

SPANISH 101



LumenLearning

Book: Spanish 101

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Licensing

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CHAPTER OVERVIEW

Unit 1: Greetings and Basic Grammar

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- 1.4: Lesson 1- Gender/Articles
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1.1: Lesson 1- Gender

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1.2: Introduction- Basic Greetings In Spanish

Students must practice and be familiar with this basic conversation in Spanish the first day of classes.

- Hola/¿qué tal? (hello, hi)
- ¿Cómo te llamas? (what's your name?)
- Me llamo.....¿Y tú? My name is... and you?
- Mucho gusto (pleased to meet you)
- Igualmente (pleased to meet you too)
- ¿Cómo estás? (how are you/)
- (muy) bien gracias, ¿Y tú? (very) well, thank you, and you?
- (muy) bien también.
- ¿De dónde eres? (where are you from?)
- Soy de Boston/ Soy de Brasil, ¿Y tú? I'm from Boston/Brasil.
- Adiós/hasta pronto (Good bye/see you soon).

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1.4: Lesson 1- Gender/Articles

Articles and Gender Powerpoint

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1.5: The Indefinite Article

[Spanish Grammar](#) (See webpage for complete content)

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8. The Indefinite Article / *El artículo indeterminado*

- English “a” or “an” is expressed in Spanish by *un / una*: *un cuaderno – una pluma*
The plural, *unos/unas*, is used for symmetrical objects, meaning “a set of” or “a pair of”:

<i>Necesito unas tijeras.</i>	I need a pair of scissors.
<i>Bajas por unas escaleras.</i>	You go down a stairway.

- Spanish does not use the indefinite article before words denoting occupations, religions, political affiliation or nationality; they are treated as adjectives:

Es inglés.	He is English, an Englishman.
Mi hermano es demócrata.	My brother is a Democrat.
No soy budista.	I am not a Buddhist.
¿Eres estudiante?	Are you a student?
Tu vecino es abogado.	Your neighbor is a lawyer.


But when such words are qualified by an adjective, the article is used:

<i>Es un inglés muy tradicional.</i>	He is a very traditional Englishman.
<i>No soy una norteamericana típica.</i>	I am not a typical American woman.

- Spanish uses the indefinite article less frequently than English. Since *un / una* also means one, the article is redundant for things normally encountered one at a time:

Tengo fiebre.	I have a fever.
¿Tienes familia?	Do you have a family?
¿Se necesita visa?	Is a visa needed?
La mujer llevaba sombrero.	The woman was wearing a hat.
Habla con acento extranjero.	He speaks with a foreign accent.
No puedes manejar sin licencia.	You cannot drive without a license.
Use esto como guía.	Use this as a guide.

Pay attention to these differences as you read. Note that the indefinite article is used to emphasize the individuality of a **noun** modified by an **adjective** (as seen also in the case of professions and nationalities): *Tiene una fiebre terrible.*

 Never use *un / una* before the word *otro/a*:

<i>otro ejemplo</i>	<i>otra situación</i>	<i>otra vez</i>
another example	another situation	another time, one more time

Other common expressions not requiring the indefinite article in Spanish:

<i>¡Qué día!</i>	<i>¡Qué año tan largo!</i>
What a day!	What a long year!

<i>Medio kilo de patatas.</i>	<i>Media vida.</i>
Half a kilogram of potatoes.	Half a lifetime.

Es para cierta persona. *Cierto encanto.*
It is for a certain person. A certain charm.

PRÁCTICA 8. Añada el artículo indeterminado cuando sea necesario.

Ejemplo: **Hoy tengo un examen difícil, y tengo X otro examen mañana.**

There are four forms: *el, la, los, las*.

A. USAGE OF THE DEFINITE ARTICLE. Spanish uses it more often than English:

A1. Before **nouns** intended in a general sense and all abstract nouns:

<i>Los mexicanos adoran las fiestas.</i>	Mexicans love parties.
<i>La gente piensa que el dinero es vital.</i>	People think that money is vital.
<i>La libertad es esencial en la vida</i>	Freedom is essential in life.
<i>Me gusta el pescado.</i>	I like fish.
<i>Me interesa la política.</i>	I am interested in politics.

A2. Before languages, illnesses, sports, sciences, and other fields of knowledge:

<i>El inglés es fácil.</i>	English is easy.
<i>Lucha contra el cáncer.</i>	Fight against cancer.
<i>Me interesa el fútbol.</i>	I am interested in soccer.
<i>Así es la biología</i>	Such is biology.

BUT: The article is often omitted after *de* and *en*, and after *hablar, estudiar, tener* and *saber*:

<i>El libro está en español.</i>	<i>Hay una clase de tenis.</i>	<i>No hablo francés.</i>
The book is in Spanish.	There is a tennis class.	I don't speak French.

A3. Before most titles when speaking about someone:

El escritor mexicano Octavio Paz ganó el premio Nobel en 1992.
El señor García habla con el coronel Páez sobre la reina Isabel.

But not when speaking to the person being addressed by their title: “*Buenos días, señor García*”.

A4. Unlike English, before common words such as *cama, escuela, trabajo, guerra, cárcel, ciudad, iglesia, clase*:

<i>No piensan en el trabajo.</i>	They do not think about work.
<i>Están en la cárcel.</i>	They are in jail.
<i>Leen para la clase.</i>	They're reading for class.
<i>Vivo en la ciudad de México.</i>	I live in Mexico City.

(except in stock phrases such as “at war”: *en guerra*, or “in class”: *en clase*).

A5. In the names of a few countries and cities such as *la República Dominicana, Los Ángeles, La Paz, El Salvador*, and with any country or region name when it is qualified by an adjective: *La España turística, el Perú moderno*. But: *Vivo en España*.

B. CONTRACTIONS *AL* AND *DEL*

The prepositions *a* and *de* contract with the masculine singular article to form the only two written, mandatory contractions in Spanish, *al* and *del*: *al norte* (*a + el*) • *del planeta* (*de + el*)


PRÁCTICA 9A. Complete las oraciones con el artículo determinado cuando sea necesario.

Ejemplo: **Me gustan los libros en X español.**

C. OTHER PRECULIARITIES IN THE USE OF ARTICLES.

C1. Articles, either definite or indefinite, are not used when an idea of amount or quantity is implied (if the words *any* or *some* could be inserted in English):

Hay gente que no come carne.	There are (some) people who do not eat (any) meat.
Pedimos vino y nos dan agua.	We ask for (some) wine and they give us water.
Viven sin libertad, pero con dinero.	They live without (any) freedom but with (some) money.
Leo libros con frecuencia.	I read (a number of) books frequently.
Quieren uvas para el desayuno.	They want grapes for breakfast.
Tiene éxito sin esfuerzo.	She succeeds without (any) effort.

 Note that *hay* (there is/are) always indicates a certain quantity, so it is never followed by the definite article:
Hay conflictos y no hay libertad. Hay un problema

C2. Occasionally, *unos/as* expresses *some* when it means “a few,” “a number of” or “about”
(→ **but *algunos/as* is a more common way to express “some”.**)

Todavía tengo unos dólares.	I still have some (a few) dollars.
Hay unas diez personas.	There are some (about) ten people.

C3. Spanish has a neuter article, *lo*, used with an adjective (masculine, singular) to express abstract concepts. Its meaning is very much like the English “the + adjective + thing”:

<i>Eso es lo interesante.</i>	That is the interesting thing.
<i>Lo malo es que nos gusta.</i>	The bad thing about it is that we like it.
<i>Lo bueno, lo malo y lo feo de la vida.</i>	The good, the bad and the ugly in life.
<i>Lo difícil de los idiomas es la gramática.</i>	The difficult part of languages is grammar.

9. The Definite Article / *El artículo determinado*

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1.6: The Definite Article

[Spanish Books](#) (See webpage for complete content)

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CHAPTER OVERVIEW

Unit 2: Basic Verb Conjunction, Personal Pronouns

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2.2: Lesson 3- Subject Pronouns, Basic Verb Conjugation and Basic Pronunciation

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2.1: Lesson 2- Numbers 0-60

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2.2: Lesson 3- Subject Pronouns, Basic Verb Conjugation and Basic Pronunciation

Spanish Grammar in Context

Subject Pronouns

	singular	plural
1st person	<i>yo I</i>	<i>nosotros/nosotras we</i>
2nd person	<i>tú you</i>	
3rd person	<i>él/ella/usted he/she/formal you</i>	<i>ellos/ellas/ustedes they/you plural</i>

A pronoun replaces a **noun** in order to avoid repetition. Subject pronouns function as the subject of a **verb**. Unlike English, the use of subject pronouns is optional in Spanish. Many dialects of Spanish only use subject pronouns for emphasis or in cases where it is not clear who the subject is. Notice in the example below how the English translation makes use of 5 subject pronouns, while Spanish only uses 1.

Entonces se bajó, y agarró su hacha o su pico que traía, creo que era un pico, y tumbó la puerta como pudo y allí estaba **yo** tirado en el suelo muy, muy mal, morado desde el cuello hasta los pies. So **he** bent down and grabbed his hatchet or his pickaxe that he brought, **I** think it was a pickaxe, and **he** broke down the door the best **he** could and **I** was there sprawled on the floor very very sick, purple from my neck down to my feet.

Subject pronouns are labelled by the term **person**, referring to the subject's role in the conversation. 1st person refers to the person(s) speaking (**I, we**); 2nd person to the person(s) spoken to (**you**); and 3rd person to the person(s) or thing(s) spoken about (**he, she, it, they**).

There are two other subject pronouns that aren't often mentioned in introductory Spanish courses: vos and vosotros. Vos is used in Argentina for the informal second person singular (you) instead of tú. In several other countries, vos is also used along with tú: in Central America (El Salvador, Guatemala, Honduras, Nicaragua, Costa Rica) and the Southern Cone (Paraguay, Bolivia, Chile and Uruguay) So rather than replacing tú these countries often make use of vos, tú and Usted to mark different degrees of formality when talking to someone.

Cuando va mi papá allá, lo primero que le dice – mi hijo está interesado en **vos** – sin ningún cuidado. When my dad goes over there, the first thing he says to her is “my son is interested in **you**“, without a care.



Chart: Countries that Use “Vos”

Vostros is used only in Spain and Equatorial Guinea. In these countries, vosotros is used for informal second person plural (like you guys in English) and Ustedes is used for the formal plural you. In the rest of the Spanish-speaking world Ustedes is used for both formal and informal.



Chart: Countries that Use “Vosotros”

Yo

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

Tú

The pronoun **tú** is singular and, importantly, informal. Use **tú** to address people your own age and those you know well.

Usted

The pronoun **usted** is singular and formal. Despite of its meaning (*you*), grammatically it is a third person pronoun, meaning that it will always be used with third person verbs: **Usted es**

Ellos/ellas

Ellos and **ellas** agree with the gender of the noun they replace. **Ellas** is used to mean *they* if it replaces people who are all women. On the other hand, **ellos** is used for a group of all men or any group where there is at least one male person in the group.

Ustedes

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

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2.3: Unit 4- Verbs Ser/Estar (To be)Students will differentiate between 2 modalities of verb to be.

SER VS. ESTAR Powerpoint

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2.4: Uses of ser and estar

Spanish Grammar (See webpage for complete content)

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25. Uses of ser and estar

A. SER, from the Latin *essere* associated with the word *essence*, is used:

A1. to identify or define a subject (to say *what* something is):

El hermano es ingeniero. Es a ella a quien busco. Esto es un problema.

Este poema es para mi abuelo. El programa es sobre arte.

A2. with *de* to denote origin, material, or ownership:

Es de madera. Es de Panamá. Es de Juan. Son de la clase alta.

A3. only with **adjectives** that denote essential or defining qualities (including *pobre, rico, joven, viejo*):


Nueva York es grande. Voy a ser rico.

A4. in expressions of time, dates, and for quantities:

Son las tres y media. Hoy es jueves dos de marzo. Son treinta dólares.

A5. in impersonal expressions:


Es posible saber eso. Es importante cuidar la salud.

 For the use of *ser* with past participle (passive voice), see §41.

B. ESTAR, from the Latin *stare* associated with the words *state* and *station*, is used:

B1. to express location [*ubicación*] (to say *where* something is):

El profesor no está aquí. El problema está en su actitud. Panamá está al sur de Centroamérica.

 BUT: Use *ser* to describe where an event is taking place: *El concierto es aquí.*

B2. with some adjectives and all **adverbs**, to describe states and conditions or a change in a characteristic:

Está bien. Están tristes porque el perro está muerto.


Estamos interesados en el tema. El país está en una situación difícil.


El rojo está de moda (in fashion). Las ventanas **están cerradas**.

B3. with a present participle* to express a continuing action:

Estamos viajando. Van a estar durmiendo.

***the present participle in English (-ing form of a verb) is the equivalent of the -ndo form, called *gerundio* in Spanish.**

 For the use of *estar* with past participle (states), see §26.

 Some adjectives have different meanings when used with the two verbs:

<i>estar listo/a</i>	to be ready (state)	<i>¿Estás lista, María?</i>
<i>ser lista/o</i>	to be bright (defining quality)	<i>María es muy lista.</i>

<i>estar aburrido</i>	to be bored (state)	<i>Estoy aburrido con esta novela.</i>
<i>ser aburrido</i>	to be boring (defining quality)	<i>Esta novela es muy aburrida.</i>

2.5: Supplemental Content- 10 Latin American Accents in Spanish

[YouTube Video](#)

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2.6: Consonants and Vowels

Vowels and Consonants (See webpage for complete content)


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1. Consonants / Las consonantes

Spanish spelling is pretty consistent: most letters represent a single sound regardless of their position in a word. Note the following peculiarities:

H – *la hache* is never pronounced. Thus, words like *Honduras*, *ahora* and *alcohol* have no aspiration before the /o/ sound.

CH – *la che* is always pronounced as in “cheers”: *coche*, *ocho*.

 *La hache* is not combined with any other consonants: there is no th, sh, ph, gh, etc. (English “ph” may translate to “f”: *filosofía*, *Filadelfia*, *fantasma*).

C – *la ce* is pronounced /k/ (as in “case”) in most positions: *caso*, *cosa*, *cuota*, *frecuente*, *crisis*.


– Before **-e**, **-i**, it is pronounced /s/ (as in “sin”) in America or /θ/ (as in “thin”) in Spain: *cielo*, *acento*.

– The /k/ sound (as in “kiss”), is spelled “qu” (mute “u”) before **-e**, **-i**: *queso*, *quince*.

G – *la ge* is pronounced /g/ (as in “go”) in most positions: *gala*, *gota*, *quante*, *globo*.

– Before **-e**, **-i**, it is pronounced almost like /h/ (as in “hen”): *general*, *gitano*.

– The /g/ sound (as in “get”), is spelled “gu” (mute “u”) before **-e**, **-i**: *guerra*, *guitarra*.

 If the letter “u” is to be pronounced in a “gue/gui” combination, it is marked with a diaeresis (*la diéresis*): *pingüino*, *bilangüe*, *nicaragüense*.

Q – *la ku* is used only in the *que/qui* combinations, and the “u” is always mute in this position. Therefore, the word *quinteto* has no /u/ sound, and English “quota” and “frequent” translate to *cuota* and *frecuente*.

Z – *la zeta* is pronounced /s/ in America and /θ/ in Spain.

Spanish avoids the **ze/zi** combination and prefers *ce*, *ci*: *lápiz* → *lápices*; *cebra*, *cenit*.

Only four consonants can be duplicated to represent specific sounds:

- **cc** is used before “e” or “i” only and sounds /ks/ (/kθ/) in Spain): *acción* and *acceso* but *acento*, *ocurrir*.
- **ll** sounds /y/: *calle*, *llama* but *ilegal*, *aludir*, *inteligente*.
- **rr** represents the famous “rolling r” between vowels only: *perro*, *carro* vs. *pero*, *caro*.
- **nn** is used only when a prefix ending in “n” is added to a word beginning with “n”: *innecesario*, *connotación*, but *anual*, *anotación*, *conexión*.

No other consonants are duplicated in Spanish: *efectivo*, *común*, *oportunidad*, *imposible*, *adición*.

Summary / Resumen

Never pronounce the letter **H (hache)**: *alcohol*, *ahora*, *humano*, *Honduras*, *holocausto*.

Hard C sound: /k/ as in kiss

S/Z sound: /s/ or /θ/ as in sink/think

Hard G sound: /g/ as in get

Soft G sound: /h/ as in hen

ca **que qui** co cu

za **ce ci** zo zu

ga **gue gui** go gu

ja je ji jo ju **ge gi**

buscar, **busqué**

realizar, **realicé**

pagar, **pagué**

hi**ja**, **gitano**

As you see, vowels **e** and **i** are exceptional in their combination with **g** and **c**.

The words *que*, *quien*, *guerra* and *guitarra* may help you remember these spelling changes.

No double consonants except **rr**, **ll**, **cc** and **nn**

ph → **f**: *filosofía*

PRÁCTICA 1. Escriba en español el equivalente de las siguientes palabras, notando la ortografía (*spelling*).

This page has sound with Flash: [Get Flash Player](#) Quick download [Top](#) 

2. Vowels / Las vocales

Spanish has five vowel sounds —*a, e, i, o, u*—, pronounced the same way regardless of their position in a word:

a. like the a sound in “father”: *casa, alma*

e. like the e sound in “let”: *lee, cena*

i. like the ee sound in “leek”: *mil, millaje*

o. like the aw sound in “lawn”: *son, hoja*

u. like the oo sound in “loom”: *tú, Honduras* (*u* is mute in *que, qui, gue, gui*)

- *i* and *u* are called “weak” (*débiles o cerradas*) because, in combination with another vowel, are generally pronounced as one syllable: *Ruiz, fue, dio*, have only one syllable. These are considered true diphthongs in Spanish —two vowels in one syllable—, as in *a·gua* or *vien·to*.

- *a, o,* and *e* are called “strong” (*fuertes o abiertas*). Two strong vowels are pronounced as two syllables: *po·e·ma* has three syllables, *ca·os* has two. These are not true diphthongs, since the vowels belong in different syllables.

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2.7: Lesson 5- Numbers 0-100

Spanish Grammar (See webpage for complete content)

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13. *Números: 0-100*

0 cero	10 diez	20 veinte	30 treinta
1 uno/a	11 once	21 veintiuno/a	31 treinta y uno/a
2 dos	12 doce	22 veintidós	32 treinta y dos
3 tres	13 trece	23 veintitrés	43 cuarenta y tres
4 cuatro	14 catorce	24 veinticuatro	54 cincuenta y cuatro
5 cinco	15 quince	25 veinticinco	65 sesenta y cinco
6 seis	16 dieciséis	26 veintiséis	76 setenta y seis
7 siete	17 diecisiete	27 veintisiete	87 ochenta y siete
8 ocho	18 dieciocho	28 veintiocho	98 noventa y ocho
9 nueve	19 diecinueve	29 veintinueve	100 cien

Note: All numbers ending in *uno* shorten to *un* before masculine **nouns** (e.g. *un dólar*, *veintiún libros*, *treinta y un alumnos*, etc.), and change to *una* when referring to feminine nouns: *noventa y una mujeres*. *Sí*, *noventa y una*.

14. Time of Day / *La hora*

• The basic formula is: *¿Qué hora es? Son las dos*.
What time is it? It's two o'clock.

• Other expressions:

<i>Es la una de la mañana.</i>	It is 1:00am.
<i>Son las tres y media de la tarde.</i>	It is 3:30pm.
<i>¿A qué hora tienen ustedes clases?</i>	At what time do you have classes?

• For time after the hour, use *y*:

<i>Son las dos y cuarto.</i>	It is 2:15
<i>Es la una y veinticinco.</i>	It is 1:25
<i>a la una y media</i>	at 1:30


• For time before the hour, use *menos*:

<i>Son las cuatro menos veinte.</i>	It is twenty to four (3:40).
<i>Estudiamos a las ocho menos cuarto.</i>	We study at a quarter to eight.

• For am and pm, use *de la mañana*, *de la tarde*, and *de la noche*.

• Note also the following expressions:

<i>Por la mañana</i>	in the morning
<i>por la tarde</i>	in the afternoon
<i>por la noche</i>	at night
<i>al mediodía</i>	at mid-day, at noon
<i>a (la) medianoche</i>	at midnight

 - Note that the word *tiempo* refers to time as duration:

¿Tienes tiempo ahora?	Do you have time now?
Nos queda poco tiempo.	We have little time left.
Cree que mejorará con el tiempo.	He thinks he will get better in time.
¿Cuánto tiempo duran las pilas?	How long do the batteries last?
Al mismo tiempo.	At the same time (simultaneously).

PRÁCTICA 14. Exprese en español:

- | | | |
|----------------|---------------------|------------------------|
| 1. It's 4:30 | 5. At 11:45 | 9. At 9:12 pm |
| 2. It's 3:15pm | 6. At 4:55 | 10. 88 solved problems |
| 3. It's 12:25 | 7. At three pm | 11. 99 brilliant ideas |
| 4. At 6:27pm | 8. Lunch is at noon | 12. 73 biology books |

13. There are 16 wonderful programs, but I do not have time now. VER RESPUESTAS

15. Common Expressions with *Tener*

¿Cuántos años tienes?	How old are you?
Tengo veinte años.	I am twenty.
Ella tiene frío.	She is cold.
¿Tenéis sed?	Are you thirsty?
Ella tiene hambre.	She is hungry.
Tengo calor.	I am warm.
Tenemos sueño.	We are sleepy.
Tienen miedo (de...)	They are afraid (of...)
Tienes razón	You are right.
¡Ten cuidado!	Be careful!
No tengo mucha suerte.	I am not very lucky.
Tengo que viajar a otro país.	I have to travel to another country.
Tengo muchas cosas que hacer.	I have a lot of things to do.

Since the literal meaning of these phrases is “I have hunger”, etc., Spanish uses **adjectives** where English needs **adverbs** such as “very”:

Tenemos mucho sueño.	We are very sleepy.
Tengo demasiada hambre.	I am too hungry.

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Telling Time Powerpoint

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2.9: Números- 0-100

Spanish Grammar (See webpage for complete content)

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CHAPTER OVERVIEW

Unit 3: Vocabulary of classes, conjugation of verbs ending in -AR, negative form and questions.

- 3.1: Lesson 7- Vocabulary of Classes
- 3.2: Lesson 8- Verb Conjugation of Regular Verbs
- 3.3: Spanish Grammar in Context
- 3.4: Lesson 9- Questions
- 3.5: History of Salsa from Africa to New York

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3.2: Lesson 8- Verb Conjugation of Regular Verbs

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3.4: Lesson 9- Questions

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CHAPTER OVERVIEW

Unit 4: Unit 4- Basic adjectives, verbs ending in -er/-ir, expressions with verb tener

4.1: Lesson 10- Adjectives

4.2: Lesson 11- Verbs ending in -ER

4.3: Mystery Of Aztec Camp; Maya Civilizations

4.4: Lesson 11- Verbs ending in -ER/IR

4.5: Lesson 12- Expresssions with verb Tener

Unit 4: Unit 4- Basic adjectives, verbs ending in -er/-ir, expressions with verb tener is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

4.1: Lesson 10- Adjectives

Spanish Grammar (See webpage for complete content)

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11. Adjectives / *Los adjetivos*

A. FORMATION AND AGREEMENT / *FORMACIÓN Y CONCORDANCIA*

Adjectives must agree with the **noun** they refer to (that is, if the noun is feminine plural, then the adjective must be too). They can be next to the noun or separated from it:

*Los países **diversos**. Los países latinoamericanos son muy **diversos**.*

*Hay gente **honestá**. Hay gente que es siempre muy **honestá**.*

- Most adjectives ending in *-a* or *-o* have four forms to agree with a noun if it's masculine (*-o*), feminine (*-a*), or plural (*-os, -as*):
*día **largo**, clase **larga**, días **largos**, clases **largas**.*
- Adjectives ending in *-sta* or *-ta* like *idealista, egoísta, idiota*, etc., are the same in the masculine and feminine (*indígena* also):
*un hombre **idealista**, sociedades **capitalistas**, políticos **demócratas**, un texto **indígena**.*
- Most adjectives ending in *-e* or a consonant are also the same in the masculine and feminine:
*una profesora **inteligente**, un poema **difícil**, ensayos **útiles**, novelas **importantes**.*
- A few adjectives ending in consonants do have separate feminine forms. The most common of these are adjectives of nationality and those ending in (*-or*):
*una estudiante **alemana**, ciudades **inglesas**, mujer **trabajadora**.*
- Adjectives that qualify nouns of mixed gender are masculine:
*El flamenco y la paella son **españoles**.*
*Las novelas y los poemas son **artísticos**.*
- The adjectives *bueno* and *malo* are shortened to *buen* and *mal* before masculine singular nouns:
*un **buen** amigo, un **mal** día (but: **buenos** amigos, **malos** días).*
- *Grande* shortens to *gran* before a singular noun, masculine or feminine:
*un **gran** país, una **gran** mujer (but: **grandes** países, **grandes** mujeres).*

PRÁCTICA 11A.

1. Formación de femeninos. Escriba la forma femenina del adjetivo en **negritas**.

Ejemplo: Es un amigo **sincero** y sus palabras también son

sinceras.

2. Concordancia. Escriba la traducción adecuada del adjetivo que está entre paréntesis en inglés.

Ejemplo: los peruanos

inteligentes (intelligent)

B. PLACEMENT / *POSICIÓN EN LA ORACIÓN*

- Descriptive adjectives that distinguish one noun from another tend to follow the noun:
*Es un médico **sensato**. Un problema **nacional**.*
*El automóvil **rojo** y la casa **verde**.*
- When modified by an **adverb**, adjectives almost always follow:
*Un hombre **muy bueno**.*
*Una clase **increíblemente aburrida**.*
- The adjective *grande* means “great” when used before the noun, “large” when used after:

*Barcelona es una **gran** ciudad. Barcelona is a great city.*

Es también una ciudad grande. It is also a large city.

- Adjectives of quantity (*cantidad*), which do not stress difference, precede the noun:

muchos amigos, ***tres*** hermanos, ***algunos*** individuos

demasiados problemas, ***ambas*** manos, ***varios*** temas, ***ninguna*** letra.

PRÁCTICA 11B. Reemplace el sustantivo subrayado por el que aparece entre paréntesis, y haga los cambios necesarios:

Ejemplo: Tengo algunas

dificultades, pero no son muy serias. (**problemas**)

→ Tengo algunos problemas, pero no son muy serios .

C. NOMINALIZATION (“...the green one,” “...the old ones”)

- While English usually avoids repeating nouns by the use of the word “one”, Spanish simply leaves out the noun, keeping the article (*el, la, los, las*), which in such case acts as a **pronoun** (*artículo pronominal*).

El estilo español y el inglés.

The Spanish style and the English one.

Los días buenos y los malos.

Good days and bad ones.

La casa de la ciudad y la del campo.

The house in the city and the one in the countryside.

- Similarly, with the possessive expressions rendered in English with ‘s (John’s books) and in Spanish with *de*, the article is used to avoid repetition:

Los actos de Juan y los de Pedro. Juan’s actions and Pedro’s.

PRÁCTICA 11C. Complete las oraciones con las terminaciones y los artículos adecuados.

Ejemplo: Necesito la camisa amarilla

a, no **la** roja.

D. COMPOUND NOUNS (coffee cup, Spanish book, writing paper)

Spanish cannot put two **nouns** together in this way. Link them with a preposition, usually *de*:

el papel para escribir
writing paper

los zapatos de cuero
leather shoes

las clases de español
Spanish classes

las vacaciones de verano
summer vacation

el horario de oficina
office schedule

productor/a de cine
film producer

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4.2: Lesson 11- Verbs ending in -ER

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4.3: Mystery Of Aztec Camp; Maya Civilizations

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4.4: Lesson 11- Verbs ending in -ER/IR

Verbs Powerpoint

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4.5: Lesson 12- Expressions with verb Tener

Spanish Grammar (See webpage for complete content)

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| 2. It's 3:15pm | 6. At 4:55 | 10. 88 solved problems |
| 3. It's 12:25 | 7. At three pm | 11. 99 brilliant ideas |
| 4. At 6:27pm | 8. Lunch is at noon | 12. 73 biology books |

13. There are 16 wonderful programs, but I do not have time now. VER RESPUESTAS

15. Common Expressions with *Tener*

¿Cuántos años tienes?	How old are you?
Tengo veinte años.	I am twenty.
Ella tiene frío.	She is cold.
¿Tenéis sed?	Are you thirsty?
Ella tiene hambre.	She is hungry.
Tengo calor.	I am warm.
Tenemos sueño.	We are sleepy.
Tienen miedo (de...)	They are afraid (of...)
Tienes razón	You are right.
¡Ten cuidado!	Be careful!
No tengo mucha suerte.	I am not very lucky.
Tengo que viajar a otro país.	I have to travel to another country.
Tengo muchas cosas que hacer.	I have a lot of things to do.

Since the literal meaning of these phrases is “I have hunger”, etc., Spanish uses [adjectives](#) where English needs [adverbs](#) such as “very”:

Tenemos mucho sueño.	We are very sleepy.
Tengo demasiada hambre.	I am too hungry.

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CHAPTER OVERVIEW

Unit 5: The Family, irregular verbs

5.1: Lesson 13- The Family

5.2: Lesson 14- Changing Stem Verbs

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5.1: Lesson 13- The Family

The Family Powerpoint

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5.2: Lesson 14- Changing Stem Verbs

[Spanish Grammar](#) (See webpage for complete content)

Libro digital *Herramientas de español* *Spanish Tools Online Grammar Book*

18. Stem-Changing Verbs / *Verbos que cambian de raíz*

All Spanish **verbs** have a stem (*la raíz*) and an ending (-ar, -er, -ir): **pensar**, **volver**, **pedir**. There is a large group of verbs that change their stem in the present **tense** when the stem vowel is stressed. There are three types: those that change -e to -ie-, those that change -o- to -ue- and those that change -e- to -i-:

to think: to come back: to ask (for):

pensar (ie)	volver (ue)	pedir (i)
pienso	vuelvo	pido
piensas	vuelves	pides
piensa	vuelve	pide
pensamos	volvemos	pedimos
pensáis	volvéis	pedís
piensan	vuelven	piden

Common verbs following these patterns in the present tense:

e > ie: cerrar, comenzar, empezar, entender, pensar, perder, preferir, querer, sentir

e > i: elegir, (im)pedir, seguir, servir, (son)reír

o > ue: contar, dormir, encontrar, morir, mostrar, poder, resolver, volar, volver

Jugar has a different stem change, from *u* to *ue* in the same places:

juego, juegas, juega, jugamos, jugáis, juegan.

Note: All -ir stem-changing verbs change their stems in other tenses (see [appendix A](#)).

5.2: Lesson 14- Changing Stem Verbs is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

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