used for things that happen when a condition is met. Sometimes the **si** in these sentences could probably be replaced by **cuando** with little or no difference in meaning.

Si llueve, no trabajamos - If it rains, we don't work.

No trabajamos si llueve - We don't work if it rains.

Si no quiero leer veo la televisión - If I don't want to read I watch TV.

Veo la televisión si no quiero leer - I watch TV if I don't want to read.

Cuando llueve no trabajamos – We don't work when it rains.

1b - Si Present, Future

The **si + present tense, future tense** construction is used for events that will occur (in the future) if the condition is met (in the present):

Si tengo tiempo, lo haré - If I have time, I will do it.

Lo haré si tengo tiempo - I will do it if I have time.

Si estudias, aprobarás - If you study, you will pass.

Aprobarás si estudias - You will pass if you study.

1c. Si Present, Imperative

The **si + present tense, imperative** construction is used to give an order (in the imperative) dependent on the condition being met (in the present).

Si puedes, llama mañana - If you can, call tomorrow.

Llama mañana si puedes - Call tomorrow if you can.

Si Ud. tiene dinero, pague la cuenta - If you have money, pay the bill.

Pague la cuenta si tiene dinero - Pay the bill if you have money.

SECOND CONDITONAL: Unlikely or Currently Contrary Situations

The second most common type of **si** clause refers to unlikely or currently contrary situations. I call these "currently contrary" because the situation described is not currently true. But if the situation changed, the result clause would be able to occur.

The currently contrary **si**-clause, known as the second conditional, is expressed as follows: **the condition clause** (which starts with **si**) requires the **imperfect subjunctive**, while **the result clause** takes the **conditional**. The order of the clauses is unimportant.

For example...

Si tuviera dinero, iría contigo - If I had money, I would go with you.

Iría contigo si tuviera dinero - I would go with you if I had money.

Si fueras con nosotros, podrías ver a tu hermano.- If you went with us, you could see your brother.

Podrías ver a tu hermano si fueras con nosotros. - You could see your brother if you went with us.

Imperfecto de Subjuntivo

We haven't used the imperfect subjunctive in this booklet yet. To conjugate the imperfect subjunctive, take **the third person plural preterite form of any regular, irregular, or stem-changing verb, drop the -RON ending to find the stem, and add the appropriate ending:**

-RA conjugation

yo	-ra	nosotros	-´ramos
tú	-ras	vosotros	-rais
él	-ra	ellos	-ran

-SE conjugation

yo	-se	nosotros	-´semos
tú	-ses	vosotros	-seis
él	-se	ellos	-sen

Use the same endings for ar, er or ir verbs.

Both sets of endings (-ra conjugation or -se conjugation) are equally acceptable and it doesn't make a difference which one you choose.

THIRD CONDITONAL: Impossible Situations

The least common type of **si** clause is used to refer to "impossible situations". This is used when referring to something that **would have happened** if some condition had been met. Since the condition was not met, the result clause is impossible.

The condition clause (which starts with **si**) requires the **pluperfect subjunctive**, while the result clause takes **either the pluperfect subjunctive or the conditional perfect**. The order of the clauses is unimportant.

For example...

Si hubiera sabido, hubiera ido (or habría ido) contigo. - If I had known, I would have gone with you.

Hubiera ido (or Habría ido) contigo si hubiera sabido - I would have gone with you if I had known.

¿Hubieras (or habrías) comprado el libro si te hubiera dicho? - Would you have bought the book if I had told you?

¿Si te hubiera dicho, hubieras (or habrías) comprado el libro? - If I had told you, would you have bought the book?

The past perfect subjunctive (or pluperfect subjunctive)

The pluperfect subjunctive is a compound tense. It is formed from the imperfect subjunctive of the auxiliary verb haber and the past participle.

The imperfect subjunctive of haber is as follows:

(yo)	hubiera or hubiese
(tú)	hubieras or hubieses
(el, ella, usted)	hubiera or hubiese
(nosotros)	hubiéramos or hubiésemos
(vosotros)	hubierais or hubieseis
(ellos, ellas, ustedes)	hubieran or hubiesen

The conditional perfect tense

The conditional perfect is a compound tense. It is formed from the conditional tense of the auxiliary verb haber and the past participle.

The conditional tense of haber is as follows:

(yo)	habría
(tú)	habrías
(el, ella, usted)	habría
(nosotros)	habríamos
(vosotros)	habríais
(ellos, ellas, ustedes)	habrían

PRACTICA:

Translate the sentences into Spanish:

1. If I were rich, I would buy a house.

2. If you're not tired, tell me a story.

3. We would eat if they were ready.

4. If she gives you the money, will you buy a car?

5. I will go to the market if you wash the dishes.

6. If he's happy, he laughs a lot.

7. If they wanted bread, they would tell me.

8. Your brothers would cry if you lost.

9. If you have the camera, take ("make") a picture.

10. Will we sell the house if you lose your job?

11. If I'm the fastest, I'll win.

12. If you want to study, you should tell them.

13. I can't sleep if it's hot.

14. If you're hungry, eat something.

15. He'll be happy if he gets married.

16. If I had known I would have told you.

17. If you had not gone on holidays you would have been so stressed.

18. If they had arrived on time, we would have already finished.

19. If she had asked, I would have helped her.

20. If Ofelia hadn't met the faun she would not have become a princess.

Progress chart

TOPIC	%	RAG
Nouns – gender		
Nouns – number		
Articles		
Adjectives		
Comparatives and superlatives		
“Por” and “para”		
Contractions		
Negatives		
Questions		
Personal a		
Relative pronouns		
Possessive adjectives and pronouns		
Demonstrative adjectives and pronouns		
Direct object pronouns		
Indirect object pronouns		
Direct and indirect object pronouns used together		
Apocopation		
“Ser” and “estar”		
Conjugating verbs		
Present tense: regular verbs		
Present tense: irregular verbs		
Present tense: stem-changing (or radical-changing) verbs		
Present tense: reflexive verbs		
Present tense: “gustar”		
back to front verbs		
Preterite tense		
Imperfect tense		
Preterite vs imperfect		
Present perfect		
Past perfect (or “pluperfect”)		
Future simple		
Conditional		
Commands (the imperative)		
Present progressive (or “present continuous”)		
Present subjunctive		
Passive voice (and how to avoid it)		
Conditonal Clauses		

- AR VERBS

SUJETO	PRESENTE (drop -ar)	PRETÉRITO (drop -ar)	IMPERFECTO (drop -ar)	FUTURO add endings to infinitive	CONDICIONAL add endings to infinitive
yo	viajo	viajé	viajaba	viajaré	viajaría
tú	viajas	viajaste	viajabas	viajarás	viajarías
él / ella	viaja	viajó	viajaba	viajará	viajaría
nosotros	viajamos	viajamos	viajábamos	viajaremos	viajaríamos
vosotros	viajáis	viajasteis	viajabais	viajaréis	viajaríais
ellos	viajan	viajaron	viajaban	viajarán	viajarían

PAST PARTICIPLE – **ado** (viajado)

GERUND – **ando** (viajando)

- ER VERBS

SUJETO	PRESENTE (drop -er)	PRETÉRITO (drop -er)	IMPERFECTO (drop -er)	FUTURO add endings to infinitive	CONDICIONAL add endings to infinitive
yo	como	comí	comía	comeré	comería
tú	comes	comiste	comías	comerás	comerías
él / ella	come	comió	comía	comerá	comería
nosotros	comemos	comimos	comíamos	comeremos	comeríamos
vosotros	coméis	comisteis	comíais	comeréis	comeríais
ellos	comen	comieron	comían	comerán	comerían

PAST PARTICIPLE – **ido** (comido)

GERUND – **iendo** (comiendo)

- IR VERBS

SUJETO	PRESENTE (drop -ir)	PRETÉRITO (drop -ir)	IMPERFECTO (drop -ir)	FUTURO add endings to infinitive	CONDICIONAL add endings to infinitive
yo	vivo	viví	vivía	viviré	viviría
tú	vives	viviste	vivías	vivirás	vivirías
él / ella	vive	vivió	vivía	vivirá	viviría
nosotros	vivimos	vivimos	vivíamos	viviremos	viviríamos
vosotros	vivís	vivisteis	vivíais	viviréis	viviríais
ellos	viven	vivieron	vivían	vivirán	vivirían

PAST PARTICIPLE – **ido** (vivido)

GERUND – **iendo** (viviendo)

IRREGULAR VERBS - SER

SUJETO	PRESENTE	PRETÉRITO	IMPERFECTO	FUTURO add endings to infinitive	CONDICIONAL add endings to infinitive
yo	soy	fui	era	seré	sería
tú	eres	fuiste	eras	serás	serías
él / ella	es	fue	era	será	sería
nosotros	somos	fuimos	éramos	seremos	seríamos
vosotros	sois	fuisteis	erais	seréis	seríais
ellos	son	fueron	eran	serán	serían

PAST PARTICIPLE – **ido (sido)**

GERUND – **iendo (siendo)**

IRREGULAR VERBS - ESTAR

SUJETO	PRESENTE	PRETÉRITO	IMPERFECTO (drop –ar)	FUTURO add endings to infinitive	CONDICIONAL add endings to infinitive
yo	estoy	estuve	estaba	estaré	estaría
tú	estás	estuviste	estabas	estarás	estarías
él / ella	está	estuvo	estaba	estará	estaría
nosotros	estamos	estuvimos	estábamos	estaremos	estaríamos
vosotros	estáis	estuvisteis	estabais	estaréis	estaríais
ellos	están	estuvieron	estaban	estarán	estarían

PAST PARTICIPLE – **ado (estado)**

GERUND – **ando (estando)**

IRREGULAR VERBS - TENER

SUJETO	PRESENTE	PRETÉRITO	IMPERFECTO (drop –er)	FUTURO add endings to irregular stem tendr-	CONDICIONAL add endings to irregular stem tendr-
yo	tengo	tuve	tenía	tendré	tendría
tú	tienes	tuviste	tenías	tendrás	tendrías
él / ella	tiene	tuvo	tenía	tendrá	tendría
nosotros	tenemos	tuvimos	teníamos	tendremos	tendríamos
vosotros	tenéis	tuvisteis	teníais	tendréis	tendríais
ellos	tienen	tuvieron	tenían	tendrán	tendrían

PAST PARTICIPLE – **ido (tenido)**

GERUND – **iendo (teniendo)**

IRREGULAR VERBS - IR

SUJETO	PRESENTE	PRETÉRITO	IMPERFECTO	FUTURO add endings to infinitive	CONDICIONAL add endings to infinitive
yo	voy	fui	iba	iré	iría
tú	vas	fuiste	ibas	irás	irías
él / ella	va	fue	iba	irá	iría
nosotros	vamos	fuimos	íbamos	iremos	iríamos
vosotros	vais	fuisteis	ibais	iréis	iríais
ellos	van	fueron	iban	irán	irían

PAST PARTICIPLE – ido

GERUND – yendo

IRREGULAR VERBS – HABER

SUJETO	PRESENTE	PRETÉRITO	IMPERFECTO (drop –er)	FUTURO add endings to irregular stem habr-	CONDICIONAL add endings to irregular stem habr-
yo	he	hube	había	habré	habría
tú	has	hubiste	habías	habrás	habrías
él / ella	ha	hubo	había	habrá	habría
nosotros	hemos	hubimos	habíamos	habremos	habríamos
vosotros	habéis	hubisteis	habíais	habréis	habríais
ellos	han	hubieron	habían	habrán	habrían

PAST PARTICIPLE – ido (habido)

GERUND – iendo (habiendo)

IRREGULAR VERBS – PODER

SUJETO	PRESENTE	PRETÉRITO	IMPERFECTO (drop –er)	FUTURO add endings to irregular stem podr-	CONDICIONAL add endings to irregular stem podr-
yo	puedo	pude	podía	podré	podría
tú	puedes	podiste	podías	podrás	podrías
él / ella	puede	pudo	podía	podrá	podría
nosotros	podemos	podimos	podíamos	podremos	podríamos
vosotros	podéis	podisteis	podíais	podréis	podríais
ellos	pueden	podieron	podían	podrán	podrían

PAST PARTICIPLE – ido (podido)

GERUND – iendo (pudiendo)