Fifth Edition

Manual de gramática

Grammar Reference for Students of Spanish

Zulma Iguina • Eleanor Dozier

Manual de gramática

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Grammar Reference for Students of Spanish

Fifth Edition

Zulma Iguina
Eleanor Dozier
Cornell University

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Preface

This ***Manual*** is designed for students at the intermediate level and above whose mission is to attain autonomy as lifelong language learners. Most language textbooks contain abbreviated segments on grammatical points and lexical difficulties, dispersed throughout the text in proximity to situations, themes, functions, or tasks where they may be of use. The benefit of this focus on the intent and content of the message versus the accuracy of form *per se* is undeniable. However, when a student has to write a paper and needs to look up a form or a usage, the context-oriented textbook is inadequate.

Accordingly, we have constructed a useful tool for the Spanish language student who needs a clear and simple reference to grammar. Our intention is to provide a means to understand the sometimes complex and subtle conceptual distinctions between English and Spanish, and, when there is no graspable concept involved, to clearly perceive particular differences between the two. As is fitting for a reference manual with a contrastive approach, many of the exercises are of a translation format.

In the fifth edition of this text, we have tried to improve on the prior editions in as many ways as we could without altering what has proven to be for many a very satisfying format.

In brief, we have corrected *errata* from the fourth edition; we have enhanced visual clarity and consistency through an updated table format; we have prepared new exercises and refreshed a number of the existing ones; and we have added a new chapter on orthography. Our focus in this new chapter is to provide readily available tools to help the learner identify basic sounds and relate them to the spellings of words; note that we have no intention of teaching phonetics or pronunciation. We have moved the segment on written accents from chapter 1 to the new chapter 9, for evident reasons, leaving in chapter 1 what concerns sentence components and their relationships to one another.

Further, we have incorporated into this edition of the ***Manual*** the revised rules and recommendations published in late 2010 in the new *Ortografía de la lengua española* by the Real Academia Española and the Asociación de Academias de la Lengua Española. For a summary of the specific changes affecting this ***Manual,*** see section I at the end of chapter 9, page 378.

We welcome feedback from users of this edition, students and instructors alike, as well as those who use it outside the context of the classroom, to help us further improve it. Send us your comments at *zi10@cornell.edu* or *ed15@cornell.edu.*

Zulma Iguina and *Eleanor Dozier*

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Acknowledgments

For this edition, we owe thanks to Heather Bradley Cole, Acquisitions Editor, for her transparent easy leadership, and to Sara Dyer, Assistant Editor, for her invaluable input, her keen eye for detail, and her limitless patience and support. We are sincerely grateful for the thoughtful suggestions on content improvement from our colleague Jeannine Routier-Pucci, as well as the feedback from diverse independent users of the book, notably Errol Leroy King, and the constructive comments of reviewers of the fourth edition.

Language Choices

For reasons of personal preference in some cases, and to avoid confusion in other instances, we have made the following choices.

1. We opted for the use of **lo** as direct object, human or not, and of **le** in the case of human direct objects with the impersonal **se.** We have tried to avoid situations where other dialects may be in conflict.
2. We use the verb tense and mood nomenclature closest to English, so it is more recognizable for students. Students wishing to become familiar with the standard terminology used in texts in the Spanish-speaking world should take note of the following differences.

English Terminology	*Manual* Terminology	Spanish Terminology
Imperfect	Imperfecto	Pretérito Imperfecto
Preterite	Pretérito	Pretérito Indefinido
Pluperfect	Pluscuamperfecto	Pretérito Pluscuamperfecto
Present Perfect	Presente Perfecto	Pretérito Perfecto
Conditional	Condicional	Potencial
Conditional Present	Condicional Presente	Potencial Simple
Conditional Perfect	Condicional Perfecto	Potencial Compuesto

References

Following is an intentionally skeletal bibliography of those published texts that we consider indispensable reference tools. To this list need to be added the articles published continually in professional journals, which contribute to our evolving perspective of the field, as well as the unpublished dialogue with friends and colleagues which informs our thinking on the subject of communication in different languages.

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A Note about the Answer Key

For this fifth edition, the Answer Key has been removed from the Student Edition, and placed online as a free, downloadable PDF available on the Cengage Brain Web site. The Answer Key is also available directly through the iLrn (for more information on this resource, see below, under Technology), for those learners who have purchased this supplement.

Technology

Online Activities (1-1331-0248-4): The exercises found at the end of the book are also available online in an interactive format. **iLrn™: Heinle Learning Center** provides students access to self-scoring activities with immediate feedback. A searchable, page-by-page representation of the textbook is also provided as

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an eBook, along with 50 grammar tutorials that can be viewed online, printed, or downloaded to a mobile device.

Please note that the **iLrn: Heinle Learning Center** is also available to independent learners who are not currently enrolled in a course and who have purchased the **iLrn.** To learn how to use this online tool independently, please contact *bookhelp@quia.com*. Please be aware that if no specific request is made for extra resources, these will not be available. For more information on the available package options or specific issues related to using or accessing Cengage online products or services, please visit the Cengage Learning Web site.

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To the Student

This is a grammar book that is designed as a reference tool, and not only as a study tool. We hope that it will serve you when you need to understand or review a certain grammar point, but more significantly, that you will learn to make effective use of it as a resource to help you attain a higher level of accuracy in your own oral and written expression, and to better comprehend what you read and hear.

As a Study Tool

When you approach the study of grammar, we recommend that you apply a few basic principles:

- **Timing** Study what your instructor assigns in grammar at a time of day when your mind is alert, and as soon as possible. If you leave it for the last minute, you are not going to absorb as much as you might if you start promptly.
- **Dosage** To maintain your attention at its highest level of receptivity, it is best to practice in frequent small doses, rather than spend a lot of time all at once. A steady daily routine will always serve you best.
- **Practice** As you study the rules, test your understanding frequently by practicing with the self-correcting exercises, either in the book or, if assigned by your instructor, on **iLrn: Heinle Learning Center.** This will help the information take better hold in your memory.
- **Application** Make a conscious effort to apply what you are studying to your communication in the language.
- **Perspective** As an intermediate- or advanced-level student of the language, you are on a lifelong journey. Remember that learning a language is a process that will not end with one more year of study. It is natural for you not to know everything, and to make mistakes, even in areas that you have covered a number of times. Do not allow frustration to become an obstacle. Be patient with your own needs, and keep trying. The more you seek to understand and practice, the richer your journey will be.

As a Reference Tool

In this book, we provide a variety of contexts you may use as reference when you are expressing yourself in Spanish, such as explanations, examples, tables, and contextualized exercises. Familiarize yourself with all of the features of the book so

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you can make the most effective use of it as a tool. Locate the table of contents, the index at the end, and the mini-index of verbs and the accompanying verb tables; mark the pages with useful tables for you (verb conjugations, reflexive verbs, false cognates), and the pages referring to areas where you have noted weaknesses. Refer to these frequently as you write.

Note also that there are cross-references from explanations to exercises, and vice-versa. If you are doing an exercise and fail to understand the reasons for your mistakes, look for the header prior to the exercise: you will find beneath it a reference to the pages of the text containing the relevant rules and explanations.

We hope that you find this book as useful a means of increasing your accuracy of the Spanish language as others have before you, and that you find ways to enjoy this process by making it one of your own design.

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Manual de gramática

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Chapter 1

Overview

A Sentence Components

B Verb Structure

C Sentence Structure

D Subject-Verb Agreement

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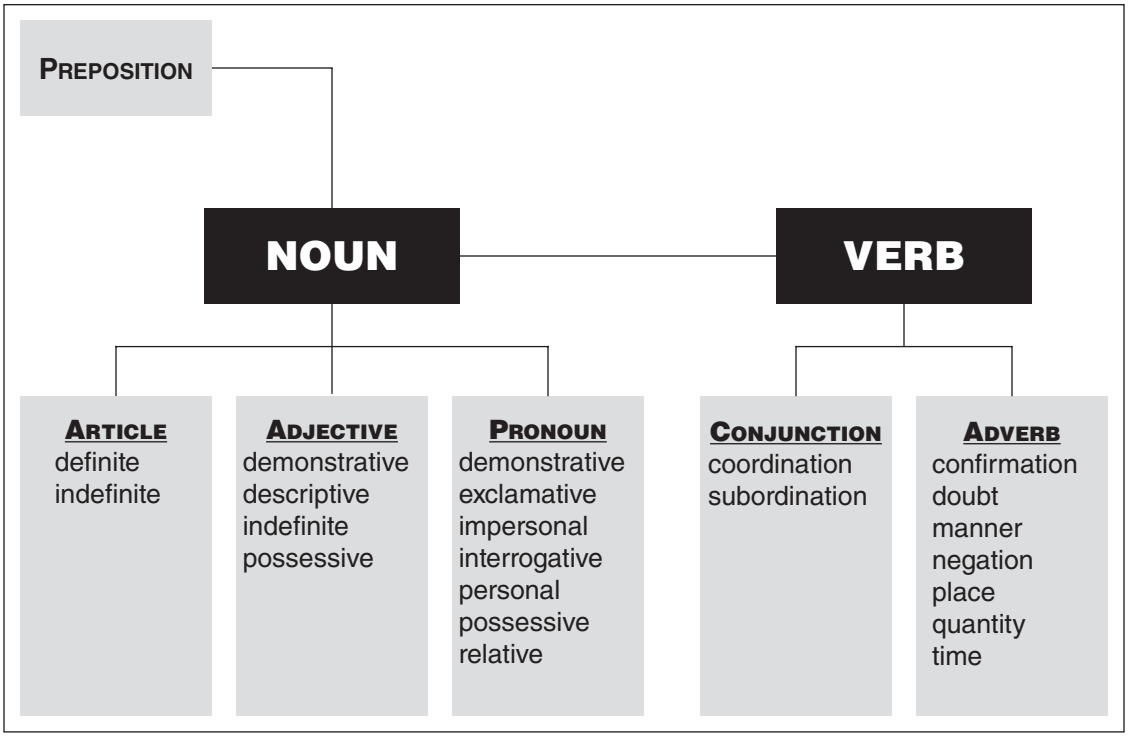
A. SENTENCE COMPONENTS



A sentence is a self-contained unit of communication that may be formed with combinations of the following eight types of words: nouns, verbs, prepositions, articles, adjectives, pronouns, conjunctions, and adverbs. Each of these types of words has a particular function to perform in a sentence:

NOUN: may serve as the subject of a verb, its direct or indirect object, or the object of a preposition. In Spanish, equivalents of nouns (i.e., words or groupings of words that may have the same grammatical functions as nouns) are pronouns, infinitives, and nominalized words or groups of words.

VERB: the grammatical core of a sentence; expresses an action or state. Its form changes in agreement with subject, tense, mood, aspect, and voice.

ARTICLE: accompanies and modifies a noun or its equivalent as to specificity.

ADJECTIVE: accompanies and modifies a noun or its equivalent.

ADVERB: modifies a verb, an adjective, another adverb, or a sentence.

PRONOUN: is used to avoid repeating a noun whose reference is clear.

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PREPOSITION: relates a noun or its equivalent to another noun, to the verb, or to the rest of the sentence.

CONJUNCTION: joins two parts of a sentence. Conjunctions of subordination introduce subordinate clauses.

The following table expands on what we have just covered and gives the Spanish terms. Refer to the index at the end of the **Manual** to locate additional information on specific topics.

SENTENCE COMPONENTS AND THEIR FUNCTIONS				
WORD TYPE	**TIPO DE PALABRA**	**SUBCATEGORÍAS Y EJEMPLOS**	**GRAMMATICAL FUNCTION**	**FUNCIÓN GRAMATICAL**
Noun or nominalized word or phrase	**Nombre o sustantivo; palabra o locución nominalizada**	Propio (**España,** la **Inmaculada**...)	Subject; direct/ indirect object; prepositional object	Sujeto; objeto directo/ indirecto; objeto de preposición
		Común (el **libro,** el **bien**, la **de azul**...)		
Pronoun	**Pronombre**	Personal (**yo, me, mí**...)	Same as the noun	Igual que el nombre
		Impersonal (**se, uno**...)		
		Demostrativo (**eso, esto**...)		
		Posesivo (**el mío, el tuyo**...)		
		Interrogativo (**¿qué?, ¿quién?**...)		
		Exclamativo (**¡qué!, ¡quién!**...)		
		Indefinido (**alguien, algo**...)		
		Relativo (**que, el que, cuyo**...)	Replaces a noun and introduces a relative clause; subject or object of verb in subordinate clause, or prepositional object	Reemplaza el nombre e introduce una cláusula relativa; sujeto u objeto del verbo de la cláusula subordinada, u objeto de preposición

(continued)

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WORD TYPE	TIPO DE PALABRA	SUBCATEGORÍAS Y EJEMPLOS	GRAMMATICAL FUNCTION	FUNCIÓN GRAMATICAL
Article	**Artículo**	Definido (**el, la; los, las**)	Accompanies and modifies the noun or its equivalent	Acompaña y modifica el nombre o su equivalente
		Indefinido (**un**[**a**]; **unos**[**as**])		
Adjective	**Adjetivo**	Calificativo (**verde, grande**...)	Accompanies and modifies the noun or its equivalent	Acompaña y modifica el nombre o su equivalente
		Demostrativo (**ese, esta**...)		
		Posesivo (**mi, tu, su**...)		
		Indefinido (**algún, ningún**...)		
Preposition	**Preposición**	(**a, de, en, con, desde, por, para, sin, sobre…**)	Introduces the noun or its equivalent	Introduce el nombre o su equivalente
Verb	**Verbo**	Transitivo/Intransitivo	Provides action or description; is the core of the sentence	Proporciona acción o descripción; es el núcleo de la oración
		1.ª, 2.ª, 3.ª conjugación		
Adverb	**Adverbio**	(**aquí, bajo, bien, cuando, mal, muy, no, rápidamente**...)	Modifies a verb, an adjective, an adverb, or a sentence	Modifica un verbo, un adjetivo, un adverbio o una oración
Conjunction	**Conjunción**	De coordinación (**y, o, pero, sino**...)	Links two parts of speech or clauses	Une dos palabras o grupos de palabras
		De subordinación (**que, aunque**...)	Introduces a subordinate clause	Introduce una cláusula subordinada

iLrn HEINLE LEARNING CENTER *Ejercicios 1.1–1.2, página 382*

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B. VERB STRUCTURE

VERB STRUCTURE					
MODO	**MOOD**	**TIEMPO O ASPECTO**	**TENSE OR ASPECT**	**EJEMPLO**	**EXAMPLE**
Infinitivo	Infinitive	Presente	Present	**estudiar**	*to study*
		Perfecto	Perfect	**haber estudiado**	*to have studied*
Participio	Participle	Presente	Present	**estudiando**	*studying*
		Pasado	Past	**estudiado**	*studied*
Indicativo	Indicative	Presente	Present	**estudio**[1]	*I study*
		Presente perfecto	Present Perfect	**he estudiado**	*I have studied*
		Futuro	Future	**estudiaré**	*I will study*
		Futuro perfecto	Future Perfect	**habré estudiado**	*I will have studied*
		Pretérito	Preterite	**estudié**	*I studied*
		Imperfecto	Imperfect	**estudiaba**	*I studied, would study, was studying*
		Pluscuamperfecto	Pluperfect	**había estudiado**	*I had studied*
Condicional[2]	Conditional	Presente	Present	**estudiaría**	*I would study*
		Perfecto	Perfect	**habría estudiado**	*I would have studied*
Subjuntivo	Subjunctive	Presente	Present	**estudie**	(translation varies with context)
		Presente perfecto	Present Perfect	**haya estudiado**	
		Imperfecto	Imperfect	**estudiara**	
		Pluscuamperfecto	Pluperfect	**hubiera estudiado**	
Imperativo	Imperative	(solo una forma)	(only one form)	**¡Estudien!**	*Study!*

iLrn™ HEINLE LEARNING CENTER *Ejercicio 1.3, páginas 382–383*

1. The examples for the indicative, conditional, and subjunctive are given in the first-person singular (**yo**). The example for the imperative is given in the **ustedes** form.
2. Some grammarians consider the conditional to be a tense of the indicative mood, not a mood in itself. Because it is used for contexts that are modally different from those in which other moods are used, and because it has two tenses itself, we have chosen to consider it a mood. The only situation in which it could be considered a tense of the indicative is when it is used as a future of the past.

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C. SENTENCE STRUCTURE

A sentence may be composed of one or many clauses. A clause can be identified by the fact that it has a verb that is conjugated (i.e. not in the infinitive or participle form).

When you look at a sentence, you can tell exactly how many clauses it has by the number of conjugated verbs:

¡Llegué! (1)	*I arrived!*
¿Estás estudiando? (1)	*Are you studying?*
Había caído tanta nieve / que **era** difícil caminar sin resbalarse. (2)	*So much snow had fallen that it was hard to walk without slipping.*
Ven / y te **doy** dinero / para que me **compres** la medicina / que me **recetó** el médico. (4)	*Come and I'll give you money so you can buy me the medicine the doctor prescribed me.*

Note in the above sentences that the conjugated verbs are in bold, and clauses are separated by a slash. The number in parentheses at the end of each sentence indicates how many clauses there are in the sentence.

iLrn™ HEINLE LEARNING CENTER *Ejercicios 1.4–1.6, páginas 383–384*

1. Independent Clauses

Independent clauses are not dependent upon one another, nor do they have other clauses depending on them. They can stand alone:

Querían ahorrar dinero en gasolina.	*They wanted to save money on gas.*

or they may be attached to one another by means of conjunctions of coordination (**y** in the following sentence):

Querían ahorrar dinero en gasolina y estaban considerando un coche de energía alternativa.	*They wanted to save money on gas and were considering an alternative energy car.*

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2. Main or Principal Clauses

A main clause is a clause that could be independent according to its meaning but that has one or more clauses that are its dependents. In the following sentence, the main clause is **Soltaron a los presos:**

Soltaron a los presos para que estuviera clara su intención de cumplir con los derechos humanos.	*They released the prisoners* *so that their intention to comply* *with human rights was clear.*

3. Dependent or Subordinate Clauses

In Spanish, a subordinate or dependent clause is introduced by a conjunction of subordination or adverbial phrase (**que, porque, cuando, tan pronto como...**) or by a relative pronoun (**que, el que, lo que, cuyo...**). As its name indicates, a dependent clause depends on a main clause. The relationship of the dependent clause to the main clause varies according to the type of dependent clause it may be: nominal, adverbial, or adjectival. We define each below:

Nominal clause: one that behaves like a noun and can serve the function of subject, direct object of the verb of the main clause, or object of a preposition. In the following two sentences, the noun **pan** and the nominal clause **que me ayudes** have the same grammatical function as the direct object of the main verb **Quiero:**

Quiero **pan.**	*I want bread.*
Quiero **que me ayudes.**	*I want you to help me.*

Adverbial clause: one that behaves like an adverb and modifies the verb of the main clause by indicating manner (how?), purpose (what for?), reason (why?), time (when?), condition (under what condition?), etc. In the following two sentences, the adverb **rápidamente** and the adverbial clause **tan pronto como pudo** both modify the main verb **Salió** by indicating the manner in which (how?) the action took place:

Salió **rápidamente.**	*She left quickly.*
Salió **tan pronto como pudo.**	*She left as soon as she could.*

Adjectival clause: one that behaves like an adjective and modifies a noun. Adjectival clauses are also called relative clauses: they each begin with a relative pronoun, which replaces a noun in the main clause (its antecedent) and introduces the subordinate clause that modifies the antecedent.

Quiero leer una novela **divertida.**	*I want to read a fun novel.*
Quiero leer una novela **que me haga reír.**	*I want to read a novel that will make me laugh.*

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In the preceding two sentences, the adjective **divertida** and the adjectival clause **que me haga reír** both modify the noun **novela.**

We provide below a list of basic terminology for discussions regarding sentence structure:

SPANISH / ENGLISH TERMINOLOGY	
SPANISH	**ENGLISH**
cláusula	*clause*
cláusula independiente	*independent clause*
cláusula principal	*main clause*
cláusula relativa	*relative clause*
cláusula subordinada	*subordinate or dependent clause*
depender de	*to depend on*
expresión, locución	*phrase*
frase, oración	*sentence*
función	*function*
palabra	*word*
relación	*relationship, rapport*
término	*term*
tipo	*type, sort*

The following chart compares diverse types of clauses as to the types of words that introduce them, and their grammatical functions within the sentence:

CLAUSE TYPES			
TYPE OF CLAUSE	**SUBCATEGORY**	**INTRODUCED BY**	**FUNCTION**
Independent		(nothing)	(exists on its own)
Main clause		(nothing)	(could exist on its own)
Subordinate	Nominal	Conjunction of subordination	Subject or direct object of verb of main clause
	Adverbial	Conjunction of subordination or adverbial phrase	Modifies the verb of the main clause by describing manner, purpose, reason, time, condition, etc.
	Adjectival	Relative pronoun	Modifies the antecedent of the relative pronoun

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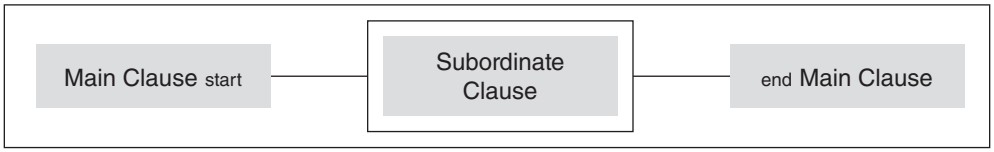
The following chart gives examples of main and dependent or subordinate clauses:

CLAUSE EXAMPLES		
MAIN CLAUSE	**SUBORDINATE CLAUSE**	
	INTRODUCED BY	**CLAUSE TYPE**
	CONJUNCTION	**NOMINAL CLAUSE**
Le dije a Elsa *I told Elsa*	**que** *(that)*[3]	**me gustaba la universidad.** *I liked the university.*
	CONJUNCTION	**ADVERBIAL CLAUSE**
Nos fuimos *We left*	**porque** *because*	**hacía mucho frío.** *it was very cold.*
	RELATIVE PRONOUN	**ADJECTIVAL or RELATIVE CLAUSE**
Fuimos a una fiesta *We went to a party*	**que** *(that)*[4]	**dieron nuestros amigos.** *our friends gave.*

SENTENCE ANALYSIS

Split Main Clause. In some complex sentences, one clause may be broken into two parts with another, subordinate, clause inserted within it:



El libro que leí ayer fue muy interesante.

The book I read yesterday was very interesting.

Main clause: **El libro (...) fue muy interesante.**
Subordinate clause: **que leí ayer** [relative clause]

3. This conjunction is in parentheses because in English, the conjunction may be omitted. In Spanish, however, all conjunctions must be stated.
4. This relative pronoun is in parentheses because in English, the relative pronoun may be omitted within certain contexts. In Spanish, however, the relative pronoun is always stated.

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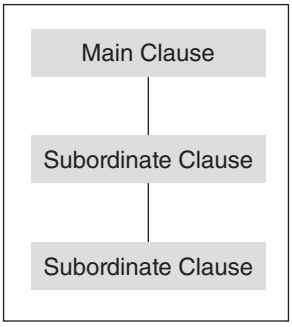
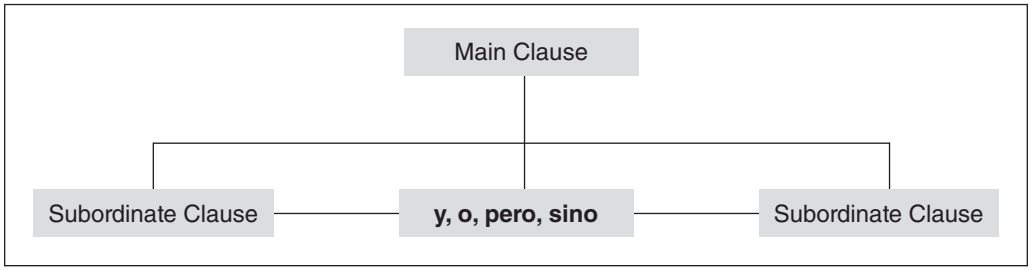
Subordinate as Secondary Main Clause. In some complex sentences, a subordinate clause may serve as a main clause to yet another subordinate (sub-subordinate) clause:



La clase de español que me recomendaste que tomara me ha interesado mucho.	*The Spanish class (that) you recommended (to me) (that) I take has interested me a lot.*

Main clause: **La clase de español (...) me ha interesado mucho.**
Subordinate clause #1: **que me recomendaste** [relative or adjectival clause]
Subordinate clause #2 (subordinate clause #1 serves as its main clause): **que tomara** [nominal clause]

Multiple Subordinates. One main clause may have two subordinates of equal value connected with a conjunction of coordination (**y, o, pero, sino**):



Me dijo que lo haría y que[5] me lo daría.	*She told me (that) she would make it and (that she would) give it to me.*

Main clause: **Me dijo**
Subordinate clause #1: **que lo haría** [nominal]
Subordinate clause #2: **que me lo daría** [nominal]
Conjunction of coordination: **y**

5. This conjunction may be omitted because it is a repetition of the previous one: **Me dijo que lo haría y me lo daría.**

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Yo sabía que Juan lo había hecho o que había ayudado a sus amigos a hacerlo.

I knew that Juan had done it, or that he had helped his friends do it.

Main clause: **Yo sabía**
Subordinate clause #1: **que Juan lo había hecho** [nominal]
Subordinate clause #2: **que había ayudado a sus amigos a hacerlo** [nominal]
Conjunction of coordination: **o**

Me dijo que vendría, pero que llegaría tarde.

He told me that he would come, but that he would arrive late.

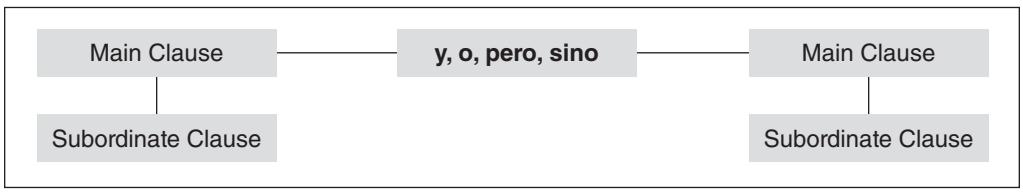
Main clause: **Me dijo**
Subordinate clause #1: **que vendría** [nominal]
Subordinate clause #2: **que llegaría tarde** [nominal]
Conjunction of coordination: **pero**

No le dije que viniera, sino que me llamara.

I did not tell her to come, but rather to call me.

Main clause: **No le dije**
Subordinate clause #1: **que viniera** [nominal]
Subordinate clause #2: **que me llamara** [nominal]
Conjunction of coordination: **sino**

Multiple Main Clauses with Subordinates. One sentence may have two main clauses connected by conjunctions of coordination, each main clause having its own subordinate clause(s):



Lamento que no puedas venir, pero estoy contento de que tus amigos te hayan invitado a cenar.

I am sorry you cannot come, but I am glad (that) your friends have invited you to dinner.

Main clause #1: **Lamento**
Subordinate clause #1: **que no puedas venir** [nominal]
Main clause #2: **estoy contento de**
Subordinate clause #2: **que tus amigos te hayan invitado a cenar** [nominal]
Conjunction of coordination: **pero**

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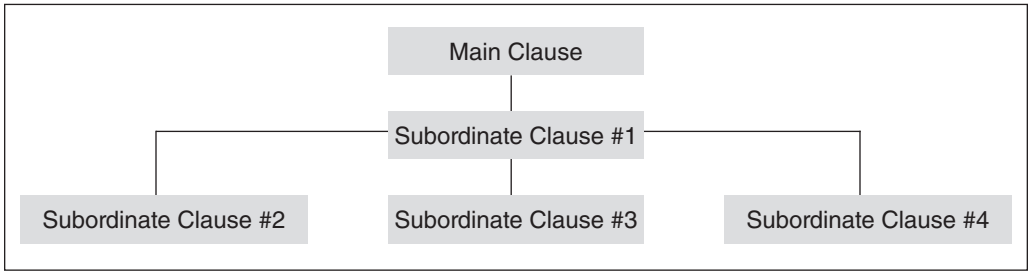
Me dijo que necesitábamos boletos y luego llamó para que nos reservaran dos.	*She told me that we needed tickets, and then she called so that they would reserve two for us.*

Main clause #1: **Me dijo**
Subordinate clause #1: **que necesitábamos boletos** [nominal]
Main clause #2: **luego llamó**
Subordinate clause #2: **para que nos reservaran dos** [adverbial]
Conjunction of coordination: **y**

Multiple Sub-subordinates. The complexity of a sentence is practically limitless. The following diagram is an example of a sentence with one main clause and four subordinates, three of which are subordinated to the first subordinate clause:



Mis amigos me habían dicho que cuando regresaran de las vacaciones me llamarían para que pudiéramos salir juntos a pesar de que tuviéramos poco tiempo.	*My friends had told me that when they returned from vacation they would call me so that we could go out in spite of the fact that we might have little time.*

Main clause: **Mis amigos me habían dicho**
Subordinate Clause #1: **que me llamarían** [nominal]
Subordinate Clause #2: **cuando regresaran de las vacaciones** [adverbial]
Subordinate Clause #3: **para que pudiéramos salir juntos** [adverbial]
Subordinate Clause #4: **a pesar de que tuviéramos poco tiempo** [adverbial]

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D. SUBJECT-VERB AGREEMENT

A verb agrees in number and in person with the subject:

Tú camin**as** rápido.	*You walk fast.*
Ellos no contest**aron.**	*They did not answer.*

The subject is always implicit in the ending of the verb in Spanish, whether the subject is stated in the sentence or not. For more on the need for the subject pronouns, see Chapter 3, section 2, pages 53–56 .

Lleg**amos**.	*We arrived.*

A verb will usually agree in number with a plural subject:

Los españoles **son** estoicos.	*Spaniards are stoic.*

When a plural subject includes the speaker, the verb will take the first-person plural ending:

Los españoles nos consider**amos** europeos.	*We Spaniards consider ourselves (to be) European.*

When the verb **ser** is used with a first- or second-person subject in the main clause, followed by a relative clause, the verb of the relative clause will be conjugated in the third person, based on its agreement with the relative pronoun as the subject:

Fui yo la que llegó primero.	*It was I who arrived first.* *(OR: I was the one who arrived first.)*
Eres tú el que miente**.**	*You are the one who lies.*

Collective nouns are singular in principle: **gente, grupo, infinidad, muchedumbre, multitud, número, pareja, pueblo, vecindario,** etc.

La gente comprender**á**.	*People will understand.*
La pareja sal**ió** por atrás.	*The couple went out the back.*
Un grupo de estudiantes se manifest**ó** en contra del cambio.	*A group of students protested against the change.*

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The combination of a collective (in the following sentences: **mitad, mayor parte, gran número**) with a plural noun (**familias, exiliados, ciervos**) will permit a choice of singular or plural verb:

La mitad de las familias no tien**e**(**n**) comida.	*Half of the families have no food.*
La mayor parte de los exiliados viv**ía**(**n**) en campos de refugiados.	*Most of the exiled people lived in refugee camps.*
Un gran número de ciervos se acerc**aba**(**n**) a la casa.	*A large number of deer came close to the house.*

The same choice occurs when the collective subject (in the following sentence: **gente**) is separated from one of its verbs:

La **gente** se espant**ó** con la explosión, y poco a poco se **fueron** (OR: **fue**) amontonando en las escaleras.	*The people were frightened by the explosion, and little by little, they crowded together in the stairway.*

When the first person or the second person is included in the collective (in the following sentences: **todos, los cuatro, algunos**), the verb will indicate this agreement:

Todos lleg**amos** al mismo tiempo.	*We all arrived at the same time.*
Los cuatro salt**asteis** a la vez.	*All four of you jumped at once.*
Algunos sab**íamos** la respuesta.	*Some of us knew the answer.*

When a subgroup (in the following sentence: **aquel grupo**) is being distinguished from the plural whole (**todos los manifestantes**), a singular verb is required to avoid confusion:

Aquel grupo, entre todos los manifestantes, ten**ía** los mayores carteles.	*That group, among all the protesters, had the largest signs.*

Impersonal verbs are always singular. They have no subject; the entities that follow them (in the sentences below: **niños, sillas, años**) function as direct objects:

Hay tres niños en la calle.	*There are three children in the street.*
Había veinte sillas en la clase.	*There were twenty chairs in the class.*
Hace dos años que vivimos aquí.	*We have been living here for two years.*

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Verbs relating to the time and weather are normally impersonal **(amanecer, anochecer, llover, nevar, lloviznar, granizar, relampaguear, tronar…)**:

Nieva mucho en febrero.	*It snows a lot in February.*
Llovería cuarenta días.	*It would rain for forty days.*
Amaneció nublado.	*It was cloudy at daybreak.*

When one of these verbs is used figuratively, with a noun as its figurative subject, it will agree with the subject:

Parecía que **llovían** desgracias sin cesar.	*It seemed to be raining misfortunes incessantly.*
Amanezco feliz en verano.	*I get up feeling happy in summertime.*

In contexts that present attributes, with verbs like **ser, estar,** and **parecer,** the verb sometimes agrees with its attribute instead of with its subject. In the first of the following sentences, **es** is singular because the subject **lo que dices** is neutral. In the second sentence there is a plural attribute, **mentiras,** which takes over the agreement of the verb:

Lo que dices **es** cierto.	*What you say is true.*
Lo que dices **son** mentiras.	*What you say are lies.*

When there are multiple subjects, the verb is plural:

El amor y la locura siempre **van** juntos.	*Love and madness always go together.*

If the group is considered a unit, the verb is singular:

La compra y venta de drogas **estaba** prohibida.	*Buying and selling drugs was forbidden.*
El constante **ir y venir** de la gente me **molestaba.**	*The constant coming and going of people bothered me.*

In combinations of first-, second-, and/or third-person subjects, the first person takes precedence over the second, and the second person takes precedence over the third. Thus, if the first person is one of the subjects, the verb is conjugated in the first-person plural:

Tú y yo **somos** amigos.	*You and I are friends.*
Ustedes y yo **somos** amigos.	*You and I are friends.*

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Vosotros y yo **somos** amigos.	*You and I are friends.*
Ellos y yo **somos** amigos.	*They and I are friends.*

If the second person is combined with second- or third-person subjects, the verb is conjugated in second-person plural in the **ustedes** or **vosotros** form, depending on the dialect in use and the degree of formality. The variations in the following sentences reflect differences in dialect between Spain and Latin America. In both regions, **usted** is formal and **tú** is informal, but for the plural, Latin America uses **ustedes** for both formal and informal, whereas in Spain **vosotros** is informal, and **ustedes** is formal. All three of the following sentences translate as *Both you and he are responsible*:

Informal:

Ambos tú y él **son** responsables. (Latin America)

Ambos tú y él **sois** responsables. (Spain)

Formal:

Ambos usted y él **son** responsables. (Latin America and Spain)

With *either/or* combinations (in Spanish **o/o**), or *neither/nor* (**ni/ni**), the singular or the plural can be used:

O Luis o Eva lo har**á**(**n**) por mí.	*Either Luis or Eva will do it for me.*
Ni Luis ni Eva lo har**á**(**n**) por mí.	*Neither Luis nor Eva will do it for me.*

With combinations of first- and second-person subjects, the verb is usually in the plural, and the first person takes precedence over second, and second over third:

O tú o yo lo har**emos.**	*Either you or I will do it.*
Ni tú ni yo lo har**emos.**	*Neither you nor I will do it.*
O tú o él lo har**án.** (OR: har**éis**)	*Either you or he will do it.*
Ni tú ni él lo har**án.** (OR: har**éis**)	*Neither you nor he will do it.*

When the verb precedes the subject, it often agrees only with the first subject, and a pause is felt between the two subjects, as if the second were an afterthought:

No estaba caliente la carne, ni la salsa.	*The meat was not hot, nor (was) the sauce.*

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Infinitives and clauses that function as subjects are singular:

Me gust**a soñar.**	*I like to dream.*
Conviene **que digas la verdad.**	*It is best that you tell the truth.*

Even when there are multiple infinitives and clauses, the main verb is usually invariable:

Me gusta **bailar y cantar.**	*I like to dance and sing.*
Es mejor **que vengas a casa y te acuestes.**	*It is best that you come home and go to bed.*

With titles such as **usted, señoría, excelencia, eminencia, alteza,** and **majestad,** agreement varies according to the gender of the person to whom they apply:

Usted es muy generos**o.**	*You are very generous.* (masculine)
Usted es muy generos**a.**	*You are very generous.* (feminine)
Ustedes son honrad**os.**	*You are honest.* (masculine)
Ustedes son honrad**as.**	*You are honest.* (feminine)
¿Su Alteza está cansad**o?**	*Is your Highness tired?* (masculine)
¿Su Alteza está cansad**a?**	*Is your Highness tired?* (feminine)

In the case of terms of endearment used as epithets (such as **alma, amor, cariño, corazón, vida,** etc.), the verb and other modifiers agree in gender and in person with the individual addressed, not with the term of endearment. Only modifiers of the epithet itself will agree with it in gender.

¿Est**ás** cansad**o** esta mañana, vida mía?	*Are you tired this morning, my love?*

In the preceding sentence, notice that the term of endearment **vida** is feminine, as is the possessive that accompanies it, **mía.** However, the person being addressed is second-person singular (est**ás**) and masculine (**cansado**).

Similarly, in the following sentence, note that **amor** is masculine; however, the person being addressed is a woman, as can be seen in the agreement of **guapa:**

¡Qué guap**a** est**ás** hoy, mi amor!	*You look so beautiful today, my love!*

Note that in the above sentence, the verb is second-person singular, marking the subject.

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After a percentage, the verb may be singular or plural:

78% de los hombres tien**e**(**n**) barba.	*78% of the men have a beard.*
El veinte por ciento de los habitantes no trabaj**a**(**n**).	*Twenty percent of the inhabitants do not work.*

Ninguno uses a singular verb, except if it is qualified by a plural noun or pronoun, in which case the verb may be singular or plural:

No me gust**a** ninguno.	*I don't like any of them.*
Ninguno de nosotros lo sab**e** (OR: sab**emos**).	*None of us knows.*

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Chapter 2

Nouns and Noun Determiners

A Nouns and Their Equivalents

B Noun Determiners

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A. NOUNS AND THEIR EQUIVALENTS

1. Introduction

a. Definition

Nouns: words that can take on the grammatical function of the subject of a verb.

In the following sentence, **soldado** is a noun, and it is the subject of the verb **sabe:**

Ese **soldado** sabe mucho de armas.	*That soldier knows a lot about weapons.*

b. Noun Equivalents

Other words that can have the basic function of the subject of a verb are pronouns, infinitives, and any nominalized words or phrases.

Pronouns: words that replace nouns and have the same gender and number as the nouns to which they refer.

Ellas me lo dijeron.	*They told me.*
¿**Cuál** es **el mío**?	*Which one is mine?*
El mío habla mejor que **el tuyo.**	*Mine speaks better than yours.*
El que vino ayer fue Juan.	*The one who came yesterday was Juan.*
Esa casa es **mía.**	*That house is mine.*

Infinitives: (see Chapter 6.H, pages 237–239, on the use of the infinitives and the present participles)

Caminar es bueno para la salud.	*To walk (Walking) is good for one's health.*
Me gusta **bailar.**	*I like to dance. (Dancing is pleasing to me.)*

Nominalized words and phrases: words and phrases converted into nouns.

El azul del Mediterráneo siempre me sorprende.	***The blue*** *of the Mediterranean always surprises me.*

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Note that often in the case of nominalized adjectives in Spanish, the person or object being referred to is included in the meaning of the adjective. In English this reference is stated, often in the form of nouns such as *man*, *woman*, *people*, or when the reference is more specific, in the form of the pronoun *one:*

Esa refugiada tiene ojos increíbles.	***That refugee <u>woman</u>** has incredible eyes.*
Ese moreno es mi hermano.	***That dark-complexioned <u>man</u>** is my brother.*
Los indígenas resisten la pérdida de su territorio.	***The indigenous <u>people</u>** resist the loss of their territory.*
Este jabón no sirve. Tengo que encontrar **el bueno.**	*This soap is no good. I have to find the **good <u>one</u>.***

Any adjective can be nominalized. Remember this when you want to write something equivalent to the preceding contexts, in which *one* or *people*, or other equivalents, are involved in English.

El primero en terminar gana.	***The first <u>one</u>** to finish wins.*
El último en irse cierra las ventanas.	***The last <u>one</u>** to leave closes the windows.*
Deberíamos respetar a **los mayores.**	*We should respect **older <u>people</u>.***
Es una batalla en que no hay ni **buenos** ni **malos.**	*It's a battle in which there are neither **good <u>guys</u>** nor **bad <u>guys</u>.***

The placement of the neuter **lo** in front of a nominalized adjective is also frequently used in Spanish, and alters the meaning of the adjective to make it a generalization or a characteristic:

Lo interesante es el silencio.	***What is interesting** is the silence.*
Lo mejor sería una tregua.	***The best** thing would be a truce.*
Lo bueno y lo malo se confunden.	***Good** and **evil** become confused.*
Eso es **lo absurdo** de la situación.	*That is **the absurdity** of the situation.*
Lo violento en las noticias me deprime.	***The violence** in the news depresses me.* (OR: *It always depresses me **how violent** the news is.*)
Me encanta **lo dulce** combinado con **lo agrio.**	*I love the combination of **sweet (foods, things, flavors . . .)** and **sour (foods, things, flavors . . .).***

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Notice the different uses of the nominalized adjective **extranjero:**

El extranjero llegó ayer.	***The foreigner*** *arrived yesterday.*
Viajarán **al extranjero.**	*They will travel* ***abroad.***
Evita **lo extranjero.**	*He avoids* ***what is foreign.***

Nominalized phrases are also frequent in Spanish:

La del velo es mi prima.	***The woman with the veil*** *is my cousin.*
El de azul es mi hermano.	***The one in blue*** *is my brother.*
Los de al lado siempre hacen ruido.	***The people next door*** *always make noise.*
Me caen bien **los que respetan a los demás.**	*I like* ***people who respect others.***

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c. Noun Companions

Articles and adjectives are words that accompany and modify nouns. They agree with the nouns they modify:

la casa **blanca**, **las** casas **rojas**	*the white house*, *the red houses*
el árbol, **los** árboles	*the tree*, *the trees*
una mesa, **unas** mesas	*a table*, *some tables*[1]
esa casa, **esas** casas	*that house*, *those houses*
este libro, **estos** libros	*this book*, *these books*
nuestra casa, **vuestras** ideas	*our house*, *your ideas*
mis libros, **tus** cuadernos	*my books*, *your notebooks*
una niña **lista, unas** niñas **listas**	*a clever girl*, *some clever girls*

Prepositions are words that show a relationship between a noun or its equivalent and another noun, the verb, or the rest of the sentence:

Te llamo **con** mi celular.	*I'll call you on my cell phone.*
La devastación del huracán fue una sorpresa **para** todos.	*The destruction of the hurricane was a surprise for everyone.*
Después **de** rescatar al perro, lo llevaron adentro **a** secarlo.	*After rescuing the dog, they took him inside to dry him off.*

1. In the plural, **unos** and **unas** mean *some.*

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2. Nouns: Gender and Number

a. Gender (Género)

All Spanish nouns are either masculine or feminine.

Most nouns ending in **-o, -l,** and **-r** are masculine:

el libro *book*	el barril *barrel*	el actor *actor*

EXCEPTIONS:

la foto *photo*	la capital *capital*	la moral *morale*
la mano *hand*	la cárcel *jail*	la piel *skin*
la moto *motorcycle*	la catedral *cathedral*	la sal *salt*
la radio *radio*	la miel *honey*	la señal *sign*, *signal*

Most nouns ending in **-a, -d, -ción, -sión, -umbre,** and **-z** are feminine:

la trama *plot*	la libertad *liberty*
la costumbre *custom*, *habit*	la luz *light*
la condición *condition*	la decisión *decision*

EXCEPTIONS:

el día *day*	el arroz *rice*
el tranvía *streetcar*	el lápiz *pencil*
el ataúd *coffin*	el maíz *corn*
el césped *lawn*	el matiz *shade of color*
el huésped *guest*	el pez *fish*
el clima *climate*	el poema *poem*
el crucigrama *crossword puzzle*	el poeta *poet*
el drama *drama*	el problema *problem*
el fantasma *ghost*	el programa *program*
el idioma *language*	el síntoma *symptom*
el mapa *map*	el sistema *system*
el panorama *panorama*	el telegrama *telegram*
el planeta *planet*	el tema *theme*, *topic*

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Languages, days of the week, mountains, rivers, and oceans are masculine:

el español	el lunes	los Pirineos
Spanish	*Monday*	*the Pyrenees*

Letters of the alphabet are feminine:

la a	la hache	la jota
(the letter) a	*(the letter) h*	*(the letter) j*

Infinitives are masculine when nominalized:

el amanecer *dawn* el poder *power*

Many Spanish nouns referring to humans and animals occur in pairs, sometimes similar in form, sometimes not, but gender is always distinguished:

el hombre *man*	⟷	la mujer *woman*
el actor *actor*	⟷	la actriz *actress*
el rey *king*	⟷	la reina *queen*
el toro *bull*	⟷	la vaca *cow*

Some Spanish nouns referring to humans are identical in form—only the modifier shows the gender:

el/la estudiante *student*	el/la demócrata *democrat*
el/la joven *young man/woman*	el/la ciclista *cyclist*
el/la modelo *model*	el/la comunista *communist*
el/la turista *tourist*	el/la pianista *pianist*
el/la atleta *athlete*	el/la guía *guide*

Some nouns can change meaning with a change in gender:

el policía *policeman*	⟷	BUT: la policía *policewoman/the police*
el guía *guide (e.g., tour guide)*	⟷	BUT: la guía *guide (woman)/guidebook*
el papa *pope*	⟷	BUT: la papa *potato*
el cura *priest*	⟷	BUT: la cura *cure*

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Some nouns exist only in one gender, but serve for both sexes. The following examples can refer to women as well as to men:

Mi tía es **un ángel.**	*My aunt is an angel.*
Esa niña es **un amor.**	*That little girl is a sweetheart.*
Mi padre es **una persona** encantadora.	*My father is a charming person.*
Ese hombre fue **una víctima** de la sociedad.	*That man was a victim of society.*

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b. Number **(Número)**

A noun ending in a vowel adds **-s** to form the plural:

casa *house* → casas *houses*

A noun ending in a consonant, in **-y,** or in a stressed vowel adds **-es** to form the plural:

amor *love* → amores *loves*

ley *law* → leyes *laws*

rubí *ruby* → rubíes *rubies*

francés *Frenchman* → franceses[2] *Frenchmen*

examen *exam* → exámenes[2] *exams*

A noun ending in **-z** has a plural ending in **-ces:**

lápiz → lápices

A noun ending in an unstressed vowel with final **-s** does not change for the plural:

el lunes → los lunes

el tocadiscos → los tocadiscos

la crisis → las crisis

2. Notice the accents on **francés** and **exámenes.** A plural can acquire or lose a written accent so that the stress can remain on the same syllable as in the singular.

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3. Personal a

In Spanish, direct object nouns referring to human beings are preceded by the personal **a.** The reason for the addition of the personal **a** is that without it, the direct object could be confused with the subject.

The use of the personal **a** with human direct objects extends to all contexts, no matter what the subject of the verb may be. However, as a rule, the personal **a** is used with persons, as its name indicates, and not with things:

Vi[3] el libro en tu casa.	*I saw the book in your house.*
Vi **a** Carmen en la clase.	*I saw Carmen in class.*
Conocemos ese barrio.	*We are familiar with that neighborhood.*
Conocemos **a**l tío de Juan.	*We know Juan's uncle.*

If the persons referred to are not specific, and are thus dehumanized to the point of being perceived for all practical purposes as objects, omit the personal **a:**

Buscan secretarios bilingües.	*They are looking for bilingual secretaries.*
Busco **a** mi secretaria.	*I am looking for my secretary.*

Conversely, if the nonhuman direct object is a live being (real or fictitious), it is preceded by the personal **a.** This is the case for animals and personified concepts:

El cazador mató **a**l león.	*The hunter killed the lion.*
El científico vio **a** la Muerte.	*The scientist saw Death.*

In both of the above sentences, the direct object is an animate being, and as such, could take on the action of the verb: the lion could kill the hunter, and Death (personified) could see the scientist.

When the verb **tener** is used with human direct objects, do not use the personal **a** in contexts that are objective, in which the simple fact of possession is being stated:

Tengo cuatro tíos.	*I have four uncles.*

However, if **tener** is used in a context that is subjective, in which the subject is affected by the context in some personal manner, or some additional meaning of keeping or holding is implied rather than merely having, the personal **a** is used. In these contexts the direct object is more specifically identified than in the contexts

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3. Note the absence of subject pronoun in this sentence and the following ones. In Spanish, the norm is for an unstressed subject to be embedded in the verb form, and not expressed explicitly. For more information on subject pronoun usage, see Chapter 3, page 53.

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in which no personal **a** is used. The direct object may be a proper noun or may be preceded by a possessive adjective:

Tenemos **a** nuestro abuelo en una residencia de ancianos.	*We have our grandfather in a retirement home.*

(In other words, our grandfather is living in a retirement home, and we are responsible for this, or are feeling helpless or sorry about it.)

Tengo **a** mi suegra de visita.	*I have my mother-in-law visiting.*

(In other words, my mother-in-law is visiting, and this affects my daily routine in some manner.)

Esa mujer tenía **a** mi bebé en sus brazos.	*That woman had my baby in her arms.*

(In other words, my baby was in her arms: she was holding him there.)

—No tengo **a** nadie que me acompañe al baile. ¿Y tú tienes **a** alguien?	*"I don't have anyone to go with me to the dance. Do you have someone?"*
— Sí, yo tengo **a** Rita.	*"Yes, I have Rita."*

(In this context, the first speaker is pointing to a significant absence, implying a certain degree of self-pity, perhaps. It may be that the second speaker is feeling a special sense of security or pride at having Rita to go with.)

Because the pronouns **alguien, nadie,** and **quien** refer to persons, they are preceded by the personal **a** when they function as direct objects:

Oí **a** alguien llorando.	*I heard someone crying.*
No conozco **a** nadie aquí.	*I do not know anyone here.*
¿**A** quién viste?	*Whom did you see?*

Direct object pronouns (**lo, la, los,** and **las**) are never accompanied by the personal **a** although they may refer to persons. The pronoun form used would be the stressed form:

Lo vi **a él** ayer.	*I saw him yesterday.*
La llamé **a ella** anoche.	*I called her last night.*
A ellos no los entiendo nunca.	*I never understand them.*
A ellas las regañé ayer.	*I scolded them yesterday.*

(Notice that the above sentences contain examples of repetitive object pronouns, used for emphasis or clarification. If there is no doubt as to reference, the only required pronoun in each of the four sentences above is the unstressed **lo, la, los,** or **las.**)

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B. NOUN DETERMINERS

Noun determiners are the words that accompany and modify nouns.

1. Articles

a. Definite Articles

DEFINITE ARTICLES		
	SINGULAR	PLURAL
Masculine	**el**	**los**
Feminine	**la**	**las**

Agreement: The definite article agrees with the noun it accompanies:

el hombre *(the) man*	**la** mujer *(the) woman*
los libros *(the) books*	**las** clases *(the) classes*

Definite articles are also used in the case of nominalization of words or expressions, such as adjectives, pronouns, infinitives, and expressions with **de** used for characteristics:

Me gusta **el azul.**	*I like **blue*** *(*OR: ***the blue one).***
El alto es mi padre.	***The tall one*** *is my father.*
La rubia ganó.	***The blond woman*** *won.*
Los ricos no entienden.	***Rich people*** *do not understand.*
Todo se olvida con **el correr del tiempo.**	*Everything is forgotten with **the passing of time.***
La del sombrero es mi hermana.	***The one with the hat*** *is my sister.*
Ya llegaron **los míos.**	***Mine*** *already arrived.*

When a feminine singular noun starts with a stressed **a** or **ha,** to avoid the hiatus, **la** is changed to **el:**

el **a**gua *water*	el **a**ula *classroom*
el **a**lma *soul*	el **a**ve *bird*
el **a**ma de casa *housewife*	el h**a**cha *axe*
el **á**guila *eagle*	el h**a**mbre *hunger*

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The use of **el** instead of **la** in the above examples does not alter the gender of the noun. All other modifiers remain feminine:

el agua frí**a**	*the cold water*
el alma tranquil**a**	*the tranquil soul*

For the plural, use **las: las aguas, las almas, las amas de casa,** etc.

A feminine noun beginning with an unstressed **a** or **ha** uses the standard feminine article **la.** Note that in the following two words, the stress falls on the second syllable, and the initial syllable is unstressed:

la ab**e**ja *bee*	la har**i**na *flour*

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Definite articles have two functions in Spanish—they may refer to a specific item or a group of specific items:

La conferencia le gustó **al** público.	*The audience liked the speech.*

or they may refer to a generalized concept (English uses no article here):

Las conferencias de ese tipo son muy buenas para **la** gente, porque aumentan **los** conocimientos humanos.	*Speeches of that type are very good for people, because they increase human knowledge.*

(1) Subjects

As a rule, sentences in Spanish do not begin with unaccompanied subject nouns, as they might in English. Compare the following:

La gente es así. (OR: Así es **la gente.**)	***People** are like that.*
El amor es eterno.	***Love** is eternal.*

In the preceding examples, the noun being used as subject also happens to be a generalized concept (all people, all love), and therefore it is natural in Spanish to add the definite article. However, in cases in which generalization does not apply (not all people, but some people), you may choose to alter the word order in Spanish, and place the subject after the verb:

Venía **gente** a verlo.	***People** came to see him.*
Llegaron **noticias** de Juan esta mañana.	***News** from Juan arrived this morning.*

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NOTE: It would be an error (an anglicism) to say ☒[4] ~~**Gente venía…**~~, ☒~~**Noticias llegaron….**~~

In some contexts you can work around this type of difficulty of translation by altering the context and adding *there were*, thus converting the subject into an object of a new clause:

Había gente que venía a verlo.	***There were people*** *who came to see him.*

With *people* in particular, when it is not a generalized concept, you can omit the subject entirely, and let a plural of the verb serve as the impersonal subject *they:*

Venían a verlo.	***They came*** *to see him.*

(2) Titles

Use the definite article when speaking about, not to, someone you address with a title (**señor, señora, señorita, profesor, profesora, doctor, doctora**):

La señora Gómez le explicó a **la** profesora Ruiz por qué su hijo había faltado.	*Mrs. Gómez explained to Professor Ruiz why her son had missed (class).*

EXCEPTIONS: **don, doña, san, santo, santa**

Don Jesús Gamboa es un ranchero muy conocido de esta región.	*Don Jesús Gamboa is a very well-known rancher in this region.*

When addressing someone directly, no article is used.

—Profesora Ruiz, perdone la ausencia de mi hijo: estuvo enfermo.	*"Professor Ruiz, forgive my son's absence: he was ill."*
—No se preocupe, Señora Gómez, le ayudaré a repasar.	*"Do not worry, Mrs. Gómez, I will help him review."*

(3) Languages

The definite article is used before the names of languages, except when the name of the language follows **en** or the verb **hablar:**

Escribe **el** español con facilidad.	*She writes Spanish easily.*
Hablo español.	*I speak Spanish.*
Me lo dijo **en** español.	*She told me that in Spanish.*

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4. We use the symbol ☒ before grammatically incorrect structures.

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Omit the article after **de** when two nouns are used, one to modify the other:

mi profesora **de** español	*my Spanish professor*
el libro **de** ruso	*the Russian book*

With **aprender, entender, comprender, enseñar, leer,** and other verbs relating to activities with language, the article is optional:

Aprendí (el) español a los seis años.	*I learned Spanish when I was six.*
Mi madre **enseña** (el) inglés.	*My mother teaches English.*

The article is necessary if an adverb is used between the verb and the name of the language:

Aprendí **fácilmente el** español cuando tenía seis años.	*I learned Spanish easily when I was six.*

(4) Possessives vs. Articles

With parts of the body, articles of clothing, and anything that pertains to the person in situations in which there could be no ambiguity, the possessive is not necessary; a definite article is most frequently used:

El estudiante levantó **la** mano.	*The student raised his hand.*

In sentences in which the part of the body, article of clothing, etc., is the direct object of the verb, and the indirect object indicates the possessor, an article is used instead of a possessive:

El dentista me sacó **el** diente.	*The dentist extracted my tooth.*
Nos compró **el** coche.	*He bought our car.*

With reflexive verbs, the definite article is used with parts of the body and articles of clothing:

Me lavé **las** manos.	*I washed my hands.*
Se quitaron **el** abrigo.	*They took off their coats.*

In most cases, the definite article accompanies a prepositional object:

Lo llevaron **a la cárcel.**	*They took him to jail.*
Salimos **de la mezquita** a esa hora.	*We left the mosque at that time.*
Estaban **en el salón.**	*They were in the room.*

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When **casa, clase,** or **misa** are objects of **a, de,** or **en,** omit the article:

Voy **a clase** a las ocho.	*I go to class at eight.*
Saldremos **de misa** a las once.	*We will leave church at eleven.*
No está **en casa** ahora.	*She is not at home now.*

With days of the week, always use the article, even after **hasta** and **para:**

El lunes tenemos una prueba.	*On Monday we have a test.*
¡**Hasta el martes**!	*See you on Tuesday!*
Esta tarea es **para el viernes.**	*This assignment is for Friday.*
La prueba **es el** lunes.	*The test is on Monday.*

After **ser**, only use the article before days of the week when the sentence translates into English with *on*, as in the last example above. Otherwise, omit the article:

Hoy **es** miércoles.	*Today is Wednesday.*

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b. Indefinite Articles

INDEFINITE ARTICLES		
	SINGULAR	**PLURAL**
Masculine	**un**	**unos**
Feminine	**una**	**unas**

Agreement: The indefinite article agrees with the noun it accompanies. **Una** is changed to **un** when a feminine noun starts with a stressed **a** or **ha:**

¡Tengo **un** h**a**mbre!	*I am so hungry! (I have such a hunger!)*

The indefinite article is used much less in Spanish than in English. Note that **un** and **una** may also represent the number *one*. In the plural, **unos** and **unas** mean *some*. The following are the basic rules of usage and omission of the indefinite article:

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Omit the indefinite article after **ser** when an unmodified noun referring to profession, religion, nationality, or marital status is used:

Es estudiante. *She is a student.*	Es mexicana. *She is (a) Mexican.*
Soy católico. *I am (a) Catholic.*	Eres soltero. *You are a bachelor.*

If the noun is modified, use the article:

Es **una** estudiante muy aplicada.	*She is a very hardworking student.*
Es **un** dentista joven.	*He is a young dentist.*
Es **una** mexicana famosa.	*She is a famous Mexican.*

Omit the indefinite article before or after **cierto, cien, mil, otro, medio, semejante, tal,** and ¡**qué...** !:

Había **cierta** duda en su voz.	*There was a certain (some) doubt in her voice.*
Hay **cien** invitados.	*There are a hundred guests.*
Necesito **mil** dólares.	*I need a thousand dollars.*
¿Puede darme **otro** ejemplo?	*Can you give me another example?*
Pesa cinco kilos y **medio.**	*It weighs five and a half kilos.*
¿Puedes creer **semejante** mentira?	*Can you believe such a lie?*
Nunca dije **tal** cosa.	*I never said such a thing.*
¡**Qué** problema!	*What a problem!*

Omit the indefinite article in negative sentences after **haber** used impersonally and **tener:**

No hay respuesta.	*There is no answer.*
No tiene coche.	*He has no car.*

If you use the singular article, it has the meaning of the number *one:*

No tiene **un** coche—tiene dos.	*He does not have one car—he has two.*
No tengo ni **un** centavo.	*I do not have a single cent.*

Omit the indefinite article after **sin:**

Salió **sin** abrigo.	*She went out without a coat.*

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Omit the indefinite article after **con** when the object is being referred to as a specific type of object:

Escriban **con** pluma, por favor. *Please write with a pen.*

If the object is specific or the number *one* is present, use the article:

Pudo hacerlo con **una** mano. *He was able to do it with one hand.*

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2. Adjectives

a. Demonstrative Adjectives[5]

DEMONSTRATIVE ADJECTIVES		
	SINGULAR	PLURAL
Masculine	**este**	**estos**
Feminine	**esta**	**estas**
Masculine	**ese**	**esos**
Feminine	**esa**	**esas**
Masculine	**aquel**	**aquellos**
Feminine	**aquella**	**aquellas**

este = *this*, **ese** = *that* (near you),
aquel = *that* (over there, far from you)

Agreement: The demonstrative adjective agrees in gender and in number with the noun it accompanies. As a rule, this adjective precedes the noun:

Esta [adj.] mañana [noun] vi al médico. *This morning I saw the doctor.*

¿Recuerdas **aquellos** días? *Do you remember those days?*

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5. See Chapter 3.C.1, pages 78–79, on demonstrative pronouns.

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b. Possessive Adjectives[6]

SHORT POSSESSIVE ADJECTIVES		
	SINGULAR	**PLURAL**
1st person singular	**mi**	**mis**
2nd person singular	**tu**	**tus**
3rd person singular	**su**	**sus**
1st person plural	**nuestro, nuestra**	**nuestros, nuestras**
2nd person plural	**vuestro, vuestra**	**vuestros, vuestras**
3rd person plural	**su**	**sus**

Agreement: The possessive adjective agrees in gender and in number with the thing possessed, not with the possessor.

No tengo **mis** libros hoy.	*I do not have my books today.*
Me gustan **vuestras** ideas.	*I like your ideas.*
Sus manos siempre están limpias.	*His hands are always clean.*
Ellos me regalaron **su** coche.	*They gave me their car.*

LONG POSSESSIVE ADJECTIVES		
	SINGULAR	**PLURAL**
1st person singular	**mío, mía**	**míos, mías**
2nd person singular	**tuyo, tuya**	**tuyos, tuyas**
3rd person singular	**suyo, suya**	**suyos, suyas**
1st person plural	**nuestro, nuestra**	**nuestros, nuestras**
2nd person plural	**vuestro, vuestra**	**vuestros, vuestras**
3rd person plural	**suyo, suya**	**suyos, suyas**

Long possessive adjectives are used when the possessive follows the noun, in contexts in which English would use *of* + possessive:

Es una amiga **mía.**	*She is a friend of mine.*

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6. See Chapter 3.C.2, pages 79–80, on possessive pronouns (**el mío, el tuyo,** etc.).

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They are also used after the verb **ser:**

Este libro es **mío.**	*This book is mine.*
Esta caja es **mía.**	*This box is mine.*

Suyo in certain contexts may cause ambiguity, since it can refer to *his*, *hers*, *yours*, *or theirs*. In such a case, it is best to use **de él, de ella, de usted, de ellos, de ellas,** or **de ustedes** instead:

Aquí están sus cosas: creo que esta bufanda es **de él;** este abrigo es **de ella;** este sombrero es **de usted.** ¿No es así?	*Here are your things: I think this scarf is his; this coat is hers; this hat is yours. Am I right?*

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c. Forms of Descriptive Adjectives

Descriptive adjectives (e.g. **rojo, viejo,** etc.) are those that modify nouns.

Agreement: The descriptive adjective agrees in number and in gender with the noun it modifies.

(1) Common Adjective Endings

An adjective ending in **-o** changes to **-a** for the feminine:

un lugar remot**o**	*a distant place*
una probabilidad remot**a**	*a remote chance*

An adjective ending in a consonant, **-e,** or **-ista** does not generally change for gender:

un hombre **joven,** una mujer **joven**	*a young man, a young woman*
un final **triste,** una mirada **triste**	*a sad ending, a sad look*
un vestido **azul,** una túnica **azul**	*a blue dress, a blue tunic*
un joven **terrorista,** una célula **terrorista**	*a young terrorist, a terrorist cell*

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EXCEPTIONS: An adjective that ends in a consonant and refers to nationality, religion, or origin does change for gender:

español, español**a,** españoles, español**a**s	*Spanish*
alemán, aleman**a,** alemanes, aleman**a**s	*German*
francés, frances**a,** franceses, frances**a**s	*French*
inglés, ingles**a,** ingleses, ingles**a**s	*English*
libanés, libanes**a,** libaneses, libanes**a**s	*Lebanese*
andaluz, andaluz**a**, andaluces, andaluz**as**	*Andalusian*
musulmán, musulman**a**, musulmanes, musulman**as**	*Muslim*

Note that the following adjectives do not change for gender, only for number:

belga, belgas	*Belgian*
iraní, iraníes	*Iranian*
iraquí, iraquíes	*Iraqi*
israelí, israelíes	*Israeli*
marroquí, marroquíes	*Moroccan*
pakistaní, pakistaníes	*Pakistani*

(2) Adjectives with Short and Long Forms

Bueno and **malo** drop the final **-o** before singular masculine nouns:

un **buen** libro/un libro **bueno**	*a good book*
el **mal** tiempo/el niño **malo**	*the bad weather/the bad child*

Grande becomes **gran** before a singular noun of either gender:

un **gran** evento	*a great event*
una **gran** amiga	*a great friend*

Santo becomes **San** before any masculine name, unless it begins with **To-** or **Do-:**

San Juan de la Cruz	**Santo** Tomás
San Nicolás	**Santo** Domingo

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An adjective ending in a consonant adds **-es** for the plural, and an accent may be added or deleted to maintain the stress on the same syllable as the singular:

j**o**ven, j**ó**ven**es**	*young*

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d. Position of Descriptive Adjectives

There are a few adjectives, principally quantitative in nature, that always precede nouns; to this group belong all ordinal numbers such as **primer, segundo, tercer,** etc., as well as **algún, varios, ambos, mucho, poco, tanto, otro:**

Era mi **primer viaje** a México.	*It was my first trip to Mexico.*
Algún día volveré.	*Some day I'll go back.*
Tengo **varios amigos** aquí.	*I have several friends here.*
Sueño en **ambas lenguas.**	*I dream in both languages.*
Muchas gracias.	*Thank you very much. (Many thanks.)*
Tiene **poca paciencia.**	*He has little patience.*
No necesito **tanto dinero.**	*I don't need so much money.*
Quiero **otro café.**	*I want another coffee.*

Nonquantitative descriptive adjectives in Spanish usually follow the nouns they modify; as a rule, they serve the purpose of restricting which person, thing, or place is being referred to:

Viene a hablarnos un profesor **famoso.**	*A famous professor is coming to talk to us.*
Me gusta la casa **verde.**	*I like the green house.*

In the preceding sentences, a contrast is being established between the mentioned nouns and others that do not have the same qualities indicated by the adjectives: A famous professor is coming, not an unknown one; I like the green house, not the white one or the others.

A descriptive adjective will precede the noun if this noun indicates someone or something that is already identified, known, or otherwise restricted. When an

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adjective precedes the noun, its function is explicative, not restrictive. It adds to the already identified thing or person, describes it, colors it, decorates it, or defines it with innate or inherent characteristics or traits. Often, the adjective itself is already associated with the noun.

This is the case, for example, with proper nouns, but also with nouns describing things or relations of which we only have one (a nose, a navel, a mother, a father, a husband, a wife, etc.):

el **extravagante** Dalí
the extravagant Dalí [Salvador Dalí was extravagant by nature]

el **elegante** Museo del Prado
the elegant Prado Museum [elegance is an inherent quality of the museum]

la **conocida** profesora Sainz
the famous Professor Sainz [her fame precedes her]

la **simbólica** torta de manzanas
the symbolic apple pie [apple pie is symbolic in the United States]

tu **pequeño** ombligo
your small navel [smallness is an inherent quality of your navel]

su **gigantesca** nariz[7]
his gigantic nose [gigantic is a characteristic of his nose]

mi **hermosa** madre
my beautiful mother [my mother is innately beautiful]

A common noun that refers to a specific person, place, or thing would also fit in the category described above.

nuestra **adorada** maestra
our adored teacher [we know her name]

el **utilísimo** manual
the very useful manual [we know it by title]

los **impresionantes** avances de la tecnología moderna
the impressive advances of modern technology [**de la tecnología moderna** clearly specifies the progress to which we are referring]

---

7. If you want to describe something already identified as big or large, avoid using **gran,** which, when placed before the noun, means *great;* other possibilities: **gigantesco, enorme, voluminoso,** etc.

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If an identified or proper noun is followed by an adjective, the implication is that there are two or more such things or people:

> el Museo del Prado **moderno**
> *the modern Museo del Prado* [either the museum was renovated, or there are two parts to the museum, one modern, one not]
>
> el vaso **lleno**
> *the full glass* [not the others, which are not full]

When an adjective is used to describe an inherent quality of something, it may have poetic or oratorial overtones, especially when it is universally redundant:

> La **blanca** nieve cubría los montes.
> *The white snow covered the hills.* [snow is inherently white; this construction is poetic]

Adjectives of nationality always follow the noun.

> Esa novela es de un autor **argentino.**
> *That novel is by an Argentine author.*

Fifteen common descriptive adjectives change meaning depending on their location. These fifteen adjectives and examples of their use can be found in the chart on the following page.

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ADJECTIVE	BEFORE THE NOUN	AFTER THE NOUN
ALTO	**el alto funcionario** *the high official*	**el funcionario alto** *the tall official*
ANTIGUO	**el antiguo contrato** *the old [former, not current] contract*	**la mesa antigua** *the old [not new] table*
BUENO	**un buen estudiante** *a good student [studious]*	**un hombre bueno** *a good man [moral]*
CIERTO	**cierto tono** *a certain tone [indeterminate]*	**una declaración cierta** *a true statement*
DIFERENTE	**diferentes lugares** *various or several places*	**lugares diferentes** *different or distinct places*
GRANDE	**un gran hombre** *a great man*	**un hombre grande** *a big man*
MEDIO	**medio litro** *half a liter*	**la clase media** *the middle class* **temperatura media** *average temperature*
NUEVO	**el nuevo contrato** *the new [latest] contract*	**un coche nuevo** *a [brand] new car*
POBRE	**el pobre hombre** *the poor [unfortunate] man*	**un hombre pobre** *a poor [not rich] man*
PURO	**pura suerte** *sheer luck, just luck*	**agua pura** *pure [uncontaminated] water*
RARO	**la rara habilidad** *the rare ability*	**una voz rara** *a strange voice*
SIMPLE	**un simple adiós** *just a simple good-bye [nothing more]*	**un hombre simple** *a simpleton*
TRISTE	**una triste manzana** *just one humble, insignificant apple*	**una empleada triste** *a sad employee*
ÚNICO	**mi único problema** *my only problem*	**un problema único** *a unique problem*
VIEJO	**un viejo amigo** *an old [longtime] friend*	**un amigo viejo** *an old [aged] friend*

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When these special adjectives are used with nouns referring to specific, already identified people, things, or places, they lose some of their variety of meaning:

mi **viejo** padre
my old father [obviously not former or longtime]

las **pobres** obreras de esa fábrica
the poor workers of that factory [they may be pitiful or penniless, or both]

Some adjectives are fixed in certain expressions by sheer usage:

idea **fija** *set idea*
sentido **común** *common sense*
Semana **Santa** *Holy Week*
la **pura** verdad *the basic truth*
libre albedrío *free will*
alta fidelidad *high fidelity*

Bueno and **malo** are two special adjectives that follow the general rules, but because of the possible ambiguities of *goodness* and *badness*, there are probably more subtleties regarding placement than with other adjectives. In many cases, these adjectives exist in ready-made expressions:

buena suerte *good luck*
un **buen** día *one day*, *unexpectedly*
de **buena** familia *from a good family*
¡**Buenos** días! *Good morning!*
mala suerte *bad luck*
mal dormir *sleeplessness*
malos pensamientos *evil thoughts*

Some nouns have been formed incorporating the adjective:

la hierbabuena *spearmint*
la buenaventura *good fortune*
el malhumor *ill temper*
el malparto *miscarriage*

Ultimately, the dictionary is the best place to check special usage of common adjectives.

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Learn more about **Adjectives** at http://ilrn.heinle.com/.

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e. Comparisons

(1) Comparisons of Inequality

(a) With Adverbs, Adjectives, and Nouns

COMPARISON OF INEQUALITY • adverbs, adjectives, nouns Object of comparison: NOUN, PRONOUN, OR EQUIVALENT A & B					
NOUN, PRONOUN, OR EQUIVALENT A	verb	**más/menos**	adverb adjective noun	**que**	**NOUN, PRONOUN, OR EQUIVALENT B**

Marta comprende **más** fácilmente **que** yo.	*Marta understands more easily than I do.*
Esa novela es **más** larga **que** esta.	*That novel is longer than this one.*
José tiene **menos** dinero **que** yo.	*José has less money than I do.*

(b) With a Numerical Expression, Use **de** Instead of **que**

COMPARISON OF INEQUALITY • numerical expression Object of comparison: NOUN, PRONOUN, OR EQUIVALENT			
Clause	**más de** **menos de**	numerical expression	NOUN, PRONOUN, OR EQUIVALENT

Leí que había **más de treinta** rehenes en un solo cuarto.	*I read there were more than thirty hostages in a single room.*
Nos quedan **menos de veinte** minutos.	*We have less than twenty minutes left.*
Te di **más de la mitad.**	*I gave you more than half.*
Conocí a **menos de diez** personas nuevas.	*I met fewer than ten new people.*
No invitó a **más de treinta** personas.	*He did not invite more than thirty people.*

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Special use of **más que**

In negative sentences, **más que** is the equivalent of *only* in English, or some other exclusive type expression, and is not comparative in meaning:

No tengo **más que** tres pesos.	*I have only three dollars.*
No invitó **más que** a tres personas.	*She invited only three people.*
Nunca come **más que** fruta.	*He eats only fruit.* [He never eats anything but fruit, anything other than fruit.]
Nunca viaja **más que** a España.	*She only travels to Spain.* [She never travels to any other place than Spain, nowhere but to Spain.]

Irregular comparatives

mejor(**es**) *better*, *best*	**mayor**(**es**) *older*, *oldest*
peor(**es**) *worse*, *worst*	**menor**(**es**) *younger*, *youngest*

(**Más bueno** and **más malo** are used only occasionally, when the emphasis is on character traits of people, especially in idiomatic expressions. **Más viejo** and **más joven** are often interchangeable with **mayor** and **menor.**)

Mi clase es **mejor que** la tuya.	*My class is better than yours.*
Yo canto **peor que** tú.	*I sing worse than you do.*
Yo soy **mayor que** tú. Yo soy **más viejo que** tú.	*I am older than you.*
Tú eres **menor que** yo. Tú eres **más joven que** yo.	*You are younger than I.*

(c) With a Verb or Clause as Second Part of Comparison

With a noun as the focus of the comparison, and a verb or clause as the second part of the comparison, use the variable phrase **del que, de la que, de los que,** or **de las que,** in agreement with the gender and number of the noun.

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COMPARISON OF INEQUALITY • CLAUSE 2nd part Object of comparison: NOUN					
verb	**más/menos**	**NOUN**	[masc. sing.]	**del que**	clause
			[fem. sing.]	**de la que**	
			[masc. pl.]	**de los que**	
			[fem. pl.]	**de las que**	

Alquilamos más películas **de las que** pudimos ver.	*We rented more movies than we could watch.*
Yo le di muchos menos regalos **de los que** me dio él a mí.	*I gave him a lot fewer gifts than he gave me.*
Me serví más comida **de la que** me puedo comer.	*I served myself more food than I can eat.*

The noun may also be referred to from a prior context, as in the following sentence, in which wedding photos (**las fotos de la boda**) are being talked about, and thus, the feminine plural is used for the variable phrase **de las que:**

[. . .] Sacaron más **de las que** habíamos pedido.	*[. . .] They took more than we had ordered.*

When there is less specificity intended in the comparison, the neuter invariable phrase **de lo que** is used instead of the variable form:

Aquí hay más libros **de lo que** creía.	*There are more books here than I thought.*

When the focus of the comparison is not a noun but a verb, an adjective, or an adverb, use the invariable neuter phrase **de lo que.**

COMPARISON OF INEQUALITY • CLAUSE 2nd part Object of comparison: VERB, ADJECTIVE, OR ADVERB				
VERB	**más/menos**		**de lo que**	clause
clause	**más/menos**	**ADJECTIVE** **ADVERB**		

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Nevó más **de lo que** nos hubiera gustado.	*It snowed more than we would have liked.*
La guerra fue más **larga de lo que** esperaban.	*The war was longer than they expected.*
El taxi llegó más **rápidamente de lo que** anticipábamos.	*The taxi arrived more quickly than we expected.*

(2) Comparisons of Equality

(a) Tanto(-a, -os, -as)... como

With a noun, use the variable **tanto(-a, -os, -as)... como,** in agreement with the noun:

Tengo **tantos problemas como** tú.	*I have as many problems as you do.*

(b) Tanto como

Alone as an adverb, use the invariable **tanto como:**

Ella no come **tanto como** yo.	*She does not eat as much as I do.*

(c) Tan... como

With an adverb or an adjective, use **tan... como:**

Ese coche está **tan brillante como** el nuestro.	*That car is as shiny as ours.*
Ellos hablan **tan bien como** tú.	*They speak as well as you do.*

f. Superlatives

The superlative in Spanish is formed with a definite article + **más/menos** + adjective + **de** (if a group is being indicated):

Iris es **la más lista de** la clase.	*Iris is the smartest in the class.*
Esas flores son **las más rojas de** todas.	*Those flowers are the reddest of all.*
Mi tío es **el menos presumido de** todos.	*My uncle is the least conceited of all.*
Julio es **el más alto.**	*Julio is the tallest.*
Esa noche fue **la más oscura.**	*That night was the darkest.*

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El más grande and **el más pequeño** become **el mayor** and **el menor** when referring to age:

Jorge es **el mayor** y Juan es **el menor.**	*Jorge is the oldest and Juan is the youngest.*

Ejercicios 2.22–2.23, página 394 ;
Ejercicios de repaso 2.24–2.26, páginas 395–396

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Chapter 3

Pronouns

A Personal Pronouns

B **Se**

C Demonstrative and Possessive Pronouns

D Interrogatives

E Exclamatives

F Indefinites and Negatives

G Relative Pronouns

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A. PERSONAL PRONOUNS

Personal pronouns are differentiated by their grammatical function: subject, object (direct, indirect, prepositional), and by their stress: stressed or unstressed. They may refer to first person (**yo, me, mí; nosotros/as, nos**), second person (**tú, te, ti; usted, le; ustedes, les; vosotros/as, os**), or third person (**él/ella/ellos/ellas, lo/la/le/se/sí, los/las/les/se/sí**).

1. Grammatical Functions of Personal Pronouns

a. Subject

The subject carries out the action of the verb. The verb of a sentence may suffice in and of itself to express everything that we need to say about the subject, with no additional complements:

María llegó.	*María arrived.*
Pepa salió.	*Pepa went out.*
Nosotros pagamos.	*We paid.*
Ella ya jugó.	*She already played.*

b. Direct Object Complement

A direct object complement specifies who or what receives the action of the verb directly. It may be a person, an animal, or a thing:

[subj.[1]: **yo;** d.o.: **las noticias/las**]:

Oí las noticias.	*I heard the news.*
Las oí.	*I heard them.*

[subj.: **nosotros;** d.o.: **la película/la**]:

Vimos la película.	*We saw the movie.*
La vimos.	*We saw it.*

[subj.: **yo;** d.o.: **tu hermana/la**]:

Vi a[2] tu hermana.	*I saw your sister.*
La vi.	*I saw her.*

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1. The subject pronoun in Spanish is used mostly for emphasis or clarification. In these examples, the subject pronoun is not necessary.
2. The personal **a** is used with a human or personified direct object noun.

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c. Indirect Object Complement with Direct Object

An indirect object complement is affected by the action of the verb.

[subj.: **nosotros;** d.o.: **los dulces/los;** i.o.: **su abuelita/se(le)**]:

Le regalamos los dulces a[3] su abuelita.	*We gave the sweets to her grandmother.*
Se los regalamos.	*We gave them to her.*

[subj.: **tú;** d.o.: **el mensaje/lo;** i.o.: **tu consejera/le/se**]:

¿Le enviaste el mensaje a tu consejera?	*Did you send the message to your advisor?*
¿Se lo enviaste?	*Did you send it to her?*

[subj.: **ella;** d.o.: **la niña/la;** i.o: **los padres/les/se**]:

Les dio la niña[4] a los padres adoptivos.	*She gave the child to the adoptive parents.*
Se la dio.	*She gave her to them.*

d. Indirect Object Complement without Direct Object

The verb **gustar** is used generally as a model of this type of verb (one which cannot have a direct object, but does have an indirect object). (See Chapter 6.I, pages 239–244, on verbs like **gustar.**) For many of these verbs, the translation to or from English is tricky because the subject in English is the indirect object in Spanish, and the object in English is the subject in Spanish.

[Spanish—subj.: **este cuadro/Ø** *pron.*; i.o.: **me**]	[English—subj.: **I;** d.o.: **this painting/it**]
Me gusta este cuadro.	*I like this painting.*
Me gusta.	*I like it.*
[Spanish—subj.: **tú;** i.o.: **a mi hermano/le**]	[English—subj.: **My brother/He;** d.o.: **you**]
Le caes bien a mi hermano.	*My brother likes you.*
Le caes bien.	*He likes you.*
[Spanish—subj.: **Sevilla/Ø** *pron.*; i.o.: **nos**]	[English—subj.: **We;** d.o.: **Seville/it**]
Nos encanta Sevilla.	*We love Seville.*
Nos encanta.	*We love it.*

---

3. The preposition **a** is used to introduce an indirect object.

4. In case of possible ambiguity, the personal **a,** usually required before the human direct object, **la niña,** is eliminated. Here, there is an indirect object, **los padres,** introduced by the preposition **a.** If the personal **a** were used before **la niña,** it wouldn't be clear who is being given to whom.

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In the preceding sentences, note the absence of a pronoun for *it* in the first set (**cuadro**) and last set (**Sevilla**): the reason for this is that in Spanish, there is no personal pronoun for a subject which is a thing (not a person).

e. Transitivity

TRANSITIVE: A transitive construction is one in which the verb has a direct object complement.
INTRANSITIVE: An intransitive construction is one in which the verb has no direct object complement.

Understanding transitivity is of particular advantage to the learner when using the dictionary. A close look at the dictionary for many of the verbs listed in our examples will reveal additional uses. If you look up the verb **encantar,** for example, you will see it has one set of meanings or translations for the intransitive use (e.g. to love or thoroughly enjoy something), and another for the transitive use (e.g. to place a spell on, to bewitch). Most dictionaries indicate transitive vs. intransitive use by the abbreviations "vt" or "v.t." and "vi" or "v.i." immediately following the verb.

It is important to notice that there are often significant differences between the English and Spanish languages with regard to verbs and their transitive or intransitive usage; these are principally lexical distinctions that directly affect the choice of pronouns. It is part of the lifelong process of learning a language to become familiar with these distinctions. Some students find it helpful to keep a list of intransitive and transitive structures, verbs with multiple uses, and differences between English and Spanish verb usage. This list should be based on your experience with the language, and, more specifically, include areas where you have had difficulty with your writing—where an instructor has corrected you, for example—or details you have noted while studying. Your list might be subdivided into the following five categories:

1. No object complement, either direct or indirect (e.g. **Llegamos.**)
2. Direct object only (e.g. **Comimos pan.**)
3. Direct object and indirect object (e.g. **Le dio un anillo.**)
4. Indirect object only (e.g. **Me gusta ese color.**)
5. Problem verbs (this will be a very long entry—some samples follow):

   - **RETURN:** In English, the verb *to return* can be transitive or intransitive, but Spanish uses two different verbs:

Volví ayer.	*I **returned** yesterday.*
Devolví el libro.	*I **returned** the book.*

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- **LOOK AT:** In Spanish this is expressed by **mirar.** The function of the English preposition *at* is embedded in the verb **mirar,** and **el libro** is the direct object in Spanish:

  Miro el libro. *I **look at** the book.*

- **LOOK FOR:** In Spanish this translates into **buscar.** Here too, the function of the English preposition *for* is embedded in the verb **buscar,** and **el libro** is the direct object in Spanish:

  Busco el libro. *I **look for** the book.*

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2. Subject Pronouns

SUBJECT PRONOUNS		
PERSON	**SINGULAR**	**PLURAL**
1st	**yo**	**nosotros**
2nd	**tú**	**vosotros**
3rd	**él**[5]**/ella/usted***	**ellos/ellas/ustedes***

***Usted** is used to directly address someone else and is therefore a second, rather than a third, person pronoun (the first person is the speaker, the second person is the one addressed, and the third person is the one talked about or referred to). However, the forms of object pronouns and of verbs that correspond to **usted** are all in the third person, and for that reason, in this table and in all of the related tables on object pronouns that follow, forms relating to **usted** are placed under the third person. For more on the usage of **usted, tú, vosotros,** and **vos**, see pages 56–57.

Subject Pronoun Usage

The subject pronoun in Spanish is most often absent. Normally, the reference to the subject is contained in the verb ending, and the context is clear enough without the subject pronoun. This is true even for the third person, as long as the context is unambiguous.

Juan se levantó y caminó a la ventana. Miró afuera y suspiró: "Otro día de nieve".	*Juan got up and walked to the window. He looked outside and sighed, "Another day of snow."*

5. In this table of subject pronouns, why are **tú** and **él** the only two pronouns with accent marks? For more on these accents, see Chapter 9, page 351.

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Notice in the preceding series of sentences that **caminó, miró,** and **suspiró** do not require the use of **él;** it is understood that the verbs that follow the first one (with Juan as the subject) will also have Juan as the subject, unless it is otherwise indicated. However, such absolute clarity is not really required in Spanish. You will frequently run across narratives that begin without any subject specificity and clarify it only later in the context of the story:

> Se levantó y caminó a la ventana. Miró afuera y suspiró: "Otro día de nieve". Entonces oyó la voz de su compañero de cuarto que le gritaba: "¡Juan!".

In order to translate this text, you must read it completely before you know the actual subject of the first verb. You can't tell if the subject is *she* or *he* until you read the name **Juan.**

There are essentially four reasons to use the subject pronoun: focus, contrast, change of subject, and with **usted.**

Focus: The subject pronoun is used when the subject is the focus. Compare the two following brief dialogues:

—¿Cuántos hermanos tienes?	"*How many brothers do you have?*"
—Tengo tres hermanos.	"*I have three brothers.*"
—¿Quién hizo esto?	"*Who did this?*"
—Lo hice **yo.**	"***I** did it.*"

In the first dialogue above, the question relates to the object of the verb, the brothers, and not to the subject of the verb. Given that **tienes** and **tengo** indicate without a doubt who the subject is, there is no reason to add **tú** or **yo.** However, in the second dialogue, the question relates to the subject of the verb. For that reason, the subject must be stated in the response, either as a noun or as a pronoun.

Contrast: The subject pronoun is used to mark a contrast between two different subjects:

Yo resumo el informe, y **tú** lo lees.	***I** will summarize the report, and **you** will read it.*

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Change of subject: In paragraphs where you change from one subject to another, you must use the new subject either in pronoun or in noun form:

Caminaron juntos hasta el borde del lago. **Él** la abrazó, y le dijo que la quería. **Ella** se quedó callada.	*They walked together to the edge of lake. He put his arms around her and told her he loved her. She remained quiet.*

In the above series of sentences the subject changes from *they* to *he* to *she*.

Notice, however, that you would not need to add the subject if there were no change of subject:

Héctor caminó con ella hasta el borde del lago. La abrazó y le dijo que la quería. Esperó una respuesta, pero no oyó nada.	*Hector walked with her to the edge of the lake. He put his arms around her and told her that he loved her. He waited for an answer, but heard nothing.*

With **usted:** The use of **usted** as a subject pronoun conveys an idea of formality or courtesy:

¿Desea **usted** algo más?	*Would you like something else?*
Usted conoce a mi prima, ¿verdad?	*You know my cousin, don't you?*

The third person subject pronouns **él, ella, ellos,** and **ellas**[6] refer only to persons, never to things. There is no subject pronoun for *it* (or its plural *they*) in Spanish:

Esa mesa es de madera.	*That table is made of wood.*
Es de madera.	*It is made of wood.*
Me gusta[7] esa película.	*I like that movie.*
Me gusta mucho.	*I like it a lot.*
Se venden[8] muchas PC ahora.	*Many PCs are sold now.*
Se venden rápido.	*They are sold quickly.*

---

6. These pronouns cannot be used as subjects when they refer to things; however, they can be used as prepositional objects referring to things: **¿Y esos tomates? ¿Qué vas a preparar con ellos?** *And those tomatoes? What are you going to prepare with them?*

7. For **gustar** and similar verbs, the subject in English is the indirect object in Spanish, and the object in English is the subject in Spanish.

8. With the impersonal **se** construction with inanimate objects, the inanimate object functions as the subject of the verb. This translates frequently as the passive voice in English.

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Usage of **usted, tú, vosotros,** and **vos**

Ustedes is the plural of **tú** or **usted** in Latin America, but in Spain, **vosotros** is the plural of **tú,** and **ustedes** is only the plural of **usted.**

Usted and **ustedes** are often seen in the abbreviated forms **Ud.** and **Uds.**

Usted is used to varying degrees in different dialects[9]. As a general rule, you will notice that it is more common in Latin America than it is in Spain. It is used to mark difference of some sort, either of age or of status. For example, an adolescent would address an adult of equal or higher status with **usted;** the parents in a household would possibly address the servants with **tú,** but a servant would use **usted** to address them. In some families, **usted** is used between parents and children; in others, **tú** is more common. However, at times you might hear a scolding parent switch to **usted** as the form of address for a son or daughter in order to establish some distance and achieve a more effective scolding.

As for deciding whether to use **usted** or **tú** for a given situation, the local use should help determine your choice, but while you wait, the following rule of thumb might come in handy: in a workplace or in a government office, it is safest to use **usted** as a general rule; in social contexts, it is generally safe to use **tú** with anyone your age or younger; and it is safest to use **usted** with anyone else.

If you have spent any time in Central or South America, or among people from this part of the world, you are probably well aware of the **voseo. Voseo** refers to the use of the pronoun **vos** as an alternative second person singular, used instead of, or along with, **tú/ti.** Its acceptance varies from region to region, as does its usage.

In Argentina, Paraguay, and Uruguay, the **voseo** is accepted in most registers[10], but it can be restricted to informal registers in some instances. In Uruguay, although **vos** is more common, **tú** may also be heard concurrently. In both cases, the verb is conjugated in **vos** form (**Vos tenés/Tú tenés,** rather than **Vos tenés/Tú tienes**).

In other regions, **vos** is used mostly among individuals who perceive themselves as social equals, and who have an informal relationship.

Some examples of the use of **vos** follow:

Vos as subject:

Vos no sabés nada del asunto.	*You know nothing about the matter.*

Vos as prepositional object:

Siempre lo hago todo por **vos.**	*I always do everything for you.*
Si ella sale con **vos**, se va a divertir.	*If she goes out with you, she'll have fun.*

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9. For more information on dialects, see Chapter 9, page 376–378.

10. For more information on language registers, see Chapter 9, page 379.

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Note that **vos** does not have an alternate form for **te, tu,** and **tuyo,** which can be found in combination with it:

Vos te dormiste en clase.	*You fell asleep in class.*
Abrí **vos** tu libro.	*Open your book.*
No amo a nadie como te amo a **vos**.	*I don't love anyone the way I love you.*

Verb conjugation

Although there are instances of **voseo** usage in different tenses, the present indicative and the imperative are by far the most accepted. The **vos** form resembles the **vosotros** form, with minor changes:

Present indicative—note the loss of the **i** of the **vosotros** ending diphthong:

Vosotros: habláis/coméis/sois
Vos: hablás/comés/sos
(NOTE: Where there is no diphthong in the **vosotros** form, as in **-ir** verbs [e.g., **partís**], the same form is used for both **vos** and **vosotros.**)

Imperative—note the loss of the **-d** ending of the **vosotros** verb form:

Vosotros: hablad/comed/partid/decid/oíd
Vos: hablá/comé/partí/decí/oí
(NOTE: In the imperative, for the **voseo,** the verb **andar** (**andá, andate**) is used instead of the verb **ir.**)

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3. Direct Object Pronouns

a. Formation and Usage

DIRECT OBJECT PRONOUNS		
PERSON	**SINGULAR**	**PLURAL**
1st	**me**	**nos**
2nd	**te**	**os**
3rd	**lo/la***	**los/las***

*Object pronouns that correspond to **usted** are listed under third person because their verb form is the same.

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Direct object pronouns receive the direct action of the verb.

Me ven.	*They see **me.***
Te conocen.	*They know **you.***
Nos escuchan.	*They listen to **us.***
Os entiendo.	*I understand **you.***
Lo vi ayer.	*I saw **him/you*** (usted) *yesterday.*
Las conozco bien.	*I know **them/you*** (ustedes) *well.*

In most of Spain, but not in most of Latin America, **le(s)** is used instead of **lo(s)** for males:

No **lo** conozco. (Latin America)	*I do not know him.*
No **le** conozco. (Spain)	*I do not know him.*

The use of **le** for the human direct object is called **leísmo;** those who speak this way are called **leístas.** Learners of Spanish should adopt this use of **le** only when they adopt the rest of the dialectal traits of the region, which include the use of **vosotros.**

Os is used only in Spain, for the plural of **te:**

LOS vs. OS		
	LATIN AMERICA *(I saw you.)*	**SPAIN** *(I saw you.)*
SINGULAR	**Te vi.**	**Te vi.**
PLURAL	**Los vi (a ustedes).**	**Os vi.**

The direct object pronoun replacing an inanimate object will reflect the gender and number of the noun it replaces:

Miro la televisión. ¿Tú **la** miras?	*I watch television. Do you watch it?*
—Dónde pusiste los libros?	"*Where did you put the books?*"
—**Los** puse en la mesa.	"*I put them on the table.*"

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b. Stressed and Unstressed Object Pronouns (Direct or Indirect Object)

It is important to note the difference between the unstressed (clitic) pronoun forms **me, te, lo, la, le, se, nos, os, los, las, les,** and the stressed (tonic) forms **a mí, a ti, a él, a ella, a usted, a sí, a nosotros, a vosotros, a ellos, a ellas, a ustedes**. The first set of unstressed pronouns is used in most standard reference conditions; the second set is added to the first if there is a special focus, if additional stress is required, or if clarification is needed in the case of the third person. Consider the following contexts:

Focus: To answer questions specifically about the object:

—¿A quién llamó?	*"Whom did he call?"*
—**A mí.** (OR: **Me** llamó **a mí.**)	**"***ME***."**

Stress: English adds stress by pronouncing pronouns (or other words) more emphatically, whereas Spanish cannot. In Spanish, we add words to indicate stress. In the example below, capitalized words are pronounced emphatically. Notice the need in Spanish for additional words. In this case, the additional words (which are boldfaced in the following examples) are the stressed forms of the pronouns:

No te escribió **a ti,** me escribió **a mí,** así que me quiere **a mí** y no **a ti**[11]**.**	*He didn't write YOU, he wrote ME, so he loves ME and not YOU.*

Clarification: When the third-person pronoun is used, and ambiguity of reference exists, the stressed form is added to clarify:

—¿Viste a Ricardo y a Luisa?	*"Did you see Ricardo and Luisa?"*
—Sí, los vi. Pero la vi **a ella** primero, y no lo vi **a él** hasta después. No estaban juntos. Quería preguntarles por qué, pero no me atreví.	*"Yes, I saw them. But I saw HER first, and did not see HIM until later. They were not together. I wanted to ask them why, but didn't dare."*

A frequent mistake made by English-speaking learners of Spanish is to use the stressed form instead of the unstressed form of the pronouns in full sentences: [☒[12] ~~**Vi a ella.**~~ ☒ ~~**Quería preguntar a ellos.**~~] The stressed form can only exist alone when there is no verb present, and in such cases, the unstressed form cannot be used: it cannot stand alone.

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11. In this sentence, why does **mí** have an accent mark, but **ti** does not? For more on this use of the accent, see Chapter 9, page 351.

12. The symbol ☒ indicates a grammatically incorrect structure.

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c. **Lo:** The Neuter (Invariable) Pronoun

The neuter **lo** refers to an idea or situation that is not specific enough to be either masculine or feminine.

—Nos queda poco tiempo.	"*We have little time left.*"
—Sí, ya **lo** sé.	"*Yes, I know it.*"

Lo is used as a complement to replace adjectives, pronouns, or nouns with **ser, estar,** and **parecer;** notice that in English the equivalent of **lo** in most cases is merely represented by emphasis on the verb when it is spoken.

—Creo que ella es muy lista.	"*I think she is very clever.*"
—Yo no creo que **lo** sea.	"*I do not think she <u>is</u>.*"
—Esa mujer es la tía de Juan.	"*That woman is Juan's aunt.*"
—Sé que no **lo** es porque conozco a su tía.	"*I know she <u>is not</u> because I know his aunt.*"
—¿Estas llaves son tuyas?	"*Are these keys yours?*"
—No, no **lo** son.	"*No, they <u>are not</u>.*"
—¿Estás frustrada?	"*Are you frustrated?*"
—Sí, **lo** estoy.	"*Yes, I <u>am</u>.*"
—Parece que está nervioso.	"*He looks nervous.*"
—Quizá **lo** parezca, pero no **lo** está.	"*Maybe he <u>looks</u> that way, but he <u>isn't</u>.*"

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4. Indirect Object Pronouns

INDIRECT OBJECT PRONOUNS		
PERSON	**SINGULAR**	**PLURAL**
1st	**me**	**nos**
2nd	**te**	**os**
3rd	**le***	**les***

*When combined with **lo(s)** or **la(s), le(s)** becomes **se.** Note also that object pronouns corresponding to **usted** are listed under third person because their verb form is the same.

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Le dio la manzana a la maestra. *He gave the apple to the teacher.*	⟶	Se la dio. *He gave it to her.*
Les regaló el coche. *She gave them the car.*	⟶	Se lo regaló. *She gave it to them.*

The indirect object is used to indicate the person(s) receiving the direct object or to indicate the person or thing that is affected in some way by the action of the verb:

Me regaló sus guantes.	*He gave me his gloves.*
¿**Te** dijo su secreto?	*Did she tell you her secret?*
Les mandó el recado.	*She sent them the message.*

There are many possible translations into English of indirect objects in Spanish, with a variety of prepositions used in the English versions:

Le hiciste la merienda.	*You made the snack **for** her.*
Les quitó la llave.	*He took the key **away from** them.*
Nos pidió ese favor.	*He asked that favor **of** us.*

Verbs commonly used with indirect objects may be verbs like **gustar**[13]**:**

Le gustaron los regalos.	*She liked the gifts.* (literal translation: *The gifts were pleasing **to her.***)
¿**Te** cayó bien mi tía?	*Did you like my aunt?* (literal translation: *Was my aunt pleasing **to you?***)
Nos faltan diez pesos.	*We are missing ten pesos.* (literal translation: *Ten pesos are lacking **for us.***)

Learn more about **Gustar** at http://ilrn.heinle.com/

13. See Chapter 6.I, pages 239–244, for full explanation of verbs like **gustar.**

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Below are some verbs that can change meaning if used with a direct object or an indirect object:

No **le** creo. *I do not believe him (or her).* [i.e., he is lying.]	No **lo** creo. *I do not believe it.* [He may be telling what he believes to be the truth, but I think the truth is different, i.e., he is not lying.]
¿Le pagaste? *Did you pay him (or her)?*	**¿La** pagaste? *Did you pay it?* (e.g., la cuenta)
Le gané. *I beat him (or her)* [at a game].	**Lo** gané. *I won it.*
Le pegué duro. *I hit him (or her) hard.*	**Lo** pegamos. *We glued it.*
Le di en la cara. *I hit him (or her) in the face.*	Me **lo** dio. *He gave it to me.*
Le robaron. *They robbed him (or her).*	**Lo** robaron. *They stole it.*
Le extraña que hagas eso. *It surprises him (her) that you do that.*	**Lo** extraña mucho. *She misses him a lot.*

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5. Required Repetitive Object Pronouns

The following object pronouns must be used, however redundant they may sound.

a. Direct Object Pronouns

Direct object pronouns must be used when the object noun precedes rather than follows the verb:

La salida la encontrará a su derecha.	*You will find the exit to the right.*
A todos los convidados los critica.	*She criticizes all of her guests.*
A ella no **la** conozco.	*I don't know her.*

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Direct object pronouns must also be used whenever the pronoun **todo (toda, todos, todas)** is used as a direct object:

Lo vendieron **todo.**	*They sold it all.*
La cantaron **toda.** (e.g., la canción)	*They sang it all.*
Nos invitaron a **todos.**	*They invited all of us.*

b. Indirect Object Pronouns

These are almost always used even though their referent appears in the sentence:

Le dije **a Maira** que venías.	*I told Maira you were coming.*
Le cedió el poder **a su hermano.**	*He transferred the power to his brother.*
Les caes bien **a mis hijos.**	*My children like you.*
Le caes bien **a él.**	*He likes you.*
Le caes bien.	*He likes you.*
Les hace falta **a sus padres.**	*Her parents miss her.*
Les hace falta **a ellos.**	*They miss her.*
Les hace falta.	*They miss her.*

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6. Order of Object Pronouns when Combined

ORDER OF OBJECT PRONOUNS WHEN COMBINED			
#1 SE	#2 2ND PERSON	#3 1ST PERSON	#4 3RD PERSON
se	**te** **os**	**me** **nos**	**lo(s)** **la(s)** **le(s)**

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Examples:

Se te cayeron los libros.	*You dropped your books.*
Se os dirá cuando llegue el momento.	*You will be told when it is time.*
Se me dijo la verdad.	*I was told the truth.*
Se nos acabaron las ideas.	*We ran out of ideas.*
Se lo expliqué.	*I explained it to him/her.*
Se los regalé.	*I gave them to him/her.*
Se la mandaron.	*They sent it to them.*
Se le olvidó.	*He/She forgot it.*
Te lo dije.	*I told you (so/it).*
Te la regalé.	*I gave it to you.*
Me lo dijeron.	*They told me (so/it).*
Me la enseñaron.	*They showed it to me.*
Nos lo contaste.	*You told us (so/it).*
Nos la enseñaron.	*They showed it to us.*

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7. Position of Object Pronouns

Direct and indirect object pronouns must be placed before or after their related verbs, depending upon the forms of the verbs themselves. There is no choice as to the position after the verb with the affirmative command. There is no choice as to the position before the verb with every other form except the infinitive and the present participle; with these last two, pronouns may be placed before or after the verb phrase, as long as all pronouns relating to the same verb are placed in the same position.

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POSITION OF OBJECT PRONOUNS		
VERB FORM	**PRONOUN POSITION**	**EXAMPLES**
CONJUGATED VERB	before	**La vi ayer.** *I saw her yesterday.*
COMPOUND TENSE	before auxiliary **(haber)**	**Nunca la he visto.** *I have never seen her.*
INFINITIVE	before auxiliary or after infinitive[14]	**Me la quiero comprar.** Quiero comprár**mela**. *I want to buy it (for myself).*
PRESENT PARTICIPLE	before auxiliary or after present participle[14]	**Lo estaba mirando.** Estaba mirándo**lo.** *I was looking at it.*
AFFIRMATIVE COMMAND	after[14]	**Míra**la**.** *Look at it.* **Cómprate**los**.** *Buy them (for yourself).*
NEGATIVE COMMAND	before	**No la mires**. *Do not look at it.* **No te los compres.** *Do not buy them (for yourself).*

In sentences combining more than one verb, the object pronoun must be placed near the verb that governs it:

Viajaremos para conseguir**lo.**	*We will travel to get it.*
Salieron persiguiéndo**la.**	*They left pursuing her.*
Vaya a comprar**lo.**	*Go and buy it.*
Sigue estudiándo**lo.**	*Continue studying it.*
Sígue**me** tomando apuntes.	*Follow me, taking notes.*
La oyeron decír**telo.**	*They heard her tell it to you.*
Nos dejó gritándo**nos.**	*She left us yelling at each other.*

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14. When pronouns are attached to the end of an infinitive, a present participle, or a command, an accent may be needed to maintain the original stress within the verb: **vender—venderlos—vendérselos; vendiendo—vendiéndolos; vende—véndelos.** For more information on accents, see Chapter 9, pages 349–350.

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8. Prepositional Object Pronouns

PREPOSITIONAL OBJECT PR ONOUNS		
PERSON	**SINGULAR**	**PLURAL**
1st	**mí**	**nosotros**
2nd	**ti**	**vosotros**
3rd	**él/ella**	**ellos/ellas**
FORMAL	**usted**	**ustedes**
REFLEXIVE	**sí**	**sí**

Prepositional object pronouns are used after prepositions:

Lo hizo **por mí.**	*She did it because of me.*
Puedes contar **con nosotros.**	*You can count on us.*
Se fue **sin ella.**	*He left without her.*
Lo guardó **para sí.**	*He kept it for himself.*
Lo guardó **para él.**	*She kept it for him.*
Estaba sentado **frente a vosotros.**	*He was sitting in front of you.*
Corrió **tras ella.**	*He ran after her.*
Estaba **cerca de ti.**	*He was near you.*
No encuentro mi diccionario; ayer trabajé **con él.**	*I cannot find my dictionary; yesterday I worked with it.*
La gorra de Roberto es parte **de él;** nunca sale **sin ella.**	*Roberto's cap is a part of him; he never leaves without it.*

The following prepositions take the subject pronoun forms for **yo** and **tú:**

entre:

Estaba sentado **entre tú** y **yo.**	*He was sitting between you and me.*

según:

Según tú, esto es incorrecto.	*According to you, this is incorrect.*

Como, excepto, and **menos** take **yo** and **tú,** unless they are followed by other prepositions. Use the pronoun that goes with the last preposition.

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como:

Mis amigos piensan **como yo.**	*My friends think like me.*
A mí no me duele **como a ti.**	*It does not hurt me the way it hurts you.*

excepto:

Todos lo vieron **excepto yo.**	*They all saw it except me.*
Les dieron **a** todos **excepto a mí.**	*They gave to everyone but me.*
Se lleva bien **con** todos **excepto conmigo.**	*He gets along with everyone but me.*

menos:

Todos **menos tú** comieron postre.	*They all ate dessert except you.*
Hubo carta **para** todos **menos para ti.**	*There was a letter for everyone but you.*

The preposition **con** with **mí, ti,** and **sí** becomes **conmigo, contigo,** and **consigo:**

Ven **conmigo.**	*Come with me.*
Pensé que estaba **contigo.**	*I thought he was with you.*
Se lo llevó **consigo.**	*He took it along (with him.)*

Consigo is used when the subject of the verb is the same as the object of **con,** as in the previous example. In situations where the subject is different from the object of **con,** use the standard third-person prepositional pronoun:

Fuimos al cine con Juan. Fuimos al cine **con él.**	*We went to the movies with Juan.* *We went with him.*
Quiero bailar con María. Quiero bailar **con ella.**	*I want to dance with Maria.* *I want to dance with her.*
Me gusta hablar con mis vecinos. Me gusta hablar **con ellos.**	*I like to talk with my neighbors.* *I like to talk with them.*
Nunca he ido al cine con mis hermanitas. Nunca he ido al cine **con ellas.**	*I have never gone to the movies with my little sisters.* *I have never gone to the movies with them.*

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B. Se

1. Introduction

The pronoun **se** in Spanish can have different usages, depending upon the context in which it is used:

- The indirect object pronouns **le** and **les** change to **se** when followed by direct object pronouns such as **lo** or **la.** (See Chapter 3.A.4, pages 60–64.)
- **Se** is also the third-person singular and plural form of the reflexive pronoun.
- In its function as a reflexive pronoun, **se** can be used in constructions with things as subjects and people as indirect objects to describe accidental occurrences. In **Se me olvidó la tarea,** the subject of the verb is **tarea** and the person is the indirect object. In this type of sentence the thing is doing the action to itself (thus the reflexive), and the person appears as an innocent bystander or victim, indirectly affected by the event.
- In the impersonal usage of **se,** the action is being done with no subject mentioned—clearly someone is doing it, but this fact is irrelevant to the context. When you read **Se habla español** on the door of a store, it indicates that Spanish is spoken in that store in case of need. It is irrelevant to state who speaks the language.

OVERVIEW OF USES OF *SE*
1. **Le** or **les** transformed before **lo(s)** or **la(s)** **Le di la flor. ➔ Se la di.** *I gave her the flower. ➔ I gave it to her.*
2. Third-person reflexive **Ella se levanta temprano.** *She wakes up early.* Third-person reciprocal **Ellos se odian.** *They hate each other.*
3. Accidental **Se me cayó el libro.** *I dropped the book.*
4. Impersonal **Se habla español.** *Spanish is spoken.*

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2. Reflexive Pronouns

a. Reflexives

REFLEXIVE PRONOUNS		
PERSON	**SINGULAR**	**PLURAL**
1st	**me**	**nos**
2nd	**te**	**os**
3rd	**se**	**se**

A reflexive construction occurs when the subject and the object of a verb are the same person. In some cases, the object of the verb is direct:

Me lavo.	*I wash myself.*

In other cases, the object of the verb is indirect:

Se escribían todos los días.	*They wrote (to) each other every day.*

Certain verbs that refer to daily personal habits are most frequently used in the reflexive construction (see Chapter 6.J, pages 245–247, on reflexive verbs):

bañarse *to bathe (oneself)*	lavarse *to wash (oneself)*
despertarse *to wake (oneself) up*	levantarse *to get (oneself) up*

These verbs can be used nonreflexively, in a standard transitive construction, with the object different from the subject:

Nonreflexive:

La madre bañó a su bebé. *The mother bathed her baby.*	⟶	**Lo** bañó. *She bathed him.*

Reflexive:

Ella se bañó a las seis. *She bathed (herself) at six.*	⟶	**Se** bañó. *She bathed (took a bath).*

In reflexive constructions, definite articles are used with parts of the body or articles of clothing, rather than possessives:

Me lavé **las** manos.	*I washed my hands.*
Me puse **el** abrigo.	*I put on my coat.*

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To stress or emphasize the reflexive pronouns, the following reflexive prepositional or stressed object pronouns are used:

REFLEXIVE PREPOSITIONAL OBJECT PRONOUNS		
PERSON	**SINGULAR**	**PLURAL**
1st	**mí**	**nosotros**
2nd	**ti**	**vosotros**
3rd	**sí**	**sí**[15]

These pronouns are used to mark stressed pronouns after prepositions, and sometimes in constructions in which the verb itself is not reflexive, but the action is.

Es muy codicioso. Se lo guarda todo **para sí (mismo)** y no deja nada para los demás.	*He is very greedy. He keeps everything for himself and leaves nothing for the rest.*
Lo hago **por mí.**	*I do it for myself.*
Lo compró **para sí.**	*She bought it for herself.*
Trajo el paraguas **consigo.**	*She brought the umbrella (with her.)*

b. Reciprocals

The plural pronouns can be used for reciprocal actions as well:

Ellos **se** conocen bien.	*They know each other well.*

In case of ambiguity, the following may be added:

RECIPROCAL = *each other*		
	SINGULAR	**PLURAL**
MASCULINE	**el uno al otro**	**unos a otros**
FEMININE	**la una a la otra**	**unas a otras**

15. In this table, why do **mí** and **sí** have accents, but not **ti**? For more on this use of the accent, see Chapter 9, page 351.

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REFLEXIVE = *myself, yourself, etc.*		
PERSON	**SINGULAR**	**PLURAL**
1st	**a mí mismo(a)**	**a nosotros(as) mismos(as)**
2nd	**a ti mismo(a)**	**a vosotros(as) mismos(as)**
3rd	**a sí mismo(a)**	**a sí mismos(as)**

Nos conocemos **el uno al otro.** — *We know each other.* (reciprocal)

Nos conocemos **a nosotros mismos.** — *We know ourselves.* (reflexive: each one of us knows him- or herself.)

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3. Se me Construction: Accidental se

In Spanish there is a structure that is very commonly used when dealing with accidental, chance, or unplanned situations. This is often the case with such actions as forgetting, dropping, burning, breaking, etc. In these situations, the thing involved in the accident becomes the subject of the verb, and the verb is used in a reflexive format. The person, or victim of the accident, becomes the indirect object of the verb. Therefore, it might appear misleading to name this **se** differently from any other reflexive **se**—the only reason it is invariable is because things are always third-person singular or plural, never first- or second-person singular or plural, forms that are reserved for humans.

Examples:

Se rompieron mis lentes. — *My glasses broke.*
[subj.: **mis lentes;** d.o.: none]

Se rompió tu regla. — *Your ruler broke.*
[subj.: **tu regla;** d.o.: none]

Se me rompieron los lentes.[16] — *I (accidentally) broke*[17] *my glasses.*
[subj.: **los lentes;** i.o.: **a mí**) [subj.: *I;* d.o.: *my glasses*]

Se me rompió tu regla. — *I (accidentally) broke your ruler.*
[subj.: **tu regla;** i.o.: **a mí**]

---

16. The nouns in these sentences that function as the subjects or indirect objects may be placed before or after the verbs:

Se me rompieron los lentes. = Los lentes se me rompieron.

17. If the action of breaking was done on purpose, the verb and pronouns follow the norm in Spanish, with the person being the subject of the verb:

Ese chico me puso tan furioso que le rompí los lentes. (subj.: **yo;** d.o.: **lentes)**
That kid made me so angry that I broke his glasses.

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In English, as in Spanish, there are a number of verbs that can be used in such a way that the thing to which the accident occurred is the subject of the verb: things break, fall, tear, close, open, go out (like a light), wrinkle, get dirty, get wet, go bad, etc.

The difference in structure in Spanish is that you can include the person to whom this accidental occurrence happened. Notice in the following examples that the possessive changes to a definite article when referring to a part of the body or an article of clothing or personal possession:

Se me rompieron los lentes.	*My glasses broke.*
Se te rompieron los lentes.	*Your* (tú) *glasses broke.*
Se le rompieron los lentes.	*His/Her/Your* (Ud.) *glasses broke.*
Se nos rompieron los lentes.	*Our glasses broke.*
Se os rompieron los lentes.	*Your* (vosotros) *glasses broke.*
Se les rompieron los lentes.	*Their/Your* (Uds.) *glasses broke.*

Notice that **rompieron** is third-person plural because the subject of the verb is plural: **los lentes.** If the subject were singular, the verb would be singular too:

Se me rompió la uña.	*My fingernail broke.*

If you wish to state the person to whom the accident happened, remember that the grammatical function of the person is the indirect object, introduced with the preposition **a:**

Se le olvidó la cita **al presidente.**	*The president forgot the quote.*
A Quico se le perdieron los boletos.	*Quico lost the tickets.*
Se le rompió el paraguas **a Carmelita.**	*Carmelita's umbrella broke.*

If it is not necessary to state the subject of this type of sentence because it has already been mentioned before in the context, remember the basic rule that in Spanish there is no subject pronoun equivalent to *it* in English (or *they* as the plural of *it*):

—¿Qué pasó con tu lente?	*"What happened to your lens?"*
—Se me rompió.	*"<u>It</u> broke."*

The following verbs can be used with this construction:

quemársele a uno *to burn*

On purpose: **Quemaron los libros.** *They burned the books.*
Accidental (no victim): **Los libros se quemaron.** *The books burned (up).*
Accidental (with victim): **Se nos quemaron los libros.** *We accidentally burned up our books.*

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caérsele a uno *to drop; to fall* (**dejar caer** is used for the purposeful action, and means, literally, *to let fall*.)

On purpose: **Dejó caer el vaso.** *He dropped the glass.*
Accidental (no victim): **El vaso se cayó.** *The glass fell.*
Accidental (with victim): **Se le cayó el vaso.** *He dropped the glass.*

olvidársele a uno *to forget*

On purpose: **Olvidemos nuestros problemas.** *Let's forget our problems.*
Accidental (no victim): impossible in Spanish
Accidental (with victim): **Se nos olvidó el libro.** *We forgot the book.*

In Spanish, a variety of unfortunate accidental occurrences can be described with this construction:

Se me cerró la puerta en la mano.	*The door closed on my hand.*
Se nos apagó el fuego.	*The fire went out (on us).*
Se nos fue la luz.	*The electricity went out (on us).*
Los temblores no se me van.	*My shivering will not go away.*
Se te arrugó la falda.	*Your skirt got wrinkled.*
Se les ensuciaron los pantalones.	*Their pants got dirty.*
Se me cierran los ojos.	*My eyes are closing.*
El frío no se te va a quitar si no te pones los calcetines.	*The cold you feel is not going to go away if you do not put on your socks. (You will not warm up . . .)*
Siempre se te ocurren las ideas más raras.	*You always come up with the strangest ideas. (They come to your mind unexpectedly.)*
Se nos pasó la hora; ya son las nueve.	*We are running late; it is already nine. (The hour went by us . . . We forgot the time . . .)*
Se me quedaron las muletas en casa.	*I left my crutches at home. (They stayed at home.)*
Se me quitó el apetito.	*I lost my appetite.*
Se me pararon los pelos.	*My hair stood on end. (I got goose bumps.)*
Se le dobló la foto.	*She accidentally folded the picture. (Her picture got folded.)*

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Notice that this construction cannot be used with every accident or involuntary action, even if the word *accidentally* or another indication of accident is added:

Me robaron el coche.	*They stole my car.*
Leímos el libro equivocado.	*We read the wrong book.*
Me caí.	*I fell down.*
Lo vi sin querer.	*I saw it by accident (unintentionally).*
Chocamos.	*We crashed (had a car accident).*

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4. Impersonal se

a. Introduction

The impersonal **se** is used for actions with no specific subject. These sentences correspond to the English passive voice or the impersonal *they*, *you*, *people*, or *one:*

En el senado **se rechazó** una medida que hubiera elevado el salario mínimo.	*At the senate they voted down a measure that would have raised the minimum wage.*
No entiendo por qué **se dicen** tantas mentiras.	*I do not understand why people tell so many lies.*
Eso implica que **se abandonó** la prohibición de llevar equipaje de mano en todos los vuelos.	*That implies that they lifted the ban on hand baggage on all flights.*
Hay indicios de que **se avanza** en el desarrollo de fuentes alternas de energía.	*There is evidence that they are making progress in the development of alternative sources of energy.*

There are other ways of expressing impersonal sentences in Spanish:

En España usan el "vosotros" como plural de "tú".	*In Spain **they** use "vosotros" as the plural of "tú."*
En época de sequía **la gente** come lo que haya.	*In times of drought, **people** eat whatever there is.*
Uno nunca sabe lo que el futuro puede traer.	***One** never knows what the future might bring.*

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b. The Passive Voice and the Impersonal **se**

The passive voice (see Chapter 7.B.4, pages 270–272 for more information) is used much more in English than in Spanish, where it is found mostly in literary contexts. The passive voice in Spanish is used with increasing frequency in journalistic prose, but this is considered the result of literal translation from English. For those who are not yet experts in the language, it is best to avoid the passive voice in Spanish; instead, use the active voice if the action of the verb has a subject or agent, and an impersonal structure if there is no subject. The stronger the degree of impersonality, the more Spanish tends to use the impersonal **se.**

(1) Agent Present (Subject of the action: Stated)

Agent present	→	Spanish: active
She was awakened by the dog.	→	El perro la despertó.

Here the active voice is preferred in Spanish since the agent *(dog)* is stated. Although it is grammatically acceptable, there is no reason to use a passive construction here in Spanish because there is an agent, or subject, for the action of the verb (the dog). However, it is grammatically incorrect to use the impersonal **se** to render this sentence into Spanish, given the presence of an agent (or subject of the action).

(2) No Agent: Not Impersonal (Subject of the action: Absent but implied)

No agent: not impersonal	→	Spanish active: nonspecific subject
She was found.	→	La encontraron. Alguien la encontró.

In the preceding context the subject is omitted, either because it is not the focus of the sentence, or because it is unknown. If you tried to visualize the person who is doing the finding, you would imagine a specific individual or individuals, rather than a generalized "people." The most common translation into Spanish would be the active voice with a nonspecific subject such as *they* or *somebody.*

(3) No Agent: Impersonal (Subject of the action: Absent and irrelevant)

No agent: impersonal	→	Spanish: impersonal **se**
Spanish is spoken.	→	**Se** habla español.

The impersonal **se** is ideal for a context such as the one above, where there is no agent. If you thought about the implied subject of the verb, you would see that it is impersonal, since it can be replaced with *people*, rather than a specific individual. This example has a greater degree of impersonality than the implied subject of the previous sentence.

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PASSIVE • SP ANISH vs. ENGLISH		
SUBJECT OF THE ACTION	**SPANISH PREFERENCE**	**ENGLISH PREFERENCE**
Stated	ACTIVE	ACTIVE or PASSIVE
Absent but implied	ACTIVE	ACTIVE or PASSIVE
Absent and irrelevant	Impersonal **se**	PASSIVE

c. Impersonal **se** with Inanimate Objects

When referring to inanimate objects, the inanimate object functions grammatically as the subject of the verb (i.e., the verb agrees in number with the inanimate object[s]):

Se habla kurdo en Irak.	*Kurdish is spoken in Iraq.*
Se hablan muchas lenguas en Suiza.	*Many languages are spoken in Switzerland.*

If the subject of the verb has been stated previously in the context, and you wish to replace it with a pronoun, remember that there is no subject pronoun for an inanimate object (it/they):

Sí, **se** habla.	*Yes, it is spoken.*
Se hablan.	*They are spoken.*
¿Cómo **se** dice eso?	*How does one say that?*
¿Cómo **se** dice?	*How does one say it?*
¿Cómo **se** prepara ese platillo?	*How does one prepare that dish?*
Se prepara con huevos y leche.	*One prepares it with eggs and milk.*

d. Impersonal **se** with Persons

When an impersonal **se** structure refers to a human being and not an inanimate object, the grammatical function of the human being is that of the direct object of the verb. For this reason, the verb remains singular. In addition, the personal **a** is needed to mark the human as the direct object:

Se castig**a a** los criminales.	*Criminals are punished.*

If the verb agreed with the human, and no personal **a** were used, you would have a reflexive construction rather than an impersonal one (**Se castigan los criminales** = *Criminals punish themselves*).

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The impersonal **se** can be used in conjunction with all persons and with all verb tenses, according to contextual needs. Some examples follow—note that **se** is always invariable and that the verb is always in the third-person singular:

Se **te** notificará por correo electrónico.	*You will be notified by e-mail.*
No se **nos** había visto allí antes.	*We had not been seen there before.*
Ojalá se **os** hubiera premiado.	*I wish you had been rewarded.*

To refer to human beings in the third person in impersonal **se** contexts (in most dialects[18]), **le** is used rather than the standard direct object form **lo, la.**

¿Y a los niños? ¿Se **les** avisó de los peligros?	*What about the children? Were they warned of the dangers?*

The object pronoun is used in this structure similarly to others, in that it is omitted when the actual object is present in the sentence, and is needed only either when the object is absent, or when it precedes the verb (see "Required Repetitive Object Pronouns", in this chapter, 3.A.5, pages 62–63). Both of the sentences below translate as *The parents will be invited tomorrow;* note that **les** is added in the second sentence because of the changed word order (the direct object precedes the verb):

Se invitará a los padres mañana.

A los padres se **les** invitará mañana.

In rare cases where the persons are being perceived as a category, and not as specific individuals, they are treated in this construction as if they were things:

Se buscan empleados.	*Help needed. Now hiring.* (literally: *Employees are being sought.)*

Notice that no article is used with **empleados,** since they are nonspecific.

e. Impersonal **se** with Both Human and Inanimate Objects

In sentences with impersonal **se** and both human and inanimate objects, the person is the indirect object of the verb, and the inanimate object continues to function as the grammatical subject of the verb:

No se me dio un ejemplar.	*I was not given a copy.*
No se nos anunciaron los cambios.	*The changes were not announced to us.*
Se les envió una solicitud a las universidades.	*The universities were sent an application.* (OR: *An application was sent to the universities.*)

18. For more information on dialects, see Chapter 9, page 376–379.

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Notice that in the third example **les** is a repetitive indirect object pronoun referring to **las universidades.**

f. Impersonal Reflexive Construction—**uno**

It is not possible to use both the reflexive and the impersonal **se** together. Use **se** as a reflexive pronoun and **uno** as an impersonal pronoun. Notice the variations of position in the following sentences:

Uno se levanta temprano en el ejército. *One gets up early in the army.*
Se levanta **uno** temprano en el ejército.

Uno se broncea rápido con ese sol. *With that sun, one tans quickly.*
Con ese sol **se** broncea **uno** rápido.

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C. DEMONSTRATIVE AND POSSESSIVE PRONOUNS

1. Demonstrative Pronouns

In their form demonstrative pronouns are identical to demonstrative adjectives (see page 34). The accent mark that used to be required is no longer required, even in cases of ambiguity. (See Chapter 9, page 353 for the use of the accent.)

DEMONSTRATIVE PRONOUNS		
	SINGULAR	PLURAL
MASCULINE	**este**	**estos**
FEMININE	**esta**	**estas**
MASCULINE	**ese**	**esos**
FEMININE	**esa**	**esas**
MASCULINE	**aquel**	**aquellos**
FEMININE	**aquella**	**aquellas**

este = this one; **ese** = that one (near you);
aquel = that one (over there, far from you)

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Examples:

Esta mesa es más grande que **esa,** pero más pequeña que **aquella.**	*This table is larger than that one, but smaller than that one over there.*
Esta mañana [noun] la terminaré.	*I'll finish it tomorrow.*
Mañana [adv.] terminaré **esta.**	*I'll finish this one tomorrow.*

When there is no noun as referent for the pronoun, the neutral pronoun is used.

NEUTRAL DEMONSTRATIVE PRONOUNS	
esto	*this*
eso	*that*
aquello	*that*

Examples:

Esto es riquísimo.	*This is delicious.*
¿Qué es **eso**?	*What is that?*
Aquello fue aburrido.	*That was boring.*

2. Possessive Pronouns

Possessive pronouns are formed with the long forms of the possessive adjectives (see Chapter 2.B.2.b, pages 35–36), with an added definite article that agrees with the possessed item, not with the possessor.

POSSESSIVE PRONOUNS	
el mío, la mía, los míos, las mías	*mine*
el tuyo, la tuya, los tuyos, las tuyas	*yours* (tú)
el nuestro, la nuestra, los nuestros, las nuestras	*ours*
el vuestro, la vuestra, los vuestros, las vuestras	*yours* (vosotros)
el suyo, la suya, los suyos, las suyas	*yours* (Ud./Uds.) *his* *hers* *its* *theirs*

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Examples:

Mi mochila pesa más que **la tuya.**	*My knapsack weighs more than yours.*
—¿Cuál es mi café? —Este es **el suyo.**	*"Which is my coffee?"* *"This one is yours."*
—Mis abuelos están en Florida. —¿Y **los vuestros**? —**Los nuestros** están en California.	*"My grandparents are in Florida."* *"And yours?"* *"Ours are in California."*

With **ser** the article is omitted.

Esa llave es **mía.**	*That key is mine.*

The article is used when there is a choice between items.

—¿Cuáles son tus llaves? —Estas son **las mías** y esas son **las tuyas.**	*"Which keys are yours?"* *"These are mine and those are yours."*

Whenever there may be ambiguity regarding the reference of **suyo,** you can clarify the context by specifying with **de él, de ella, de usted, de ellos, de ellas, de ustedes.**

—¿Cuál es mi café? —Este es el **de usted,** este otro es el **de él,** ese es el **de ella,** y aquel es el **de ustedes.**	*"Which is my coffee?"* *"This one is yours, this other one is his, that one is hers, and that one over there is yours."* (plural in Latin America, formal plural in Spain)

When the possessed item is not specific, but general (my things, my part, etc.), the neutral form **lo** is used instead of the article:

Quiero **lo mío** y nada más.	*I want what is mine, and nothing else.*

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D. INTERROGATIVES

INTERROGATIVES	
¿Qué?	*What?* (before a noun—*Which?)*
¿Cuál(es)?	*Which?* (before **ser**—*What?)*
¿Cuánto(a)(s)?	*How much? How many?*
¿Quién(es)?	*Who?*
¿Dónde?	*Where?*
¿Cómo?	*How?*
¿Por qué?	*Why?*
¿Cuándo?	*When?*

1. ¿Qué?

This interrogative can be used either before a verb or before a noun.

¿Qué quieres?	*What do you want?*
¿Qué es esto?	*What is this?*
¿Qué película prefieres ver?	*Which movie do you prefer to see?*

2. ¿Cuál(es)?

This interrogative can also be used before a verb, and before **de** and a noun phrase, but not before a noun.

¿Cuál prefieres?	*Which one do you prefer?*
¿Cuál de estos libros es tuyo?	*Which one of these books is yours?*
¿Cuáles son los tuyos?	*Which ones are yours?*

3. ¿Qué? vs. ¿Cuál? with ser

¿Qué? + **ser** asks for a definition, or the meaning of words.

¿Cuál? + **ser** asks for a pinpointing or specification.

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Here are a few sets of dialogues for you to compare:

—¿**Qué es** "La Bamba"?	"*What is 'La Bamba'?*"
—Es un baile folklórico mexicano.	"*It is a Mexican folkloric dance.*"
—¿**Cuál es** "La Bamba"?	"*Which one is 'La Bamba'?*"
—Es la que están tocando ahora.	"*It's the one they are playing now.*"

In the previous two dialogues, the context is completely different. The person asking the first question might have heard the words **"La Bamba"** for the first time and is asking the other person to explain what they mean. In the second dialogue, the person asking the question knows what **"La Bamba"** is and is asking the other person to let him or her know when it is played.

—¿**Cuál es** tu apellido?	"*What is your last name?*"
—Gómez.	"*Gómez.*"
—¿**Cuál es** tu apellido?	"*Which one is your last name?*"
—Es este.	"*It's this one.*"

Such a question with **¿Qué?** would be one inquiring about the meaning of the two words **tu** and **apellido,** or about the origin of the name.

—¿**Qué es** "tu apellido"?	"*What is 'tu apellido'?*"
—Es mi nombre de familia.	"*It's my family name.*"
—¿**Qué es** tu apellido?	"*What is your last name?*"
—Es turco.	"*It's Turkish.*"

If you want to ask about the difference between two things, you would ask the following:

¿**Cuál es** la diferencia?	*What is the difference?*

A child wanting to know what the word *difference* means would use **¿Qué?** for this question.

¿**Qué es** "diferencia"?	*What is "difference"?*

¿Cuál es? is used when you have a set of items in front of you and you want someone to select a specific one.

—¿**Cuál es** el tuyo?	"*Which one is yours?*"
—Este.	"*This one.*"

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Following are some more examples of the use of **¿Cuál es?** Think about the implications these same questions would have if they were asked with **¿Qué es?:**

¿**Cuál fue** el problema?	*What was the problem?*
¿**Cuál era** la fecha?	*What was the date?*
¿**Cuál es** tu número de teléfono?	*What is your phone number?*

When a noun follows the interrogative instead of the verb, **¿Qué?** is preferred:

¿**Qué** color te gusta más?	*What color do you prefer?*
¿**Cuál** es tu color favorito?	*Which is your favorite color?*

Who has a singular and a plural form in Spanish: **¿Quién? ¿Quiénes?**

¿**Quién** te dijo eso?	*Who told you that?*
¿**Quiénes** fueron a la fiesta?	*Who (all) went to the party?*

Whose is translated with the preposition **de** preceding **¿quién(es)?:**

¿**De quién** es esto?	*Whose is this?*

In Spanish, the preposition must always precede the interrogative:

¿**De dónde** sale esa idea?	*Where does that idea come from?*
¿**Para qué** sirve esto?	*What is this for?*
¿**Con cuál** lo escribiste?	*Which one did you write it with?*

4. *How?*

The translation into Spanish of questions starting with *How?* will vary depending upon what follows the interrogative—a verb, an adjective, or an adverb.

a. *How? + verb* = **¿Cómo?**

¿**Cómo** estás?	*How are you?*
¿**Cómo** lo hiciste?	*How did you do it?*
¿**Cómo** llegaron?	*How did they get here?*

Be aware of the following questions:

¿**Cómo** te llamas?	*What is your name?*
¿**Cómo** es?	*What is he/she/it like?*

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b. *How?* + *adj.* or *adv.* ≠ **¿Cómo?**

Never use **¿cómo?** to translate *how?* followed by an adjective or adverb.

HOW? + *ADJECTIVE* OR *ADVERB*			
ENGLISH QUESTION	**FOCUS**	**SPANISH QUESTION**	**LITERAL MEANING**
How tall is he?	*height* **estatura**	**¿Qué estatura tiene?**	*What height does he have?*
		¿Cuánto mide de estatura?	*What does he measure in height?*
How important is it?	*importance* **importancia**	**¿Qué importancia tiene?**	*What importance does it have?*
		¿Cuál es su importancia?	*What is its importance?*
How far is it?	*distance* **distancia**	**¿A qué distancia queda?**	*At what distance is it?*
How big is it?	*size* **tamaño**	**¿De qué tamaño es?**	*What size is it?*
How old is she?	*age* **edad**	**¿Qué edad tiene?**	*What age does she have?*
How fast do you run?	*speed* **velocidad**	**¿A qué velocidad corres?**	*At what speed do you run?*
How often do you see him?	*frequency* **frecuencia**	**¿Con qué frecuencia lo ves?**	*With what frequency do you see him?*

In Mexico, *How tall is he?* is translated as **¿Qué tan alto es?** and in the Caribbean as **¿Cuán alto es?** but neither of these forms is used in many other Spanish-speaking countries. This type of question must be reformulated using a noun instead of the adjective or adverb by saying, for example, *What is his height?* If you learn to reformulate the question following the provided models, you'll be best equipped for communicating in any Spanish-speaking country.

These questions may also be asked as follows:

¿Es muy alto? ¿Cómo es de alto?
¿Es muy importante?
¿Queda muy lejos?
¿Es muy grande? ¿Cómo es de grande?
¿Es de nuestra edad?
¿Corres muy rápido?
¿Lo ves a menudo/ frecuentemente?

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How much/many? = **¿Cuánto(a)(s)...?**

¿**Cuánto** dinero tienes?	*How much money do you have?*
¿**Cuántos** huevos compraste?	*How many eggs did you buy?*

5. Word Order

In questions beginning with interrogative words the standard word order is inverted: the verb precedes the subject.

¿**Qué** vio Rafael?	*What did Rafael see?*
¿**Cuándo** salió Silvana?	*When did Silvana leave?*
¿**Por qué** gritaron los niños?	*Why did the children yell?*

This rule applies in indirect discourse as well. (Notice the difference from English.)

No sé **qué** vio Rafael.	*I don't know what Rafael saw.*
No sé **cuándo** salió Silvana.	*I don't know when Silvana left.*
No sé **por qué** gritaron los niños.	*I don't know why the children yelled.*

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E. EXCLAMATIVES

EXCLAMATIVES	
¡Qué! + *noun, adj., or adv.*	*What (a)(an)… ! How … !*
¡Cómo! + *verb*	*(How)… !*
¡Cuánto! + *verb or noun*	*How much … !*
¡Cuántos(as)! + *noun*	*How many … !*
¡Quién(es)! + *verb*	*Who … !*

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1. ¡Qué! + *noun*

Please notice in the following examples that Spanish does not use an article in this construction as English does when the noun is singular:

¡Qué alivio!	*What **a** relief!*
¡Qué problema!	*What **a** problem!*
¡Qué lío!	*What **a** mess!*
¡Qué nubes!	*What clouds!*
¡Qué desastre!	*What **a** disaster!*

In some cases the Spanish noun is translated as an adjective in English, with a variety of constructions.

¡Qué asco!	*Ugh! Gross! How disgusting!*
¡Qué calor (hace)!	*It is so hot!*
¡Qué frío (hace)!	*It is so cold!*
¡Qué cansancio (tengo)!	*I am so tired!*
¡Qué hambre (tengo)!	*I am so hungry!*

2. ¡Qué! + *modified noun*

Here are examples of the adjective preceding the noun:

¡Qué buena idea!	*What a good idea!*
¡Qué lindos ojos!	*What beautiful eyes!*

If the adjective follows the noun, it is often preceded by **más** or **tan.**

¡Qué explosión más (tan) horrible!	*What a terrible explosion!*
¡Qué final más (tan) sorprendente!	*What a surprising end!*

3. ¡Qué! + *adj.*

¡Qué interesante!	*How interesting!*

Some of the exclamations below are very idiomatic, geographically or historically marked, and translate very differently depending upon the context or the period.

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¡Qué rico!

This exclamation can be used in many situations. Essentially, it is a positive comment on practically anything, and means something like "*How nice!*" If referring to food, it could mean "*Mmm! Delicious!*"

Other similar expressions are as follows.

¡Qué bueno!	*Good! Great!*
¡Qué chévere![19] ¡Qué padre![20]	*Wow!* (other equivalents: *Cool! Excellent! Awesome! Rad!*)
¡Qué guay![21] ¡Qué bestial![22]	

4. ¡Qué! + *adv.*

¡Qué rápido acabaste!	*You finished so fast! How quickly you finished! That was fast!*
¡Qué bien bailas!	*How well you dance! You dance so well! You are such a good dancer!*
¡Qué mal me siento!	*I feel so sick!*

5. ¡Cómo! + *verb*

¡Cómo gritan!	*How they scream!*
¡Cómo te miraban!	*How they looked at you!*

6. ¡Cuánto! + *verb*

¡Cuánto lo siento!	*I am so sorry!*
¡Cuánto me gusta este pan!	*I like this bread so much!*
¡Cuánto gastan!	*They spend so much!*
¡Cuánto quisiera ser así!	*How I wish I could be like that!*

7. ¡Cuánto(a)! + *noun*

¡Cuánta paciencia tienes!	*How patient you are! You are so patient!*
¡Cuánto vino producen!	*They produce so much wine!*

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19. The adjective **chévere** is used in Puerto Rico and other Caribbean countries.
20. The adjective **padre** is used in Mexico.
21. The adjective **guay** is used in Spain.
22. The adjective **bestial** is used in Bolivia, Ecuador, and other South American countries.

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8. ¡Cuántos(as)! + *noun*

¡Cuántos heridos hubo!	*There were so many who were injured!*
¡Cuántas islas hay en el Caribe!	*There are so many islands in the Caribbean!*

9. ¡Quién(es)! + *verb*

¡Quién pudiera bailar como ella!	*If only I could dance the way she does!*

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F. INDEFINITES AND NEGATIVES

INDEFINITE PRONOUNS	
AFFIRMATIVE	**NEGATIVE**
alguien *someone*	**nadie** *nobody, no one, not anyone*
alguno(a) *anyone, one*	**ninguno(a)** *none, neither (of two)*
algunos *some* **unos** *some*	**ninguno** *nobody, no one, none, not any, not anyone*
algo *something*	**nada** *nothing, not anything*
cualquiera *anybody, any*	**nadie** *nobody, no one, not anyone*

Examples:

Alguien te llamó.	*Someone called you.*
No conozco a **nadie** aquí.	*I do not know anyone here.*
—¿Quieres **algo** de beber? —No, no quiero **nada,** gracias.	*"Do you want something to drink?"* *"No, I do not want anything, thank you."*
—No sé de dónde es. —¿Lo sabrá **alguno** de tus abuelos? —No, **ninguno** de ellos lo sabe.	*"I do not know where he is from."* *"Would one of your grandparents know?"* *"No, none of them knows."*
Cualquiera podría cantar mejor.	*Anybody could sing better.*

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INDEFINITE ADJECTIVES	
AFFIRMATIVE	**NEGATIVE**
algún *some*	**ningún*** *not any, no*
todo *all of*	

*The plural forms **ningunos** and **ningunas** are very rarely used.

Examples:

Algún libro tendrá eso.	*Some book will have that.*
Algunas manzanas son agrias.	*Some apples are bitter.*
Aquí no hay **ningún** niño.	*There is no little boy here.*
Todo el público aplaudió.	*All of the audience applauded.*

(NOTE: Do not use **de** after **todo.**)

No regó **ninguna** flor.	*He did not water any flowers.*

INDEFINITE ADVERBIALS	
AFFIRMATIVE	**NEGATIVE**
también *also*	**tampoco** *neither, not . . . either*
en alguna parte *somewhere*	**en ninguna parte** *nowhere, not anywhere*
de algún modo *somehow*	**de ningún modo** *no way, by no means*
alguna vez *ever, at some (any) time* **algunas veces** *sometimes* **una vez** *once* **algún día** *some day, ever* **siempre** *always*	**nunca, jamás** *never, not . . . ever*

Examples:

—Tú **también** lo hiciste.	*"You did it too."*
—Yo no lo hice. ¿Y tú?	*"I did not do it. Did you?"*
—Yo **tampoco** lo hice.	*"I did not do it either."*
—¿Dónde estará mi libro? No lo encuentro **en ninguna parte.**	*"Where is my book? I cannot find it anywhere."*
—Tiene que estar **en alguna parte.**	*"It has to be somewhere."*

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—No puedo convencerlo **de ningún modo.**	*"I cannot convince him at all."*
—**De algún modo** lo convencerás.	*"Somehow you will convince him."*
—Cantó **una vez** en Buenos Aires.	*"She sang in Buenos Aires once."*
—Yo **nunca** la oí cantar.	*"I never heard her sing."*
—**Algún día** comprenderás.	*"Some day you will understand."*
—No comprenderé **nunca.**	*"I will never understand."*
—**Siempre** cometes el mismo error.	*"You always make the same mistake."*
—Y tú **nunca** cometes errores…	*"And you never make mistakes . . ."*

In questions, **alguna vez** and **algún día** mean *ever*, the first for the standard meaning of *ever*, the second for a distant future.

—¿Has ido a Chile **alguna vez**?	*"Have you ever been to Chile?"*
—No, **nunca** he ido a Chile.	*"No, I have never been to Chile."*
—¿Irás a Chile **algún día**?	*"Will you ever go to Chile?"*

If the negative precedes the verb, it is used alone; if it follows the verb, **no** or **ni** must precede the verb.

Nadie te llamó. **No** te llamó **nadie.**	*No one called you.*
Nada le gusta. **No** le gusta **nada.**	*He does not like anything.*
Nunca lo vi. **No** lo vi **nunca.**	*I never saw it.*
Tampoco lo vi. **No** lo vi **tampoco.**	*I did not see it either.*

Multiple negatives are frequent in Spanish.

Nunca entiendes **nada.**	*You never understand anything.*
Nunca le digas **nada** a **nadie.**	*Never tell anything to anyone.*

Ningún (Ninguna) is used for emphatic negatives.

No tengo interés.	*I have no interest. I am not interested.*
No tengo **ningún** interés.	*I have no interest whatsoever. I am not interested at all.*

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NOTE: *Any*, *anything*, and *anyone* in English can be either negative or indefinite and translate differently into Spanish depending upon the usage:

ANY • ANYTHING • ANYONE	
NEGATIVE	**INDEFINITE**
No veo <u>ninguno</u>. *I do not see <u>any</u>.*	**Podríamos usar <u>cualquiera</u>.** *We could use <u>any</u>.*
No quiero <u>nada</u>. *I do not want <u>anything</u>.*	**<u>Cualquier cosa</u> serviría**. *<u>Anything</u> would work.*
No traigas a <u>nadie</u>. *Do not bring <u>anyone</u>.*	**<u>Cualquiera</u> podría hacer eso.** *<u>Anyone</u> could do that.*

Certain negative words occasionally carry no negative meaning, as seen in the following examples:

—With impersonal expressions indicating futility, impossibility (note in the first example the use of the personal **a** with **nadie** as human direct object):

Era imposible convencer a **nadie.**	*It was impossible to convince anyone.*
Es inútil decirle **nada** cuando llora.	*It is useless to tell him anything when he cries.*

—With comparatives or superlatives:

Es la mejor película que **jamás** haya visto.	*It is the best movie I have ever seen.*
Mi hermano comió más que **nadie.**	*My brother ate more than anyone.*
Hablas menos que **ninguno** de tus compañeros.	*You speak less than any of your classmates.*

—With certain restrictive terms:

Llegamos **antes que nadie.**	*We arrived before anyone.*
Apenas comimos **nada.**	*We barely ate anything.*
Se lo tragó **sin nada** de beber.	*He swallowed it without anything to drink.*

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G. RELATIVE PRONOUNS

1. Formation and Usage

RELATIVE PRONOUNS	
que	*(invariable)*
el que	(la que, los que, las que)
el cual	(la cual, los cuales, las cuales)
lo que	*(invariable)*
lo cual	*(invariable)*
quien	(quienes)
cuyo	(cuya, cuyos, cuyas)
donde	*(invariable)*

A relative pronoun refers to a noun (its antecedent) from the main clause and introduces a subordinate clause: a relative or adjectival clause. It joins two references to the same noun. (See Chapter 6.G.3, pages 213–214, on the use of the subjunctive in adjectival clauses.)

1.	El estudiante se especializa en español.	*The student is a Spanish major.*
2.	El estudiante vino a verme.	*The student came to see me.*
1 + 2.	El estudiante **que** vino a verme se especializa en español.	*The student who came to see me is a Spanish major.*

In English, the relative pronoun is often not expressed.

The house we saw yesterday is too big.

In Spanish, however, the relative pronoun cannot be omitted.

La casa **que** vimos ayer es demasiado grande.

The relative pronoun follows its antecedent immediately; only a few structures, such as prepositions, can come between them.

Se quemó la **casa en que** nos criamos.	*The house we grew up in burned down.*

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The antecedent **(casa)** and its relative pronoun **(que)** are separated by the preposition **en.**

A relative pronoun may hold the same variety of grammatical functions in a sentence that a noun can; it can be the subject of the verb of the relative clause, or its direct object, or its indirect object, or it can be the object of the preposition that precedes it.

La autora **que** nos habló ayer es famosa en Chile.
The author who spoke to us yesterday is famous in Chile.
Function of **que:** subject of **habló**

El perro **que** vimos es de los vecinos.
The dog (that) we saw is the neighbors'.
Function of **que:** direct object of **vimos**

El hombre **al que** le preguntamos no sabía la respuesta.
The man (whom) we asked did not know the answer.
Function of **al que:** indirect object of **preguntamos**

La ventana al lado de **la cual** trabajo no cierra bien.
The window next to which I work does not close well.
Function of **la cual:** object of the preposition **al lado de**

You may often use a variety of relative pronouns depending upon the grammatical structure of the sentence. To simplify your task in learning to use these pronouns, here is a simple set of options that are always grammatically correct.

RELATIVE PR ONOUN OPTIONS		
	WITHOUT PREPOSITION	**WITH PREPOSITION***
ANTECEDENT = ONE NOUN	**que**	**el cual/el que****
ANTECEDENT = CLAUSE	**lo que/lo cual**	
ENGLISH = *the one…*	**el que**	
ENGLISH = *what*	**lo que**	
ENGLISH = *whose*	**cuyo****	

***A, de, en,** and **con** may take **que** alone when the antecedent is an inanimate object.
****El/La que** and **el/la cual** agree with their antecedents; **cuyo** agrees with the noun that follows it.

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2. Relative Pronouns with no Preposition

Que can always be used, whether the antecedent is an inanimate object or a human being. **Quien** is never correct in this type of sentence (a sentence with no preposition or comma before the relative pronoun).

La casa **que** tengo en Ithaca es vieja. (a thing)	*The house (that) I have in Ithaca is old.*
El amigo **que** vive en Ithaca es viejo. (a person)	*The friend who lives in Ithaca is old.*

3. Relative Pronouns with a Preposition

a. **El cual/el que**[23]

The forms **el/la cual, los/las cuales, el/la que,** and **los/las que** can always be used. (NOTE: Always place the preposition before the relative pronoun.)

La compañía para **la cual/la que** trabajo es japonesa.	*The company for which I work (I work for) is Japanese.*
La mujer para **la cual/la que** trabajo es puertorriqueña.	*The woman for whom I work (I work for) is Puerto Rican.*

b. **Que** after **a/de/en/con**

The following prepositions[24] may be used with **que** alone when the antecedent is an inanimate object (not human): **a, de, en, con.**

La iglesia **a que** voy está en el centro.	*The church I go to is downtown.*
El tifón **de que** me habló ha sido el peor.	*The typhoon he told me about has been the worst.*
La silla **en que** me senté estaba pegajosa.	*The chair I sat in was sticky.*
El lápiz **con que** escribo se me rompió.	*The pencil I write with broke.*

---

23. There is dialectal variation in the use of these pronouns: in many areas, **el que** is preferred to **el cual.**

24. **A, de, en** and **con** can also be used with **el que** or **el cual.**

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4. Additional Uses

a. **Lo que/lo cual** (Invariable)

If the antecedent is an entire clause, both **lo que** and **lo cual** are possible.

El examen fue difícil, **lo que/ lo cual** nos sorprendió.	*The exam was hard, which surprised us.*

b. **El que**[25]

When used with **ser**, this pronoun means *the one*, *the one who*, *the one (that)*, *the one (which)*.

Margarita es **la que** me regaló estas flores.	*Margarita is the one who gave me these flowers.*
Ese libro es **el que** me gusta.	*That book is the one (that) I like.*
Esas mujeres, **las que** están vestidas de traje (y no las otras), son abogadas.[26]	*Those women, the ones wearing suits (not the other ones), are lawyers.*
Mi coche, **el que** está en el garaje, es un Ford.	*My car, the one that is in the garage, is a Ford. (I have another one.)*
La que me gustó fue la verde.	*The one I liked was the green one.*
Los que no tenían eran los azules.	*The ones they did not have were the blue ones.*
La que me cae bien es Nilda.	*The one I like is Nilda.*

In structures such as these, **quien** is only required if the sentence is a proverb.

Quien bien te quiera te hará llorar.	*Whoever loves you a lot will make you cry.*

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25. **El que** followed by the subjunctive means *whoever* or *whomever.*

Regálaselo al que quieras. *Give it to whomever you want.*

La que le gane a Sánchez se hará famosa. *Whoever beats Sánchez will become famous.*

26. If you were to use **la que** instead of **que** in the following sentence, it would translate as *the one who* and would sound absurd—in most cases:

Mi madre, que vive en México, nunca viaja. *My mother, who lives in Mexico, never travels.*

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c. **Lo que**

When used without an antecedent at the beginning of a sentence, **lo que** means *what*.

Lo que no entiendo es por qué lo hicieron. Eso es **lo que** me molesta.	*What I do not understand is why they did it. That is what bothers me.*
Lo que dijiste no es verdad.	*What you said is not true.*
Contrario a **lo que** pueden pensar los que solo lo conocen por los periódicos, es un personaje complejo.	*Contrary to what those who only know him through the papers may think, he is a complicated person.*

NOTE: **Lo que** followed by the subjunctive means "whatever."

Haré **lo que** digas.	*I will do whatever you say.*

d. **Cuyo**

This is a word that joins the attributes of a relative and a possessive: it means *whose*. It functions like an adjective, and agrees with the noun referring to the possessed element, not with the possessor.

Tienen un buque **cuya** tripulación es filipina.	*They have a ship whose crew is Philippine.*

NOTE: The interrogative *Whose?* is translated into Spanish with **¿De quién(es)?** (notice the accent mark).

¿**De quién** es ese anuncio? (direct discourse)	*Whose ad is that?*
No me dijo **de quién** era el anuncio. (indirect discourse)	*He did not tell me whose ad it was.*

e. **Donde**

Donde means *where* and is invariable.

Prefiero las oficinas **donde** entra mucha luz del día.	*I prefer offices where there is a lot of daylight.*

NOTE: The interrogative *Where?* is translated into Spanish with **¿Dónde?** with an accent mark.

¿**Dónde** están los archivos?	*Where are the files?*

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Remember that the interrogative in indirect discourse can be distinguished from the relative pronoun because of the absence of an antecedent.

Quería saber dónde estabas.	*He wanted to know where you were.*

f. *Who*

Who in a question translates as **quién,** but it translates as **que** in a relative clause.

(1) Interrogative Pronoun: ¿Quién?

¿**Quién** te dio eso? (direct discourse)	***Who** gave you that?*
No sé **quién** lo hizo. (indirect discourse)	*I do not know **who** did it.*

(2) Relative Pronoun: Que

Please be aware of the danger of translating *who* with **quien** in a relative clause, especially when there is no preposition before it.
Que translates as *who* when there is no preposition.

El candidato **que** copie perderá. (Never use **quien** here.)	*The candidate **who** copies will lose.*

(3) El cual/el que

El cual and **el que** are always possible with prepositions.

La estudiante con **la cual** llegaste es nueva. (also: con **la que,** con **quien**)	*The student with whom you arrived is new.*

g. *What*

What in a question translates as **qué,** but in a relative clause it is **lo que.**

Questions:

¿**Qué** dijo? (direct discourse)	***What** did he say?*
No sé **qué** hacer. (indirect discourse)	*I do not know **what** to do.*

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Relative clause:

Eso es **lo que** me gusta.	*That is **what** I like.* (antecedent = that)
Lo que hizo fue horrible.	***What** he did was horrible.* (relative clause without an antecedent)
¿Sabes **lo que** dijo durante la tregua?	*Do you know what he said during the truce?*

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Ejercicios 3.44–3.46, páginas 415–416;
Ejercicios de repaso 3.47–3.48, páginas 416–418

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Chapter 4

Prepositions, Adverbs, Conjunctions, and Transitions

A Prepositions

B Adverbs

C Conjunctions

D Transitions

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A. PREPOSITIONS

1. Function of Prepositions

A preposition relates a noun or its equivalent to another noun, to the verb, or to the rest of the sentence.

With nouns:

Salí **con Ana.**	*I went out with Ana.*
Esta comida es **para mi perro.**	*This food is for my dog.*

With pronouns:

Vete **con ellos.**	*Go with them.*
Entremos **en esta.**	*Let's go into this one.* (e.g., **tienda**)
Vamos **en el mío.**	*Let's go in mine.* (e.g., **coche**)
¿Esta tortilla es **para alguien**?	*Is this tortilla for someone?*
No, no es **para nadie.**	*No, it isn't for anyone.*
¿**Con quién** saliste?	*With whom did you go out?*
Ese es el hombre **con el cual** llegó.	*That is the man she arrived with.*

With infinitives:

Terminé rápido **para salir.**	*I finished quickly so as to (so I could) go out.*

When used in combination, prepositions may be grouped with adverbs or with other prepositions to form a single prepositional expression.

a por	Voy **a por** leche. ["a por" is used in Spain] *I'm going to get milk.*
debajo de	Se escondió **debajo de** la mesa. *He hid under the table.*
delante de	Ella se sienta **delante de** mí. *She sits in front of me.*
dentro de	La pluma está **dentro de** mi chequera. *The pen is inside my checkbook.*

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detrás de	Yo me siento **detrás de** ella. *I sit behind her.*
encima de	Pon las llaves **encima de** mi mochila. *Put the keys on top of my knapsack.*
enfrente de	Está **enfrente de** usted. *It is in front of you.*
frente a	Me senté **frente a** la estatua. *I sat in front of the statue.*
fuera de	Eso está **fuera de** mi alcance. *That is out of my reach.*
para con	Su actitud **para con**migo ha cambiado. *His attitude toward me has changed.*
por delante de	El desfile pasa **por delante de** la casa. *The parade passes in front of the house.*
por encima de	El avión voló **por encima de** mi casa. *The plane flew over my house.*

See the section on adverbs of place, page 133, and the table on "Related Adverbs and Prepositions," page 137.

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2. Verbs Used without Prepositions

The following verbs are transitive in Spanish, whereas in English they are used with prepositions. The difference is that in Spanish, the preposition is part of the meaning of the verb itself, and the thing or person you are waiting for, looking for, etc., is the direct object of the verb.

agradecer *to be grateful for*	Te agradezco la ayuda. *I am grateful to you **for** your help.*
buscar *to look for*	—¿Qué buscas? —Estoy buscando mis llaves, pero no las encuentro. *"What are you looking **for**?"* *"I am looking **for** my keys, but I cannot find them."*
esperar *to wait for*	Esos niños siempre esperan el autobús en la esquina. *Those children always wait **for** the bus on the corner.*
pedir + *thing* *to ask for (something)*	Siempre me piden dinero cuando no tengo. *They always ask me **for** money when I do not have any.* (See also **preguntar por** + *person*, under "Verbs with **por.**")
pensar + *inf.* *to plan to/on*	Pensamos ir a Sudamérica el verano entrante. *We are planning **to** go/**on** going to South America next summer.* (See also **pensar en** and **pensar de,** under "Verbs with **en**" and "Verbs with **de.**")

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3. Individual Prepositions

a. A

(1) Usage

A	
USAGE	**EXAMPLES**
To introduce the indirect object	**Se lo dio a Jorge.** *He gave it to Jorge.*
To indicate direction toward something or some place, after a verb of movement **(ir, venir, bajar, subir, dirigirse, acercarse...)**	**Fueron a la cabaña.** *They went to the cabin.* **Subieron al tren.** *They got on the train.*
To indicate the time at which something happens	**Me levanté a las ocho.** *I got up at eight.*
To indicate the period of time after which something happened	**Se divorciaron a los dos años.** *They divorced after two years.*
To indicate the distance at which something is	**Mi auto está a una cuadra.** *My car is one block away.*
Al + *infinitive*: To indicative simultaneous actions	**Al entrar, lo vi.** *When I went in, I saw it.*

(2) Personal a[1]

PERSONAL a	
USAGE	**EXAMPLES**
To introduce a human or personified direct object	**Veo a Juan.** *I see Juan.* **Veo a mi perro.** *I see my dog.*
With indefinite pronouns **alguien, nadie, alguno, ninguno, cualquiera,** when referring to humans	**No veo a nadie.** *I don't see anyone.*
OMISSION	**EXAMPLES**
After **tener**	**Tengo una hermana.** *I have a sister.*
With indefinite direct objects	**Buscan secretarias.** *They are looking for secretaries.*

1. See Chapter 2.A.3, pages 26–27, for more on the personal **a.**

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(3) Expressions with a

a caballo	Llegaron **a caballo.** *They arrived on horseback.*
a causa de + *noun*	No pudimos ir **a causa de** la tormenta. *We were unable to go because of the storm.* (NOTE: *because* + conjugated verb = **porque:** No pudimos ir **porque** había una huelga. *We were unable to go because there was a strike.*)
a eso de	Llegaron **a eso de** las tres. *They arrived at about (around) three.* (NOTE: **a eso de** is used only with time, not with space: *It is about two miles away.* = **Está a unas dos millas.**)
a fondo	Quiero que estudies esto más **a fondo.** *I want you to study this more in depth.*
a fuerza de	**A fuerza de** trabajar día y noche, lo terminé. *By (dint of) working day and night, I finished it.*
a la vez[2]	No puedo hacer dos cosas **a la vez.** *I cannot do two things at the same time.* (NOTE: *at the time* translates as **en esa época** and not **a la vez.**)
al final	Eso se va a resolver **al final.** *That will be resolved in the end.*
al menos	Nos quedan **al menos** dos horas. *We have at least two hours left.*
al principio	**Al principio** no se sabe quién es el narrador. *In the beginning we don't know who the narrator is.*

2. See Chapter 8.B.26, pages 303–304, for more on expressing matters related to time.

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a lo mejor	¿Qué es eso? No sé; **a lo mejor** es el viento. *What is that? I do not know; maybe it is the wind.*
a mano	Está hecho **a mano.** *It is handmade.*
a menudo	Visito a mi abuela **a menudo.** *I visit my grandmother frequently (often).*
a ojo	No tengo cinta métrica; tendré que calcular la distancia **a ojo.** *I do not have a measuring tape; I will have to calculate the distance by eye (roughly, by guessing).*
a pesar de	Me gusta jugar en la nieve **a pesar del** frío. *I like to play in the snow in spite of the cold.*
a pie	Prefiero ir **a pie** por el ejercicio. *I would rather go on foot (walk) for the exercise.*
a tiempo[2]	La clase siempre termina **a tiempo.** *Class always finishes on time.*
a veces[2]	**A veces** no sé qué decir. *Sometimes I do not know what to say.*

(4) Verbs with a[3]

acostumbrarse a + *inf.*	**Me acostumbré a** bañarme con agua fría. *I got used to bathing with cold water.*
aprender a + *inf.*	Quiero **aprender a** patinar. *I want to learn how to skate.*
apresurarse a + *inf.*	**Se apresuró a** ayudar a las víctimas. *She rushed to help the victims.*

---

3. Some verbs, like **aprender,** use **a** only to link to a following infinitive; others, like **acostumbrarse,** use **a** with any object including an infinitive; still others, like **asistir,** govern **a,** but do not take infinitives.

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asistir a + *noun (not inf.)*	**Asistieron a** clase ayer. *They attended class yesterday.*
atreverse a + *inf.*	**Se atrevió a** hablar. *He dared to speak.*
ayudar a + *inf.*	Me **ayudaron a** conseguir seguro médico. *They helped me get medical insurance.*
comenzar a + *inf.*	**Comencé a** estudiar el caso hace dos años. *I began to study the case two years ago.*
detenerse a + *inf.*	Los turistas **se detuvieron a** admirar la estatua. *The tourists stopped to admire the statue.*
empezar a + *inf.*	Los pájaros **empiezan a** cantar al amanecer. *The birds begin to sing at dawn.*
enseñar a + *inf.*	¿Quién te **enseñó a** cantar así? *Who taught you to sing like that?*
invitar a + *inf.*	Te **invito a** cenar fuera. *I invite you to eat dinner out.*
ir a + *inf.*	**Vamos a** lograr la paz. *We are going to achieve peace.*
negarse a + *inf.*	La víctima **se negó a** identificar al criminal. *The victim refused to identify the criminal.*
ponerse a + *inf.*	De repente, **se puso a** gritar. *Suddenly, he began to scream.*
resignarse a + *inf.*	Tendrás que **resignarte a** ganar menos dinero. *You will have to resign yourself to earning less money.*
volver a + *inf.*	Tu amigo te **volvió a** llamar. *Your friend called you again.*

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b. Con

(1) Usage

CON	
USAGE	**EXAMPLES**
To express accompaniment	**Vengan <u>con</u> nosotros al cine.** *Come with us to the movies.*
Followed by a noun in adverbial expressions	**Lo visitamos <u>con</u> frecuencia.** *We visit him frequently.*
To indicate adherence, content, possession	**El hombre <u>con</u> la guitarra se llama José.** *The man with the guitar is named José.*
Followed by an instrument or tool	**Tendremos que cortarlo <u>con</u> el serrucho.** *We will have to cut it with the saw.*
To indicate relation	**Habló <u>con</u> su novia.** *He spoke with his girlfriend.*
To indicate concession	**<u>Con</u> todo el dinero que tiene, más vale que no se queje.** *With all the money he has, he'd better not complain.*

(2) Expressions with **con**

con respecto a	No sé qué hacer **con respecto a** mi abuela. *I do not know what to do regarding (about) my grandmother.*
con tal (de) que	Te ayudaré **con tal (de) que** me pagues. *I will help you provided that you pay me.*

(3) Verbs with **con**

casarse con	**Se casó con** un musulmán. *She married a Muslim.*
encontrarse con	**Me encontré con** mis compañeros en el centro. *I met my friends downtown.*
enojarse con	Creo que **se enojó conmigo.** *I think she got mad at me.*

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meterse con	No **te metas con** esa pandilla. *Do not get involved (mixed up) with that gang.*
quedarse con	**Se quedó con** mi disco compacto. *She kept my CD.*
soñar con	Anoche **soñé con** la luna. *Last night I dreamed about the moon.*

c. De

(1) Usage

DE	
USAGE	**EXAMPLES**
Possession	**El suéter de María es lindo.** *Maria's sweater is pretty.*
Origin, nationality	**Jorge es de Colombia.** *Jorge is from Colombia.*
Material something is made of	**La mesa es de madera.** *The table is (made of) wood.*
With noun complements functioning as adjectives	**Me encanta la clase de español.** *I love Spanish class.*
Followed by a noun, to describe condition or state	**De niña, me dormía fácilmente.** *As a child, I fell asleep easily.*
With **estar** to signify *acting as*	**Está de directora este año.** *She's working (acting) as director this year.*
With **estar** in typical expressions: **de pie, de rodillas, de luto, de acuerdo con, de buen humor, de mal humor, a favor de, en contra de, de huelga, de vacaciones, de viaje, de visita, de vuelta, de regreso**	**No estoy de acuerdo contigo.** *I do not agree with you.* **Los obreros están de huelga.** *The workers are on strike.*
To indicate the place of something or someone	**La farmacia de la esquina cerró.** *The corner drugstore closed.* **Conozco a la gente del barrio.** *I know the people in the neighborhood.*
To describe people by something physical or worn	**¿Ves al hombre del bigote?** *Do you see the man with the mustache?* **Es la mujer de ojos azules.** *It's the woman with blue eyes.*

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(2) Expressions with **de**[4]

de buena/mala gana	Lo hizo **de buena gana.** *He did it willingly.*
de esta manera	Mira, se hace **de esta manera.** *Look, this is the way you do it.*
de modo que	Habló rápido **de modo que** no la interrumpieran. *She spoke quickly so that they would not interrupt her.*
	De modo que no me vas a decir tu secreto, ¿eh? *So, you are not going to tell me your secret, are you?*
de nuevo	El partido quedó **de nuevo** en empate. *The game was tied again.*
de pie	He estado **de pie** todo el día. *I have been standing all day long.*
de repente	**De repente** empezó a llover a cántaros. *Suddenly it started pouring.*
de veras	**De veras** que no sé la respuesta. *I really do not know the answer.*
de vez en cuando	**De vez en cuando** se aparece sin avisar. *Once in a while he shows up without warning.*

(3) Verbs with **de**

acabar de + *inf.*	**Acabo de** comer. *I just ate.* **Acababa de** comer. *I had just eaten.* **Acabé de** comer. *I finished eating.*
acordarse de	**Me acordé de** ponerme el reloj. *I remembered to put on my watch.*
alegrarse de	**Me alegro de** verte. *I am glad to see you.*

4. See Chapter 7.D, page 274, for expressions with **estar** + **de.**

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arrepentirse de	**Se arrepintió de** haberse burlado de ella. *He regretted having made fun of her.*
avergonzarse de	**Me avergüenzo de** mis estupideces. *I am ashamed of my stupidities.*
burlarse de	¡No **se burlen de** él! *Do not make fun of him!*
darse cuenta de	**Me di cuenta de** mi error. *I realized my mistake.*
dejar de	**Dejen de** molestar al perro. *Stop bothering the dog.*
depender de	—¿Cuál es la verdad? —**Depende de** quién habla. "*Which is the truth?*" "*It depends on who is speaking.*"
despedirse de	**Nos despedimos de** nuestros padres en el aeropuerto. *We said good-bye to our parents at the airport.*
enamorarse de	**Se enamoró de** ella. *He fell in love with her.*
enterarse de	¿**Te enteraste de** las noticias? *Did you hear (find out about) the news?*
estar enamorado(a) de	**Estamos enamorados de** la misma chica. *We are in love with the same girl.*
irse de + *place*	**Se fueron de** la universidad ayer. *They left the university yesterday.*
olvidarse de	No **te olvides de** sacar la basura. *Do not forget to take out the garbage.*
pensar de	¿Qué **piensas de** este libro? *What do you think about this book? (i.e., Do you like it?)*
quejarse de	**Se quejaron de** la duración del vuelo. *They complained about the duration of the flight.*

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reírse de	Me gusta que **te rías de** mis chistes. *I like it that you laugh at my jokes.*
terminar de + *inf.*	**Terminaron de** comer y se fueron. *They finished eating and left.*
tratar de + *inf.*	**Trataron de** ayudarme, pero no pudieron. *They tried to help me, but could not.*
tratarse de	—Me gustó esa película. —¿**De** qué **se trata**? —**Se trata de** una familia durante la Segunda Guerra Mundial. *"I liked that movie."* *"What is it about?"* *"It is about a family during the Second World War."*

d. En

(1) Usage

EN	
USAGE	**EXAMPLES**
To indicate where something takes place or is located	**Estábamos <u>en</u> la playa.** *We were at the beach.*
Signifying *in, inside*	**Ese cuaderno está <u>en</u> mi mochila.** *That notebook is in my knapsack.*
Signifying *on, on top of*	**Tu libro está <u>en</u> mi escritorio.** *Your book is on my desk.*
With time expressions—months, years, and other expressions of time (but not days of the week: **Lo haré el lunes.** *I will do it on Monday.)*	**La visité <u>en</u> enero.** *I visited her in January.* **No quería verlo <u>en</u> ese momento.** *I did not want to see him at that moment.*
With ordinal numbers followed by the infinitive	**Fue el primero <u>en</u> irse.** *He was the first to leave.*

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(2) Expressions with **en**

en cambio	Yo no hablaba su idioma; ellos, **en cambio,** sí hablaban inglés. *I did not speak their language; they, however, did speak English.*
en cuanto	Llámame **en cuanto** llegues a casa, por favor. *Call me as soon as you get home, please.*
en cuanto a	**En cuanto a** la comida india, no sé mucho. *In regard to Indian food, I do not know much.*
enfrente de	Se sentó **enfrente de** mí en el cine. *She sat in front of me at the movies.*
enseguida	Vendrá **enseguida.** *He will come right away (immediately).*
en vez de	**En vez de** llorar, deberíamos reír. *Instead of crying, we should laugh.*

(3) Verbs with **en**

Some of these may take the infinitive, others not.

consentir en	Ella nunca **consentirá en** casarse contigo. *She will never consent to marrying you.*
consistir en	¿**En** qué **consiste** este programa? *What does this program consist of?*
convenir en	**Convinimos en** encontrarnos a las diez. *We agreed to meet at ten.*
convertirse en	Estas semillas pronto **se convertirán en** plantitas. *These seeds will soon become little plants.*
empeñarse en	**Se empeñó en** pagarme lo que me debía. *He insisted on paying me what he owed me.*

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entrar en	**Entró en** la sala cantando. *He entered the room singing.*
especializarse en	Ella **se especializa en** ingeniería. *She is majoring in engineering.*
fijarse en	No **me había fijado en** sus ojos. *I had not noticed his eyes.*
influir en	La enseñanza **influye en** nuestras decisiones. *Education influences our decisions.*
insistir en	**Insistimos en** pagar. *We insist on paying.*
pensar en	**Pienso en** ti a menudo. *I often think of you.*
tardar en	**Tardaron** mucho **en** responder. *They took a long time to respond.*

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e. Para

(1) Usage

PARA	
USAGE	**EXAMPLES**
Destination	**Lo escribí <u>para</u> la profesora de historia.** *I wrote it for the history professor.*
Purpose	**Lo hice <u>para</u> ti.** *I did it for you.* (e.g., to give it to you) **Fue a la tienda <u>para</u> comprar pan.** *He went to the store to (in order to) buy bread.* **¿<u>Para</u> qué sirve esto?** *What is this for?* **Es un buen libro <u>para</u> leer.** *It is a good book to read.* **Necesita una mesa <u>para</u> estudiar.** *He needs a table to study.*
Destination in time, deadline	**Lo terminaré <u>para</u> las diez.** *I will finish by ten.*
Destination in space	**Salimos <u>para</u> Europa.** *We left for Europe.* **Ven <u>para</u> acá.** *Come over here.*
Comparison with the norm	**<u>Para</u> extranjero, habla muy bien.** *For (Considering he is) a foreigner, he speaks very well.*
To indicate an employer	**Ella trabaja <u>para</u> el gobierno.** *She works for the government.*

(2) Expressions with **para**

no estar para bromas	**No estoy para bromas** hoy. *I am not in the mood for jokes today.*
no ser para tanto	¡No llores! **No es para tanto.** *Do not cry! It is not that bad.*
para siempre	Pensé que la conferencia duraría **para siempre.** *I thought the lecture would last forever.*

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f. Por

(1) Usage

POR	
USAGE	**EXAMPLES**
To introduce the agent of the passive voice	**Esa novela fue escrita por Cervantes.** *That novel was written by Cervantes.*
Reason	**Lo hice por ti.** *I did it because of you.*
Cause	**Por comer tanto, le dio dolor de estómago.** *He got a stomachache from eating so much.* **No fuimos por la lluvia.** *We did not go because of the rain.*
Through time	**Trabajó por dos horas.** *She worked for two hours.*
Through space	**Pasamos por el parque.** *We went through the park.* **Los vi por aquí.** *I saw them somewhere around here.*
Means of communication	**Te llamaron por teléfono.** *They called you on the phone.*
Means of transportation	**Lo mandaron por avión.** *They sent it (via) airmail.*
Exchange (in exchange for)	**Te daré un dólar por tu ayuda.** *I will give you a dollar (in exchange) for your help.*
Indicating substitution (instead of)	**Ella trabajó por mí porque estaba enfermo.** *She worked for (instead of) me, because I was ill.*
With verbs of movement, introducing a noun, signifying *to get* or *to fetch*	**Fue a la tienda por pan.** *He went to the store for (to fetch) bread.*
With **estar,** meaning *to be about to* (in Latin America) or *to be in favor of*	**Estamos por salir.** *We are about to leave.* **Yo estoy por la libertad de expresión.** *I am in favor of freedom of speech.*
With **quedar,** followed by the infinitive meaning *(yet) to be done*	**Me quedan dos tareas por hacer.** *I have two assignments (yet) to be done.*

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(2) Expressions with **por**

por eso	Llueve. **Por eso** llevo el paraguas. *It is raining. That is why I am taking my umbrella.*
por fin	**Por fin** me dejaron jugar. *They finally let me play.*
por lo general	**Por lo general** estudio de noche. *As a rule, I study at night.*
por lo menos	Me dijo que tardaría **por lo menos** una hora. *He told me that it would take him at least an hour.*
por otra parte	No me gusta el clima aquí. **Por otra parte,** sí me gusta el pueblo. *I do not like the climate here. On the other hand, I do like the town.*
por poco	¡**Por poco** me caigo! *I almost fell!*
por... que + *subjunctive*	**Por más que** trate, no puedo alzarlo. *However much I try, I cannot lift it.*
	Por más sed **que** tenga, no bebe. *However thirsty she may be, she will not drink.*
	Por evidente **que** fuera el peligro, nadie lo reconoció a tiempo para evitar el desastre. *However evident the danger was, nobody recognized it in time to prevent the disaster.*
por supuesto	**—**¿Te gustaría ir al cine conmigo? **—¡Por supuesto!** *"Would you like to go to the movies with me?"* *"Of course!"*

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(3) Verbs with **por**

esforzarse por	Ella **se esfuerza por** darles lo mejor a sus hijos. *She makes an effort to give her children the best.*
interesarse por	**Me intereso por** tu futuro. *I am interested in your future.*
preguntar por + *person*	Llamó Carlos y **preguntó por ti.** *Carlos called and asked for you.*
preocuparse por	No **te preocupes por** mí. *Do not worry about me.*
tomar por	Lo **tomaron por** idiota. *They took him for an idiot.*

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Learn more about **Por and Para** at http://ilrn.heinle.com/.

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4. List of Expressions with Prepositions (English–Spanish)

The following list incorporates all of the expressions from the section on prepositions. You may find it useful for studying, or for focused practice.

EXPRESSIONS WITH PREPOSITIONS		
again: **de nuevo**	*consist of:* **consistir en**	*in regard to:* **en cuanto a**
agree to: **convenir en**	*conversely, however:* **en cambio**	*in spite of:* **a pesar de**
almost: **por poco**	*dare to:* **atreverse a**	*in such a way that:* **de modo que**
as soon as: **en cuanto**	*delay in doing:* **tardar en**	*in that way:* **de esa manera**
ask a question: **hacer una pregunta**	*depend on:* **depender de**	*influence:* **influir en**
ask for someone: **preguntar por alguien**	*do again:* **volver a**	*insist on:* **empeñarse en, insistir en**
ask for something: **pedir algo**	*fall in love with:* **enamorarse de**	*instead of:* **en vez de**
at about, around (time): **a eso de**	*finally:* **por fin**	*intend (to do something):* **pensar** + *inf.* (no prep.)
at least: **al menos, por lo menos**	*find out about:* **enterarse de**	*interest oneself in, become interested in:* **interesarse por**
at the same time: **a la vez**	*finish:* **terminar de**	*invite to:* **invitar a**
be about, deal with (e.g., a story): **tratarse de**	*fire someone:* **despedir a alguien**	*keep:* **quedarse con**
be ashamed of: **estar avergonzado de, avergonzarse de**	*forever:* **para siempre**	*laugh at:* **reírse de**
be glad that: **alegrarse de**	*forget about:* **olvidarse de, olvidar** (no prep.), **olvidársele a uno**	*learn to:* **aprender a**
be in love with: **estar enamorado de**	*get angry with:* **enojarse con**	*look for:* **buscar** (no prep.)
because of something: **a causa de**	*get used to:* **acostumbrarse a**	*major (specialize) in:* **especializarse en**
because of that: **por eso**	*have just (done):* **acabar de**	*make an effort to:* **esforzarse por**
begin to: **comenzar a, empezar a, ponerse a**	*help to:* **ayudar a**	*make fun of:* **burlarse de**
by dint of: **a fuerza de**	*however much . . . :* **por… que…** + *subjunctive*	*marry, get married to:* **casarse con**
complain about: **quejarse de**	*hurry to:* **apresurarse a**	*maybe:* **a lo mejor**
consent to: **consentir en**	*immediately:* **enseguida**	*meet:* **conocer, encontrarse con**
	in depth: **a fondo**	*not to be up for jokes:* **no estar para bromas**
	in front of: **enfrente de**	
	in general, as a rule: **por lo general**	

(continued)

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EXPRESSIONS WITH PREPOSITIONS		
not to exaggerate: **no ser para tanto** *notice:* **fijarse en** *of course:* **por supuesto** *often:* **a menudo** *on foot:* **a pie** *on horseback:* **a caballo** *on the other hand:* **por otra parte** *on time:* **a tiempo** *once in a while:* **de vez en cuando** *plan (to do something):* **pensar** + *inf.* (no prep.) *provided that:* **con tal (de) que**	*realize:* **darse cuenta de** *really:* **de veras** *refuse to:* **negarse a** *regarding:* **con respecto a** *remember:* **acordarse de** *repent, regret:* **arrepentirse de** *say good-bye to:* **despedirse de** *sometimes:* **a veces** *standing:* **de pie** *stop (to do something):* **detenerse a** *suddenly:* **de repente**	*take for:* **tomar por** *teach to:* **enseñar a** *thank (someone) for:* **agradecer** (no prep.) *that is why:* **por eso** *think about:* **pensar en, pensar de** *try to:* **tratar de** *wait for:* **esperar** + *noun* (no prep.) *willingly/unwillingly:* **de buena/mala gana** *worry about:* **preocuparse por**

5. Review of Expressions with Prepositions

por	(más) + *adj./adv.* + que	**a**	lo mejor	**a**	pie
de	buena gana	**por**	lo menos	**de**	pie
en	cambio	**de**	mala gana	**por**	poco
en	cuanto	**al**	menos	**de**	repente
por	eso	**por**	más + *noun* + que	**para**	siempre
de	esta manera	**por**	más que	**por**	supuesto
por	fin	**a**	menudo	**con**	tal (de) que
a	fondo	**de**	modo que	**a**	tiempo
a	la vez	**de**	nuevo	**a**	veces
por	lo general	**por**	otra parte	**de**	veras

(continued)

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no estar	**para**	bromas
no ser	**para**	tanto

de	vez	**en**	cuando

a	causa	**de**
a	eso	**de**
a	fuerza	**de**
a	pesar	**de**
con	respecto	**a**
en	cuanto	**a**
en	vez	**de**

acabar *(+ inf.)*	**de**	depender	**de**	olvidar	**Ø**
acordarse	**de**	despedirse	**de**	olvidarse	**de**
acostumbrarse	**a**	detenerse *(+ inf.)*	**a**	pedir *(+ thing)*	**Ø**
agradecer	**Ø**	empeñarse	**en**	pensar	**en**
alegrarse	**de**	empezar *(+ inf.)*	**a**	pensar *(+ inf.)*	**Ø**
aprender *(+ inf.)*	**a**	enamorarse	**de**	pensar *(opinion)*	**de**
apresurarse *(+ inf.)*	**a**	encontrarse	**con**	ponerse *(+ inf.)*	**a**
arrepentirse	**de**	enojarse	**con**	preguntar *(+ person)*	**por**
atreverse *(+ inf.)*	**a**	enseñar *(+ inf.)*	**a**	preocuparse	**por**
avergonzarse	**de**	enterarse	**de**	quedar *(+ inf.)*	**por**
ayudar *(+ inf.)*	**a**	esforzarse	**por**	quedarse	**con**
burlarse	**de**	especializarse	**en**	quejarse	**de**
buscar *(+ thing)*	**Ø**	esperar	**Ø**	reírse	**de**
casarse	**con**	estar enamorado	**de**	resignarse	**a**
comenzar *(+ inf.)*	**a**	fijarse	**en**	soñar	**con**
consentir	**en**	influir	**en**	tardar	**en**
consistir	**en**	insistir	**en**	terminar	**de**
convenir	**en**	interesarse	**por**	tomar	**por**
convertirse	**en**	invitar *(+ inf.)*	**a**	tratar *(+ inf.)*	**de**
darse cuenta	**de**	irse	**de**	tratarse	**de**
dejar (*to let, leave*)	**Ø**	meterse	**con**	volver *(+ inf.)*	**a**
dejar (*to stop*) *(+ inf.)*	**de**	negarse *(+ inf.)*	**a**		

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B. ADVERBS

1. Definition

An adverb is a word that modifies a verb, an adjective, another adverb, or a sentence. The following are examples of adverbs:

Hazlo **bien.**	*Do it right.*
Tienen un nivel de vida **muy** alto.	*They have a very high standard of living.*
Tu perro menea la cola **muy lentamente.**	*Your dog wags its tail very slowly.*

Adverbs and prepositions have much in common; what distinguishes them is their grammatical function in the sentence. A preposition introduces a noun or its equivalent, whereas an adverb does not. See page 137 for a table contrasting these two functions.

2. Adverbs Ending in -mente

An adverb ending in **-mente** is formed with the feminine of the adjective:

Adjective	→	**Feminine**	→	**+ -mente**
lento	→	lenta	→	lentamente

If an adjective does not have a different feminine form, the adverb is formed with the base of the adjective:

Adjective	→	**Adverb**
alegre	→	alegremente
vil	→	vilmente

An adjective with an accent maintains the accent when transformed into an adverb:

Adjective	→	**Adverb**
fácil	→	fácilmente

When placed in a series, adverbs ending in **-mente** drop the ending except for the last of the series:

El presidente habló discreta, elegante y apasionadamente.	*The president spoke discreetly, elegantly, and passionately.*

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This rule may be ignored if the effect desired is one of monotony:

El profesor presentaba sus explicaciones detalladamente, pausadamente, aburridamente.	*The professor presented his explanations in detail, slowly, tediously.*

Note that one adverb ending in **-mente** may not modify another adverb ending in **-mente.** It would be incorrect to say:

☒[5] ~~Lo presentó sorprendentemente claramente~~.	*He presented it surprisingly clearly.*

You would have to say:

Lo presentó muy claramente. OR . . . con una claridad sorprendente.

3. Word Order

In Spanish the adverb is best placed close to the word it modifies. Notice the difference from English.

Raúl se disculpó **elocuentemente** en su presentación.	*Raúl apologized eloquently during his talk.*
Habla **bien** el quechua.	*She speaks Quechua well.*

4. Multiple-Function Words

There are words that serve as adjectives, as pronouns, or as adverbs depending upon their function in the sentence: **mucho, poco, bastante, tanto, cuanto, algo, nada,** etc. Compare the following sentences.

a.	Comen **mucho** pan.	*They eat a lot of bread.*
b.	Comen **mucho.**	*They eat a lot.*
c.	Corren **mucho.**	*They run a lot.*

In sentence ***a.***, **mucho** modifies **pan,** and is an adjective. Notice that this is confirmed by the fact that if you changed **pan** to a plural, the adjective would also change. This is one distinction between adjectives and adverbs: adverbs are invariable, whereas adjectives change according to the nouns they modify, as the following sentence illustrates.

d.	Comen **muchas** frituras.	*They eat a lot of fried foods.*

---

5. The symbol ☒ indicates a grammatically incorrect structure.

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In sentence ***b***., **mucho** can be a pronoun, which incorporates **pan,** or it could be an adverb, which is invariable and modifies the verb **comen** and does not relate to any particular food. Similarly, if you wanted **mucho** to refer to the previously mentioned **frituras,** you would say **Comen muchas.** If you are dealing with a transitive verb such as **comer,** only context can determine whether or not an object is being referred to.

In sentence ***c***., the verb is intransitive, and therefore **mucho** is an adverb.

Some adjectives are frequently used as adverbs:

Habla **claro.**	*Speak clearly.*
Caminen **derecho.**	*Walk straight ahead.*
Lo pronuncian **distinto.**	*They pronounce it differently.*
Pégale **duro.**	*Hit it hard.*
Respira **hondo.**	*Breathe deeply. (Take a deep breath.)*
Lo hice **igual.**	*I did it the same way.*
Juega **limpio.**	*Play fairly (cleanly). (Don't cheat.)*
Corro **rápido.**	*I run fast.*
Hablan **raro.**	*They speak in a strange fashion.*

In some cases, a word can have different meanings, depending upon whether it is used as an adjective or as an adverb, or whether it ends in **-mente** or not. Consider the following differences:

Es un hombre **alto/bajo.**	*He is a tall/short man. (adjective)*
Ella habla **alto/bajo.**	*She speaks loudly/quietly. (adverb)*
Es un hombre **altamente** moral.	*He is a very moral man.*
Lo hizo **bajamente.**	*He did it meanly.*

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5. Adverbs of Time

ADVERBS OF TIME			
ahora	*now*	**luego**	*afterwards, then, thus*
anoche	*last night*	**mañana**	*tomorrow*
antes	*before*	**mientras**	*while*
anteayer	*day before yesterday*	**nunca**	*never*
aún	*still*	**siempre**	*always*
ayer	*yesterday*	**tarde**	*late*
cuando	*when*	**temprano**	*early*
después	*later, after*	**todavía**	*still*
entonces	*then*	**todavía no**	*not yet*
hoy	*today*	**ya**	*already*
jamás	*never (absolutely)*	**ya no**	*no longer*

Some Examples of Usage

Aún

Aún is a synonym of **todavía.** This word exists also without an accent, in which case it means *even* and is a synonym of **incluso** (note that **aun** is not an adverb of time):

Aún no la he visto.	*I have not seen it yet.*
Aun de adulto se me antojan.	*Even as an adult I crave them.*

Nunca, jamás

Jamás is stronger than **nunca.** The two can be combined for an even stronger negative (note that, in combination, **nunca** always precedes **jamás**).

Nunca volveré.	*I shall never return.*
Jamás volveré.	*I shall **never** return.*
Nunca jamás volveré.	*I shall never, ever return.*

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Tarde, temprano

Tarde and **temprano** can be used with the verb **ser** only in the very limited context of the impersonal expression of time of day, *it is late* or *it is early*, where *it* does not refer to anything specific, but is an impersonal subject similar to *it* in *it is three o'clock*.

Es **tarde.**	*It is late. (time of day)*
Es **temprano.**	*It is early.*

If the subject of *to be late/early* is a specific person or thing, you cannot use **ser** in Spanish. The most common way of making these statements is with the verb **llegar.**

Llegó tarde.	***It** is late. (the package)*
Llegué tarde.	***I** am late.*
Llegaste temprano.	***You** are early.*

Tarde and **temprano** are commonly used with action verbs.

Comen **tarde** en España.	*They eat late in Spain.*
Me levanto **temprano.**	*I get up early.*

Tarde o temprano means *sooner or later.*

Tarde o temprano ganaremos.	*We'll win sooner or later.*

Ya, ya no, todavía, todavía no

Beware of these expressions: they are very useful if you learn their meanings, but they tend to cause confusion. Compare the following pairs of sentences.

Ya comí.	*I **already** ate.*
Todavía no he comido.	*I have **not** eaten **yet.***
Todavía anda en triciclo.	*He **still** rides a tricycle.*
Ya no anda en triciclo.	*He **no longer** rides a tricycle.*

Ya can also be used emphatically; English would emphasize the pronunciation of specific words to indicate the same emphasis, and some dialects in English might use *already*.

¡**Ya** voy!	*I am coming! (already, or right away)*
Ya sé.	*I know (already).*

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Other Examples of Adverbs of Time

Ahora tengo hambre.	*Now I am hungry.*
Anoche no pude dormir.	*I could not sleep last night.*
Llegaron **anteayer.**	*They arrived the day before yesterday.*
Lo había practicado **antes.**	*I had practiced it beforehand.*
Ayer lavé el baño.	*Yesterday I cleaned the bathroom.*
Habla **cuando** quiere.	*He speaks when he wants to.*
Nos vemos **después.**	*We shall meet afterwards.*
Entonces lo vi.	*Then I saw it.*
Hoy es mi cumpleaños.	*Today is my birthday.*
Luego la felicitaron.	*Then they congratulated her.*
Mañana será otro día.	*Tomorrow is (will be) another day.*
Lo hice **mientras** dormías.	*I did it while you were sleeping.*
Nunca he bailado tanto.	*I have never danced so much.*
Pronto se abrirán las tiendas.	*The stores will open soon.*
Son **recién** casados.	*They are newlyweds.*
Siempre te querré.	*I shall always love you.*

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6. Adverbs of Manner

ADVERBS OF MANNER			
así	*like this, like that*	**¿cómo?**	*how?*
bien	*well*	**mal**	*poorly, badly*
como	*like, as*	**según**	*according to, depending on*

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Some Examples of Usage

Así

Así is used to signify *like this* or *like that;* English-speaking students often add **como** before it, which is a mistake. Consider the following sentences.

—¿Cómo lo hiciste?	*"How did you do it?"*
—**Así.**	*"Like this."*

Así can also be used as an adjective to modify a noun.

Estudiamos los adverbios, y cosas **así.**	*We studied the adverbs, and things like that.*

Bien

Bien can have two meanings: when it modifies a verb it means *well;* when it modifies another adverb or an adjective, it intensifies it, and means *really* or *very*.

Cocinas **bien.**	*You cook well.*
Está **bien** lindo el día.	*The day is really beautiful.*

Bien used with **estar** can have different meanings.

—¿Cuál quieres?	*"Which one do you want?"*
—El rojo está **bien.**	*"The red one is okay (*OR: *good)."*
Su hija está **bien** ahora.	*Your daughter is well now.*

Bien can also be used as an adjective.

Viene de una familia **bien.**	*He is from a well-to-do family.*

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7. Adverbs of Quantity

ADVERBS OF QUANTITY			
algo	*somewhat, rather*	**medio**	*half*
apenas	*barely, scarcely*	**menos**	*less*
bastante	*rather, enough, quite, really*	**mucho, muy**	*very*
casi	*almost*	**nada**	*not at all*
cuanto	*as much*	**poco**	*little*
¿cuánto?	*how much?*	**solo***	*only*
demasiado	*too much*	**tanto**	*so much*

***Solo** as an adverb used to have an accent mark: this accent is no longer required, not even when there is possible confusion with the adjective.

Some Examples of Usage

Demasiado, mucho, muy

Demasiado is not used as frequently as *too* or *too much* are in English. The indication of excess can be in the context of the sentence, or in words such as **mucho** or **muy,** rather than in **demasiado.**

Es temprano para que vuelva.	*It is too early for him to be back.*
Ya es tarde para ti.	*It is too late for you.*
Es **muy** joven para beber.	*He is too young to drink.*
Hace **mucho** calor para salir.	*It is too hot to go out.*

If there is any ambiguity as to the indication of excess, **demasiado** would be used.

Hablas **demasiado.**	*You talk too much.*

Beware of the common mistake of combining **demasiado** and **mucho.**

Other Examples of Adverbs of Quantity

Estoy **algo** incómoda.	*I am slightly uncomfortable.*
Apenas llegamos.	*We just made it.*
Apenas si me habló.	*He barely spoke to me.*
No comes **bastante.**	*You don't eat enough.*

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Es **bastante** tarde.	*It is quite late.*
Casi lo compré.	*I almost bought it.*
Come **cuanto** quiere.	*She eats as much as she wants.*
Gritan **demasiado.**	*They shout too much.*
Trabajas **mucho.**	*You work a lot (too much).*
Es **muy** fuerte.	*It is very strong.*
No estoy **nada** seguro.	*I am not at all sure.*
Se ejercita **poco.**	*He exercises little.*
Solo irá allí.	*He will only go there.*
¡Nieva **tanto**!	*It snows so much!*

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8. Adverbs of Confirmation, Doubt, or Negation

ADVERBS OF CONFIRMATION • DOUBT • NEGATION			
acaso	*by chance*	**sí**	*yes*
bueno	*okay, all right, well*	**tal vez**	*perhaps, maybe*
no	*no, not*	**también**	*also, as well*
¿no?	*no? right? isn't it?*	**tampoco**	*neither*
quizá(s)	*perhaps, maybe*	**ya**	*already, enough already, I know, of course*

Some Examples of Usage

Acaso

Acaso has a variety of uses, most of which carry an implication of chance:

¿**Acaso** dudas de mí?	*Perhaps you doubt me?*
¿**Acaso** compraste pan?	*By any chance did you buy bread?*
Llamemos primero, por si **acaso.**	*Let's call first, just in case.*
Si **acaso** te llaman, yo te aviso.	*If by chance they call you, I'll let you know.*

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When followed by the subjunctive, **acaso** is synonymous with **quizá** and **tal vez:**

Acaso necesite tu ayuda.	*I may need your help.*

Quizá, tal vez

These two words have a similar meaning of doubt, but have uses that are slightly different. The use of the subjunctive adds to the doubt of the context, or indicates future action. Consider the following examples:

Quizá es Roberto.	*Maybe it is Roberto.*
Quizá sea Roberto.	*Maybe it might be Roberto.*
Tal vez era de noche.	*Maybe it was nighttime.*
Tal vez salgamos.	*Maybe we'll go out.*

Bueno

You are familiar with the word **bueno** as an adjective. When used adverbially in conversation, it means something like *okay*:

—¿Te llamo mañana?	*"Shall I call you tomorrow?"*
—Bueno.	*"Okay."*

It can also be used as a transition or pause in speech, similar to *"well . . ."* in English:

Bueno... y ahora... ¿qué hacemos?	*Well . . . and now . . . what shall we do?*

In Mexico, **¿bueno?** is used to answer the telephone. Spanish speakers from other countries might say **¿diga?** or **¿aló?**

No

No must precede the verb it modifies:

No puedo comer.	*I cannot eat.*
Puedo **no** comer.	*I can go without eating.*
No puedo **no** comer.	*I cannot go without eating.*

No is often used in the interrogative **"¿no?"** after a sentence to mean *"right?"* or something similar; a frequent mistake is to use **"¿sí?"** instead.

Fueron al cine, **¿no?**	*They went to the movies, right?*

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Sí

Sí is often used to emphasize the affirmative:

—Yo no quiero ir al cine.	*"I don't want to go to the movies."*
—Pues yo **sí** (quiero).	*"Well, I do."*
Ahora **sí** que vamos a gozar.	*Now we really are going to have fun.*
Ah, no, ¡eso **sí** que no!	*Oh, no. No way! (Not a chance!)*

También, tampoco

Tampoco is the negative of **también**:

—Tengo hambre.	*"I'm hungry."*
—Yo **también.**	*"Me too."*
—Pero no quiero comer tacos.	*"But I don't want to eat tacos."*
—Yo **tampoco.**	*"Me neither."*

Ya

The colloquial interjection **"Ya"** is used as an affirmative response to indicate remembering, or completion of an action. In this usage, **"Ya"** is not synonymous with the simple affirmative **"Sí. "** There is no satisfactory translation for the term in English. Below are some examples:

—¿Terminaste tu trabajo?	*"Did you finish your work?"*
—**Ya.**	*"Yes, I already finished it."*
—Marta está enferma.	*"Marta is sick."*
—**Ya.**	*"I know this already."*
—¡Apúrate! ¡Vamos a llegar tarde!	*"Hurry up! We're going to be late!"*
—**Ya ya.**	*"Okay, okay, enough already, I'm coming!"*

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9. Adverbial Phrases

Some of these expressions are also listed in this ***Manual*** under the prepositions they include.

ADVERBIAL PHRASES	
a gusto	*at ease, comfortably, (to feel) at home*
a medias	*halfway, half*
a menudo	*often, frequently*
al final	*at the end, in the end*
alguna vez	*sometime, ever*
en alguna parte, en algún lugar	*somewhere*
en fin	*finally, in the long run, oh well*
en resumen	*in summary, all in all*
no… hasta	*not until*
por cierto	*actually, as a matter of fact, by the way*
por fin	*finally, at last*
por poco	*almost*

Some Examples of Usage

Viven muy **a gusto** aquí.	*They live very comfortably here.*
No lo hagas **a medias.**	*Don't do it halfway.*
Viajan **a menudo.**	*They travel often.*
Al final de la película, lo vi.	*At the end of the movie, I saw him.*
¿Lo has visto **alguna vez**?	*Have you ever seen it?*
Lo vi **en alguna parte.**	*I saw it somewhere.*
En fin, así fue.	*Well, that's how it was.*
En resumen, me divertí.	*In summary, I had fun.*
No iré **hasta** enero.	*I won't go until January.*

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Por fin llegamos.	*We finally arrived.*
Por cierto, nevó.	*By the way, it snowed.*
Por poco me caigo. (With **por poco**, notice the idiomatic use of the present tense to refer to the past.)	*I almost fell down.*

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10. Adverbs of Place

ADVERBS OF PLACE			
abajo	*below, downstairs*	**cerca**	*close*
acá	*here (over here)*	**debajo**	*underneath, beneath*
adelante	*ahead, forward*	**delante**	*in front*
adentro	*inside*	**dentro**	*within, inside*
adonde	*where [to]*	**detrás**	*behind*
¿adónde?	*where [to]?*	**donde**	*where [at]*
afuera	*outside*	**¿dónde?**	*where [at]?*
allá	*there (over there)*	**encima**	*on top*
allí (ahí)	*there (right there)*	**enfrente**	*in front, across*
aquí	*here*	**fuera**	*out, outside*
arriba	*above, upstairs*	**lejos**	*far*
atrás	*behind, in back*		

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Some Examples of Usage

¿Adónde?, ¿dónde?, donde, adonde

¿Adónde? and **adonde** are used to refer to movement toward a spatial location, whereas **¿dónde?** and **donde** are used to refer to a spatial location.

¿**Dónde** viste esa casa?	*Where did you see that house?*
No sé **dónde** está.	*I do not know where it is.*
¿**Adónde** fue?	*Where did he go?*
No me dijo **adónde** iba.	*He did not tell me where he was going.*
Está **donde** lo dejaste.	*It is where you left it.*
Iremos **adonde** nos digas.	*We shall go where you tell us to.*

Acá, allá; aquí, allí

Acá and **allá** are generally used with verbs of movement, whereas **aquí** and **allí** tend to be used with verbs of state.

Vengan **acá** primero y luego vayan **allá.**	*Come here first and then go there.*
Están **aquí** ahora.	*They are here now.*

Aquí and **allí** refer to a more specific spot or location, whereas **acá** and **allá** refer to a general area close to or far from the speaker.

—No sé dónde puse mis libros. Pensé que estaban **aquí.**	*"I don't know where I put my books. I thought they were here."*
—Creo que los vi **allá,** en el otro cuarto. Ah, no, mira: **allí** están, en el estante cerca de ti.	*"I think I saw them over there, in the other room. Oh, no, look: there they are, on the shelf next to you."*

You may also find the use of **aquí** and **allí** for contexts with movement, as in **Ven aquí** *(Come here)*, or **Ponlo allí** *(Put it there)*, when a more precise location is intended.

Abajo, arriba, debajo, encima

These adverbs refer to a location above or below an understood reference point within the context.

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Abajo and **arriba** can translate in certain contexts as upstairs or downstairs, or up or down a street:

Ellos viven **arriba.**	*They live upstairs.*
Nosotros vivimos **abajo.**	*We live downstairs.*
Esa casa está más **arriba.**	*That house is farther up the street.*

They can also serve as exclamations to express support, opposition, or a hold-up:

¡**Arriba** la libertad!	*Long live liberty!*
¡**Abajo** el terrorismo!	*Down with terrorism!*
¡**Arriba** las manos!	*Hands up!*
OR: ¡Manos **arriba**!	

Debajo and **encima** refer to the specific, relative location of things that are on top of or underneath others:

Pon esa caja **encima.**	*Put that box on top.*
Pon la otra **debajo.**	*Put the other one underneath.*

Abajo and **arriba** can also be used similarly to **debajo** and **encima,** referring to the specific, relative location of things that are on top of or underneath others, but there can be ambiguity:

Pon esa caja **arriba.**	*Put that box on top (or upstairs).*
Pon la otra **abajo.**	*Put the other one underneath (or downstairs).*

(For uses of the preposition **bajo,** and the prepositional phrases **encima de** and **debajo de,** see the table on "Related Adverbs and Prepositions," page 137.)

Adentro, afuera; dentro, fuera

Although there is flexibility in the usage of these adverbs, **adentro** and **afuera** are most often used with literal physical location, understood in relation to a particular context. They are frequently used to refer to inside and outside a house or a building:

Ven **adentro.**	*Come inside.*
Vamos **afuera.**	*Let's go outside.*
Afuera hay un patio.	*Outside (the house) there is a patio.*

Dentro and **fuera** may refer to a figurative location:

Sufría por **dentro,** pero por **fuera** logré mantener la calma.	*I suffered inside, but on the outside I managed to stay calm.*

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(For uses of the prepositional phrases **dentro de** and **fuera de,** see the table on "Related Adverbs and Prepositions," page 137.)

Adelante, atrás; delante, detrás; enfrente

The adverbs **adelante** and **atrás** will often be used with verbs of movement, in space or in time:

Vete **adelante.**	*Go to the front (forward, ahead).*
¡Adelante!	*Come on in! (answering a knock at the door)*
Dio un paso para **atrás.**	*He stepped back (backward).*
De aquí en **adelante** todo será diferente.	*From here on in, everything will be different.*
Años **atrás** se habían conocido en la universidad.	*Years before, they had met at the university.*

Delante and **detrás** are used in more static situations, often with implied specifics that only the rest of the context can clarify (note that **adelante** and **atrás** could also be used in these contexts, whereas **delante** and **detrás** would not be used for the previous examples):

Lo tengo **delante.**	*I have it in front (of me).*
Tiene el motor **detrás.**	*It (the car) has the engine in the back.*

Enfrente is used to indicate a location across (the street, the hall, etc.) from the speaker's point of reference:

Eva vive **enfrente.**	*Eva lives across the street.*
	Eva lives across the hallway.

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(For uses of the preposition **tras,** and the prepositional phrases **delante de, detrás de, frente a,** and **enfrente de,** see the table on "Related Adverbs and Prepositions," on the following page.)

11. Related Adverbs and Prepositions

Compare the sentences in the chart on page 137, and notice the addition of **de** for certain prepositional structures.

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RELATED ADVERBS AND PREPOSITIONS			
ADVERB	**EXAMPLE**	**PREPOSITION**	**EXAMPLE**
abajo *below, downstairs*	**Los niños están abajo, en la cocina.** *The children are downstairs, in the kitchen.*	**bajo** *below, under (not physically underneath)*	**Nos sentamos bajo los árboles.** *We sat under the trees* (not underneath their roots, however).
(a)delante *in front, ahead*	**Sigan adelante.** *Continue ahead.*	**delante de** *in front of, ahead of*	**Ella se sienta delante de mí.** *She sits in front of me.*
(a)dentro *inside*	**Prefiero trabajar adentro.** *I prefer to work inside.*	**dentro de** *inside*	**Mi cuaderno está dentro de la gaveta.** *My notebook is inside the drawer.*
(a)fuera *outside*	**Vamos afuera a jugar.** *Let's go outside to play.*	**fuera de** *out(side) of*	**Estaba fuera de nuestro alcance.** *It was out of reach.*
alrededor *around*	**Miraron alrededor, pero no vieron nada.** *They looked around but did not see anything.*	**alrededor de** *around*	**Corrimos alrededor de la casa.** *We ran around the house.*
atrás *behind, back*	**—¿Dónde están los niños?** **—Están atrás, jugando a la pelota.** *"Where are the children?"* *"They are in the back, playing ball."*	**detrás de, tras** *behind, after*	**Venían detrás de nosotros.** *They were coming behind us.* **Venían tras nosotros.** *They were coming after (pursuing) us.*
cerca *near, nearby*	**Viven cerca.** *They live nearby.*	**cerca de** *near, close*	**Ese árbol está muy cerca de la casa.** *That tree is very close to the house.*
debajo *below, underneath*	**Lo pusieron debajo.** *They put it underneath.*	**debajo de** *below, under(neath)*	**El perro duerme debajo de la casa.** *The dog sleeps underneath the house.*
encima *on top*	**Cayó encima.** *It fell on top.*	**encima de** *on top of, above*	**Ponga la fruta encima de las latas de conserva.** *Put the fruit on top of the canned foods.*
enfrente *facing, in front, across the street*	**La casa de enfrente es linda.** *The house across the street is pretty.*	**enfrente de, frente a** *in front of, facing*	**Hay tres árboles frente a la casa.** *There are three trees in front of the house.*
lejos *far away*	**¿Vives lejos?** *Do you live far away?*	**lejos de** *far from*	**No está muy lejos de la casa.** *It is not very far from the house.*

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C. CONJUNCTIONS

1. Usage

A conjunction is a word that is used to join two parts of speech. This union may be of equal parts, or the second half of the union may be subordinated to the first. If the union is one of two equal parts, conjunctions of coordination are used; if the second part is subordinated to the first, conjunctions of subordination are used.

2. Conjunctions of Coordination

Conjunctions of coordination join any two parts of speech: nouns, adjectives, adverbs, pronouns, etc., or two clauses of equal value.

CONJUNCTIONS	
SPANISH	**ENGLISH**
y/e	*and*
o/u	*or*
pero	*but*
sino	*but rather*
ni… ni	*neither . . . nor*

Y becomes **e** before words beginning with **i** or **hi:**

España **e** Italia están en el sur de Europa.	*Spain and Italy are in the south of Europe.*
Mis materias favoritas son geografía **e** historia.	*My favorite subjects are geography and history.*

O becomes **u** before words beginning with **o** or **ho:**

No importa que sea mujer **u** hombre.	*It does not matter whether it is a man or a woman.*
Siempre me preocupo por una cosa **u** otra.	*I am always worried by one thing or another.*

Pero is used to indicate something contrary to what precedes it:

Sé que hace frío, **pero** yo tengo calor.	*I know it is cold, but I am hot.*
No hace calor, **pero** yo estoy sudando.	*It is not hot, but I am sweating.*

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Sino is used after a negative to indicate alternate (rather, instead):

No fue Marta **sino** Juana la que me lo dijo.	*It was not Marta, but (rather) Juana who told me.*

Sino becomes the conjunction **sino que** before a conjugated verb:

No me lo vendió **sino que** me lo regaló.	*She did not sell it to me, but rather gave it to me.*

No solo… sino también is translated as **not only . . . but also:**

No solo trajeron flores, **sino también** una botella de vino.	*They not only brought flowers, but also a bottle of wine.*

Note that **también** can be omitted, and merely implied, as seen in the following sentence:

> La fuerza de sus esculturas radica **no solo** en la perfección de su técnica **sino** en la forma en que el artista utiliza la pose, los gestos y la escala para transmitir emociones.
> *The power of his sculptures resides not only in the perfection of the artist's technique but also in the manner in which he utilizes pose, gestures, and scale to transmit emotions.*

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3. Conjunctions of Subordination

Conjunctions of subordination introduce subordinate clauses. **Que** is the most common conjunction of subordination.

Veo **que** estás cansada.	*I see (that) you are tired.*

In English, the conjunction (*that)* may be omitted, but in Spanish it must be stated:

Dice **que** viene.	*He says he is coming.*

Most prepositions combine with the conjunction **que** to introduce clauses. This is usually the case when the subject of the main verb and the subject of the subordinate clause are different. Compare the following two sentences: the one on the left has the same subject **(yo)** for the main verb **(llamé)** and for the second verb **(avisarte);** the preposition **para** is used here to introduce the infinitive, which functions as a noun. The sentence on the right has two different subjects: the subject of the main verb **(llamé)** is **yo**, whereas the

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subject of the subordinate verb **(vinieras)** is **tú;** here, the conjunction **que** is needed after the preposition **para** to introduce the subordinate clause:

Te llamé **para** avisarte. *I called you to warn you.*	⟶	Te llamé **para que** vinieras. *I called you so (that) you would come.*

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D. TRANSITIONS

The following are expressions that may be useful in writing narrative or analytical essays:

con respecto a **en cuanto a** **en lo tocante a** **por lo que se refiere a**	*regarding/concerning/as for/ as far as x is concerned*

Con respecto a su pedido, enviaré el libro esta tarde.	*Regarding your order, I will send the book this afternoon.*
En cuanto al precio, le cobraré luego.	*As for the price, I shall charge you later.*
En lo tocante al diccionario que pide, no lo tenemos.	*Concerning the dictionary you ask for, we do not have it.*
Por lo que se refiere a lo demás, me comunicaré con los interesados.	*As for the rest, I will get in touch with the interested parties.*

según	*according to*

Según el patrón, no hay fondos. *According to the boss, there are no funds.*

por lo general	*in general/as a rule*

Por lo general, yo gano. *In general, I win.*

al principio	*in the beginning/at first*
al final	*in the end*

Al principio, los personajes parecen inocentes, pero **al final** uno se da cuenta de lo contrario.	*In the beginning, the characters appear to be innocent, but in the end one realizes that it is the opposite.*

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en primer lugar **en segundo lugar**	*in the first place* *in the second place*

En primer lugar, no tengo tiempo. *In the first place, I don't have time.*

En segundo lugar, no quiero. *In the second place, I don't want to.*

por ejemplo	*for example*
casi siempre	*almost always*
casi nunca	*almost (n)ever*
en gran parte	*for the most part*

Por ejemplo, casi siempre comen arroz blanco. *For example, they almost always eat white rice.*

cada vez más **de más en más**	*more and more*
cada vez menos **de menos en menos**	*less and less*

Hay **cada vez más** guerras y **cada vez menos** humanidad. *There are more and more wars and less and less humanity.*

acaso	*by chance, perhaps, maybe*
a lo mejor **quizás** **tal vez**	*maybe, perhaps*

¿**Acaso** no ves que lo hago por tu bien? *Don't you see that I am doing this for your own good?*

Quizás algún día comprendas:
a lo mejor cuando te cases, o **tal vez** cuando seas madre. *Maybe someday you will understand: possibly when you get married, or perhaps when you are a mother.*

por suerte	*luckily, fortunately*
por desgracia	*unfortunately*

Por desgracia, tuvo un accidente.
Por suerte, nadie se hizo daño. *Unfortunately, he had an accident. Luckily, nobody got hurt.*

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a su vez **por su parte**	*in turn*
por otro lado	*on the other hand*

Mi padre, **por su parte,** nos llevaba al cine los sábados.

My father, in turn, would take us to the movies on Saturday.

Por otro lado, era mi madre la que luchaba con nuestros problemas cotidianos.

On the other hand, it was my mother who struggled with our daily problems.

entonces **por consiguiente** **por lo tanto**	*thus, therefore, then*
por eso **por ese motivo** **por esa razón**	*for that reason*
como consecuencia **como resultado**	*as a result*

Estaba harto del gobierno. **Por consiguiente,** decidió mudarse con la familia a otro país. **Por eso** terminamos viviendo en México, y **como resultado,** todos hablamos español.

He was fed up with the government. Therefore, he decided to move with his family to another country. For that reason we ended up living in Mexico, and as a result, we all speak Spanish.

de hecho	*in fact, as a matter of fact*
en realidad	*actually*
actualmente **hoy en día**	*nowadays*

En realidad, no sé cuándo empezó todo. **Actualmente** no quedan rastros de la lucha. **De hecho,** tenemos muy pocos datos.
(Notice that **actualmente** and *actually* are false cognates.)

Actually, I don't know when it all began. Nowadays there are no traces left of the struggle. As a matter of fact, we have very little information.

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sin embargo **no obstante**	*nevertheless, yet, however*
a pesar de	*in spite of*

Somos pobres. **No obstante,** venceremos **a pesar de** todo.

We are poor. Nevertheless, we shall prevail in spite of it all.

desde	*since (time)*
como	*since (because)*

Desde el día en que llegué aquí, la vida ha sido más fácil.

Since the day I arrived here, life has been easier.

Como tenía hambre, comí.

Since I was hungry, I ate.

Certain expressions are used as transitions between related thoughts in the same sentence:

... pero/sino...	*. . . but . . .*
... y/e...	*. . . and . . .*
... también...	*. . . also . . .*
... porque...	*. . . because . . .*

To introduce a less closely connected thought, often at the beginning of a new sentence, the following expressions may be used:

Sin embargo	*However* *But* *Yet*
Además	*In addition* *Also*
Como **Puesto que** **Ya que** **Debido a que**	*Since* *Because*

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A frequent error is the use of **pero** at the beginning of a sentence, followed by a comma. When a comma is used to separate it from what follows, the emphasis on the meaning of **pero** is such that it would be better to replace it with the stronger **sin embargo.** The same is true for **también,** which is awkward when followed by a comma: the best term in such a context would be **además.**

Consider the following informal statement:

> Ayer llamé a Luisa. **Como** ella no me llamaba, la llamé yo. **Pero** no le dije por qué llamaba **porque** no quería que supiera lo que siento. **Sin embargo,** sí quería oír su voz, y **también** contarle de la visita de mis padres. **Además,** no quería dejar pasar más tiempo sin comunicarme con ella.
>
> *Yesterday I called Luisa. Since she wouldn't call me, I called her. But I didn't tell her why I was calling because I didn't want her to know what I feel. However, I did want to hear her voice and also to tell her about my parents' visit. Besides, I didn't want to let more time go by without getting in touch with her.*

(Notice that the third sentence begins with **pero.** However, if you look closely, you will see that the third sentence is different from the fourth sentence. The third sentence is not a new thought, but is a continuation of the second sentence. It could have followed a comma or a period. The fourth sentence, on the other hand, has a different focus.)

The following expressions might be useful when concluding:

en conclusión	*in conclusion*

En conclusión, es mejor tratar de vivir bien. — *In conclusion, it is best to try to live well.*

para resumir **en resumen** **en resumidas cuentas**	*in short, to summarize*

En resumen, es un cuento de amor tradicional. — *In short, it's a traditional love story.*

Para resumir, diría que es un cuento de amor tradicional. — *To summarize, I would say it is a traditional love story.*

de lo anterior, se puede concluir que	*from the above, it can be concluded that*

De lo anterior, se puede concluir que no es oro todo lo que reluce. — *From the above, it can be concluded that all that glitters is not gold.*

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de todos modos	*anyway*
en todo caso	*in any case*
después de todo	*after all*
a fin de cuentas	*in the end, all in all*

De todos modos, siguieron siendo amigos.	*Anyway, they continued being friends.*
En todo caso, nadie se mudó.	*In any case, nobody moved.*
Después de todo, se conocían desde la primaria.	*After all, they had known each other since primary school.*
A fin de cuentas, todos salieron ganando.	*In the end, everyone ended up winning.*

Ejercicios 4.39–4.40, páginas 433–434;
Ejercicios de repaso 4.41–4.42, páginas 434–436

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Chapter 5

Verbs: Formation

A Indicative Mood

B Conditional Mood

C Subjunctive Mood

D Imperative Mood

E Infinitive

F Participle

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VERB CONJUGATIONS: For full conjugations of verbs, see Appendix A: Verb Tables. Appendix A also provides an index of verbs listing the table to which each conjugation corresponds.

SPELLING ISSUES: For information regarding the use of accent marks and spelling changes in verb forms, see Chapter 9, pages 346–356.

A. INDICATIVE MOOD

1. Present Indicative

[For contextualized usage of the present indicative, see Chapter 6.A: Present Indicative, pages 178–179.]

a. Regular Verbs

	-ar	**-er**	**-ir**
	Hablar	**Comer**	**Vivir**
yo	habl**o**	com**o**	viv**o**
tú	habl**as**	com**es**	viv**es**
él, ella, usted	habl**a**	com**e**	viv**e**
nosotros	habl**amos**	com**emos**	viv**imos**
vosotros	habl**áis**	com**éis**	viv**ís**
ellos, ellas, ustedes	habl**an**	com**en**	viv**en**

b. Stem-Changing Verbs

e → ie

-ar	**-er**	**-ir**
Cerrar	**Perder**	**Sentir**
c**ie**rro	p**ie**rdo	s**ie**nto
c**ie**rras	p**ie**rdes	s**ie**ntes
c**ie**rra	p**ie**rde	s**ie**nte
cerramos	perdemos	sentimos
cerráis	perdéis	sentís
c**ie**rran	p**ie**rden	s**ie**nten

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Other verbs with **e → ie** change:

-ar	**-er**	**-ir**
comenzar	defender	mentir
empezar	encender	preferir
negar	entender	
pensar	querer	

e → i

Pedir
p**i**do
p**i**des
p**i**de
pedimos
pedís
p**i**den

Other verbs with **e → i** change: **conseguir, impedir, seguir, elegir, repetir, servir**

o → ue

-ar	**-er**	**-ir**
Contar	**Volver**	**Dormir**
c**ue**nto	v**ue**lvo	d**ue**rmo
c**ue**ntas	v**ue**lves	d**ue**rmes
c**ue**nta	v**ue**lve	d**ue**rme
contamos	volvemos	dormimos
contáis	volvéis	dormís
c**ue**ntan	v**ue**lven	d**ue**rmen

Other verbs with **o → ue** change:

-ar	**-er**	**-ir**
costar	devolver	morir
encontrar	llover	
mostrar	mover	
probar	poder	
recordar		

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Other verbs with **o → ue** change, with some variation:

Oler	Jugar
h**ue**lo	j**ue**go
h**ue**les	j**ue**gas
h**ue**le	j**ue**ga
olemos	jugamos
oléis	jugáis
h**ue**len	j**ue**gan

c. Spelling-Changing Verbs

Spelling changes are made to preserve the consistency of sound throughout the verb. For example, in the conjugation of verbs ending in **-ger** or **-gir,** to retain the pronunciation of /j/ in the verb stem, **g** changes to **j** before verb endings in **a** or **o.** For more information on these spelling/pronunciation concerns, see Chapter 9, pages 320–345.

g → j

Escoger
esco**j**o
escoges
escoge
escogemos
escogéis
escogen

Other verbs with **g → j** change:

-er	-ir
coger	corregir
proteger	dirigir
	elegir
	exigir
	fingir

gu → g

Distinguir
distin**g**o
distingues
distingue
distinguimos
distinguís
distinguen

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Other verbs with **gu → g** change: **seguir, conseguir**

c → zc

Before **-o:**

Parecer
pare**zc**o
pareces
parece
parecemos
parecéis
parecen

Other verbs with **c → zc** change:

-er	**-ir**
agradecer	conducir
aparecer	introducir
conocer	producir
merecer	traducir
obedecer	
ofrecer	
permanecer	
reconocer	

c → z

Before **-o:**

Convencer
convenzo
convences
convence
convencemos
convencéis
convencen

Other verbs with **c → z** change: **vencer, torcer, ejercer, mecer**

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d. Classified Irregular Verbs

i → í	**u → ú**
Enviar	**Continuar**
envío	continúo
envías	continúas
envía	continúa
enviamos	continuamos
enviáis	continuáis
envían	continúan

Other verbs with **i → í / u → ú** change:

-iar	**-uar**
confiar	acentuar
criar	actuar
guiar	graduar

Reunir is similar:

Reunir
reúno
reúnes
reúne
reunimos
reunís
reúnen

ui → uy

Concluir
concluyo
concluyes
concluye
concluimos
concluís
concluyen

Other verbs with **ui → uy** change: **construir, distribuir, contribuir, huir, destruir, incluir**

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e. Other Irregular Verbs

Caer	Hacer	Poner*	Salir	Traer**	Valer
caigo	hago	pongo	salgo	traigo	valgo
caes	haces	pones	sales	traes	vales
cae	hace	pone	sale	trae	vale
caemos	hacemos	ponemos	salimos	traemos	valemos
caéis	hacéis	ponéis	salís	traéis	valéis
caen	hacen	ponen	salen	traen	valen

*Like **poner: componer, disponer, proponer, suponer**

Like **traer: atraer, distraer

Decir*	Tener**	Venir‡
digo	tengo	vengo
dices	tienes	vienes
dice	tiene	viene
decimos	tenemos	venimos
decís	tenéis	venís
dicen	tienen	vienen

*Like **decir: desdecir, maldecir**

** Like **tener: atenerse, contener, detener, mantener, obtener, sostener**

‡Like **venir: convenir, prevenir**

Dar	Estar	Haber*	Ir
doy	estoy	he	voy
das	estás	has	vas
da	está	ha	va
damos	estamos	hemos	vamos
dais	estáis	habéis	vais
dan	están	han	van

*Not included in the traditional conjugation, **haber** has a special third-person form—**hay,** which is used for both singular and plural and means *there is* or *there are.* (e.g. **Hay una carta.** *There is a letter.* **Hay varios ejemplos.** *There are several examples.*)

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Oír	Saber	Ser	Ver
oigo	**sé**[1]	**soy**	**veo**
oyes	sabes	**eres**	ves
oye	sabe	**es**	ve
oímos	sabemos	**somos**	vemos
oís	sabéis	**sois**	veis
oyen	saben	**son**	ven

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2. Aspects of the Past Indicative

[For contextualized usage of the past indicative, see Chapter 6.B: Aspects of the Indicative Past Tense: Preterite vs. Imperfect and Pluperfect, pages 179–190.]

a. Imperfect Indicative

Regular:

-ar	-er	-ir
Hablar	**Comer**	**Vivir**
habl**aba**	com**ía**	viv**ía**
habl**abas**	com**ías**	viv**ías**
habl**aba**	com**ía**	viv**ía**
habl**ábamos**	com**íamos**	viv**íamos**
habl**abais**	com**íais**	viv**íais**
habl**aban**	com**ían**	viv**ían**

Irregular:

Ir	Ser	Ver
iba	era	veía
ibas	eras	veías
iba	era	veía
íbamos	éramos	veíamos
ibais	erais	veíais
iban	eran	veían

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1. Why does this word have an accent mark? For more information on accents with monosyllables, see Chapter 9, pages 441–443.

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b. Preterite

Regular:

-ar	-er	-ir
Hablar	**Comer**	**Vivir**
habl**é**	com**í**	viv**í**
habl**aste**	com**iste**	viv**iste**
habl**ó**	com**ió**	viv**ió**
habl**amos**	com**imos**	viv**imos**
habl**asteis**	com**isteis**	viv**isteis**
habl**aron**	com**ieron**	viv**ieron**

PRETERITE (Irregular Stems with "u")		
INFINITIVE	**STEM**	**ENDINGS**
andar	anduv-	-e -iste -o -imos -isteis -ieron
caber	cup-	
estar	estuv-	
haber	hub-	
poder	pud-	
poner	pus-	
saber	sup-	
tener	tuv-	

PRETERITE (Irregular Stems with "i")	
INFINITIVE	**STEM**
hacer[2]	hic-
querer	quis-
venir	vin-

2. For the preterite of **hacer**, in third person, **hic-** changes to **hiz-** to retain the /s/ or /z/ sound before /o/, rather than /k/. For more information on this type of spelling change, see Chapter 9, page 325.

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Dar has **-ir** endings.

d**i**
d**iste**
d**io**
d**imos**
d**isteis**
d**ieron**

Ir and **ser** are identical in the preterite.

fui
fuiste
fue
fuimos
fuisteis
fueron

Irregular: stem change **c** → **j** (including all verbs ending in **-ducir**):

Decir	**Producir**	**Traer**
di**j**e	produ**j**e	tra**j**e
di**j**iste	produ**j**iste	tra**j**iste
di**j**o	produ**j**o	tra**j**o
di**j**imos	produ**j**imos	tra**j**imos
di**j**isteis	produ**j**isteis	tra**j**isteis
di**j**eron	produ**j**eron	tra**j**eron

All **-ir** verbs with stem changes in the present show stem changes in the third-person singular and plural of the preterite:

e → i			**o → u**
Pedir	**Reír**	**Sentir**	**Dormir**
pedí	reí	sentí	dormí
pediste	reíste	sentiste	dormiste
p**i**dió	r**i**o*	s**i**ntió	d**u**rmió
pedimos	reímos	sentimos	dormimos
pedisteis	reísteis	sentisteis	dormisteis
p**i**dieron	r**i**eron	s**i**ntieron	d**u**rmieron

* Note the absence of accent on **rio**. For information on this, see Chapter 9.I. Summary of 2010 Ortografía Changes, page 380.

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Spelling changes:

i → y

Caer	Creer	Leer	Oír	Concluir*
caí	creí	leí	oí	concluí
caíste	creíste	leíste	oíste	concluiste
ca**y**ó	cre**y**ó	le**y**ó	o**y**ó	conclu**y**ó
caímos	creímos	leímos	oímos	concluimos
caísteis	creísteis	leísteis	oísteis	concluisteis
ca**y**eron	cre**y**eron	le**y**eron	o**y**eron	conclu**y**eron

*Applies to verbs ending in **-uir** with the same spelling change in the present tense.

c → qu

Buscar
bus**qu**é
buscaste
buscó
buscamos
buscasteis
buscaron

g → gu

Llegar
lle**gu**é
llegaste
llegó
llegamos
llegasteis
llegaron

z → c

Alcanzar
alcan**c**é
alcanzaste
alcanzó
alcanzamos
alcanzasteis
alcanzaron

Other verbs with **c → qu / g → gu / z → c** changes[3]:

-car	**-gar**	**-zar**
explicar	apagar	almorzar
sacar	colgar	comenzar
tocar	entregar	empezar
	jugar	
	negar	
	pagar	

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3. For more information on these spelling changes, see Chapter 9, pages 325–330.

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c. Present Perfect Indicative

[For contextualized usage of the present perfect indicative, see Chapter 6.B.13, page 189, and Chapter 6.C.2, page 192]

The present perfect indicative is formed with the present indicative of the auxiliary **haber** + *past participle* ending in **-o:**

he	
has	
ha	(hablado)
hemos	
habéis	
han	

d. Pluperfect Indicative

[For contextualized usage of the pluperfect indicative, see Chapter 6.B.13, page 189, and Chapter 6.C.2.c, page 192.]

The pluperfect indicative is formed with the imperfect indicative of the auxiliary **haber** + *past participle* ending in **-o:**

había	
habías	
había	(hablado)
habíamos	
habíais	
habían	

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3. Future

[For contextualized usage of the future, see Chapter 6.C.2.b, page 192, Chapter 6.D, page 199, and Chapter 6.F, pages 201–203.]

a. Simple Future

The future tense is formed with the infinitive plus endings that are identical for all verbs:

-é		
-ás		
infinitive	+	**-á**
-emos		
-éis		
-án		

-ar	**-er**	**-ir**
Hablar	**Comer**	**Vivir**
hablar**é**	comer**é**	vivir**é**
hablar**ás**	comer**ás**	vivir**ás**
hablar**á**	comer**á**	vivir**á**
hablar**emos**	comer**emos**	vivir**emos**
hablar**éis**	comer**éis**	vivir**éis**
hablar**án**	comer**án**	vivir**án**

FUTURE TENSE (IRREGULAR STEMS)			
INFINITIVE	**STEM**	**INFINITIVE**	**STEM**
caber	**cabr-**	**querer**	**querr-**
decir*	**dir-**	**saber**	**sabr-**
haber	**habr-**	**salir**	**saldr-**
hacer**	**har-**	**tener†**	**tendr-**
poder	**podr-**	**valer**	**valdr-**
poner‡	**pondr-**	**venir**	**vendr-**

Verbs derived from these have the same irregularity: ***desdecir,** ****deshacer,** ‡**suponer,** †**mantener,** etc.

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b. Future Perfect

The future perfect tense is formed with the future of the auxiliary **haber** + *past participle* ending in **-o:**

habré	
habrás	
habrá	(hablado)
habremos	
habréis	
habrán	

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B. CONDITIONAL MOOD

[For contextualized usage of the conditional, see Chapter 6.E, pages 200–201, Chapter 6.F, pages 201–203, and Chapter 6.G.6, pages 228–230.]

1. Present Conditional

The present conditional is formed with the infinitive plus endings that are identical for all verbs:

-ía	
-ías	
infinitive	+ **-ía**
-íamos	
-íais	
-ían	

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-ar	-er	-ir
Hablar	**Comer**	**Vivir**
hablar**ía**	comer**ía**	vivir**ía**
hablar**ías**	comer**ías**	vivir**ías**
hablar**ía**	comer**ía**	vivir**ía**
hablar**íamos**	comer**íamos**	vivir**íamos**
hablar**íais**	comer**íais**	vivir**íais**
hablar**ían**	comer**ían**	vivir**ían**

CONDITIONAL (IRRE GULAR STEMS)			
INFINITIVE	**STEM**	**INFINITIVE**	**STEM**
caber	**cabr-**	**querer**	**querr-**
decir*	**dir-**	**saber**	**sabr-**
haber	**habr-**	**salir**	**saldr-**
hacer**	**har-**	**tener†**	**tendr-**
poder	**podr-**	**valer**	**valdr-**
poner‡	**pondr-**	**venir**	**vendr-**

Verbs derived from these have the same irregularity: *__desdecir,__ **__deshacer,__ ‡__suponer,__ †__mantener,__ etc.

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2. Conditional Perfect

The conditional perfect is formed with the present conditional of the auxiliary **haber** + *past participle* ending in **-o:**

habría	
habrías	
habría	(hablado)
habríamos	
habríais	
habrían	

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C. SUBJUNCTIVE MOOD

[For contextualized usage of the subjunctive, see Chapter 6.G, pages 203–218.]

1. Present Subjunctive

a. Regular Verbs

The present subjunctive is formed by dropping the **o** of the first-person singular present indicative and adding the "opposite" vowel endings: **e** for **-ar** verbs and **a** for **-ir/-er** verbs:

	-ar	**-er**	**-ir**
	Hablar	**Comer**	**Vivir**
yo	habl**e**	com**a**	viv**a**
tú	habl**es**	com**as**	viv**as**
él, ella, usted	habl**e**	com**a**	viv**a**
nosotros	habl**emos**	com**amos**	viv**amos**
vosotros	habl**éis**	com**áis**	viv**áis**
ellos, ellas, ustedes	habl**en**	com**an**	viv**an**

b. Stem-Changing Verbs

If the verb is stem-changing in the present indicative, the present subjunctive will show the same changes:

Cerrar	**Perder**	**Contar**	**Volver**
c**ie**rre	p**ie**rda	c**ue**nte	v**ue**lva
c**ie**rres	p**ie**rdas	c**ue**ntes	v**ue**lvas
c**ie**rre	p**ie**rda	c**ue**nte	v**ue**lva
cerremos	perdamos	contemos	volvamos
cerréis	perdáis	contéis	volváis
c**ie**rren	p**ie**rdan	c**ue**nten	v**ue**lvan

Exceptions: In the first- and second-person plural forms of stem-changing **-ir** verbs, the **e** of the stem changes to **i,** and the **o** of the stem changes to **u:**

Pedir	**Sentir**	**Dormir**
p**i**da	s**ie**nta	d**ue**rma
p**i**das	s**ie**ntas	d**ue**rmas
p**i**da	s**ie**nta	d**ue**rma
p**i**damos	s**i**ntamos	d**u**rmamos
p**i**dáis	s**i**ntáis	d**u**rmáis
p**i**dan	s**ie**ntan	d**ue**rman

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c. Irregular Verbs

If the verb is irregular in the present indicative, the present subjunctive will show the same irregularities:

Decir	**Oír**	**Tener**
d**ig**a	oi**g**a	ten**g**a
d**ig**as	oi**g**as	ten**g**as
d**ig**a	oi**g**a	ten**g**a
d**ig**amos	oi**g**amos	ten**g**amos
d**ig**áis	oi**g**áis	ten**g**áis
d**ig**an	oi**g**an	ten**g**an

Enviar	**Continuar**	**Reunir**
envíe	continúe	reúna
envíes	continúes	reúnas
envíe	continúe	reúna
enviemos	continuemos	reunamos
enviéis	continuéis	reunáis
envíen	continúen	reúnan

Parecer	**Conducir**	**Concluir**
pare**zc**a	conduz**c**a	concluya
pare**zc**as	conduz**c**as	concluyas
pare**zc**a	conduz**c**a	concluya
pare**zc**amos	conduz**c**amos	concluyamos
pare**zc**áis	conduz**c**áis	concluyáis
pare**zc**an	conduz**c**an	concluyan

The following verbs also maintain the irregularity throughout all persons:

PRESENT SUBJUNCTIVE (IRREGULAR STEMS)			
INFINITIVE	**1st Person**	**INFINITIVE**	**1st Person**
caber	**quepa**	**salir**	**salga**
caer	**caiga**	**traer**	**traiga**
hacer	**haga**	**valer**	**valga**
poner	**ponga**	**venir**	**venga**

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Even **dar, estar, haber, ir, saber,** and **ser,** all of which have a first-person singular present indicative that does not end with **-o,** remain regular in their endings:

Dar[4]	**Estar**	**Haber**
dé	esté	haya
des	estés	hayas
dé	esté	haya
demos	estemos	hayamos
deis	estéis	hayáis
den	estén	hayan

Ir	**Saber**	**Ser**
vaya	sepa	sea
vayas	sepas	seas
vaya	sepa	sea
vayamos	sepamos	seamos
vayáis	sepáis	seáis
vayan	sepan	sean

If the verb has spelling changes in the present indicative, the present subjunctive will show the same irregularities:

g → j

Escoger	**Dirigir**
escoja	dirija
escojas	dirijas
escoja	dirija
escojamos	dirijamos
escojáis	dirijáis
escojan	dirijan

gu → g

Distinguir
distinga
distingas
distinga
distingamos
distingáis
distingan

c → z

Convencer
convenza
convenzas
convenza
convenzamos
convenzáis
convenzan

c → qu

Buscar
busque
busques
busque
busquemos
busquéis
busquen

g → gu

Llegar
llegue
llegues
llegue
llleguemos
lleguéis
lleguen

z → c

Alcanzar
alcance
alcances
alcance
alcancemos
alcancéis
alcancen

4. The first- and third-person singular forms of **dar** have an accent to differentiate them from the preposition **de**. For more on accents of this nature, see Chapter 9, page 351.

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All verbs ending in:

-ger are like **escoger (g → j)**

-gir are like **dirigir (g → j)**

-guir are like **distinguir (gu → g)**

-car are like **buscar (c → qu)**

-gar are like **llegar (g → gu)**

-zar are like **alcanzar (z → c)**

Most verbs ending in a vowel plus **-cer** and **-cir** and all verbs ending in **-ducir** are like **parecer.** Verbs ending in **-ncer** and **-ncir** are like **convencer (c → z).**

For more information on the above spelling changes, see Chapter 9, pages 325–330.

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2. Imperfect Subjunctive

The imperfect subjunctive of all verbs without exception is formed by dropping **-ron** from the third-person plural preterite and adding **-ra, -ras, -ra, -´ramos*, -rais, -ran** or **-se, -ses, -se, -´semos*, -seis, -sen.** In most of Latin America, the **-ra** forms predominate. (*The accent before **nosotros** endings [**-´ramos / -´semos**] indicates that the preceding syllable requires an accent mark.)

	-ar	**-er**	**-ir**
	Hablar	**Comer**	**Vivir**
yo	habla**ra**	comie**ra**	vivie**ra**
tú	habla**ras**	comie**ras**	vivie**ras**
él, ella, usted	habla**ra**	comie**ra**	vivie**ra**
nosotros	hablá**ramos**	comié**ramos**	viviéramos
vosotros	habla**rais**	comie**rais**	vivie**rais**
ellos, ellas, ustedes	habla**ran**	comie**ran**	vivie**ran**

OR:

yo	habla**se**	comie**se**	vivie**se**
tú	habla**ses**	comie**ses**	vivie**ses**
él, ella, usted	habla**se**	comie**se**	vivie**se**
nosotros	hablá**semos**	comié**semos**	viviésemos
vosotros	habla**seis**	comie**seis**	vivie**seis**
ellos, ellas, ustedes	habla**sen**	comie**sen**	vivie**sen**

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All verbs with an irregular stem in the preterite show the same irregularities in the imperfect subjunctive:

IMPERFECT SUBJUNCTIVE (IRREGULAR STEMS)			
INFINITIVE	1st Person	INFINITIVE	1st Person
andar	anduviera	poder	pudiera
caber	cupiera	poner	pusiera
caer	cayera	poseer	poseyera
concluir	concluyera	preferir	prefiriera
conducir	condujera	producir	produjera
dar	diera	querer	quisiera
decir	dijera	reír	riera
dormir	durmiera	saber	supiera
estar	estuviera	seguir	siguiera
haber	hubiera	sentir	sintiera
ir	fuera	ser	fuera
leer	leyera	tener	tuviera
oír	oyera	traer	trajera
pedir	pidiera	venir	viniera

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3. Present Perfect Subjunctive

The present perfect subjunctive is formed with the present subjunctive of the auxiliary **haber** + *past participle* ending in **-o:**

haya	
hayas	
haya	(hablado)
hayamos	
hayáis	
hayan	

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4. Pluperfect Subjunctive

The pluperfect subjunctive is formed with the imperfect subjunctive of the auxiliary **haber** + *past participle* ending in **-o:**

hubiera	
hubieras	
hubiera	(hablado)
hubiéramos	
hubierais	
hubieran	

OR:

hubiese	
hubieses	
hubiese	(hablado)
hubiésemos	
hubieseis	
hubiesen	

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D. IMPERATIVE MOOD

1. Direct Commands

a. Tú

Affirmative informal commands are formed with the third-person singular of the present indicative:

Examples: **habla, come, vive, cierra, abre**

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There are eight exceptions:

TÚ IMPERATIVE (IRREGULAR AFFIRMATIVE FORMS)			
INFINITIVE	**FORM**	**INFINITIVE**	**FORM**
decir	**di**	**salir**	**sal**
hacer	**haz**	**ser**	**sé**[5]
ir	**ve**	**tener**	**ten**
poner	**pon**	**venir**	**ven**

Object pronouns are attached to the endings of the affirmative imperative (enclitic), and a written accent is added when it is necessary to maintain stress on the same syllable of the stem. For more information on this use of the accent mark, see Chapter 9, page 350.

Háblame.	*Talk to me.*
Ciérrala.	*Close it.* **(la = la puerta)**
Ábrelo.	*Open it.* **(lo = el sobre)**
Dímelo.	*Tell it to me.* **(lo = el secreto)**
Hazlo.	*Do it.* **(lo = el trabajo)**
Vete.	*Go away.* (**irse** is reflexive)
Póntelo.	*Put it on.* (**lo = el abrigo; ponerse** is reflexive)

Negative **tú** commands are formed with the second-person singular of the present subjunctive:

Examples: **no hables, no comas, no vivas, no cierres, no abras**

Those irregular in the affirmative are regular in the negative:

TÚ IMPERATIVE (NEGATIVE FORMS)			
INFINITIVE	**FORM**	**INFINITIVE**	**FORM**
decir	**no digas**	**salir**	**no salgas**
hacer	**no hagas**	**ser**	**no seas**
ir	**no vayas**	**tener**	**no tengas**
poner	**no pongas**	**venir**	**no vengas**

5. For more information on accents with monosyllables, see Chapter 9, pages 351–352.

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Pronouns are placed before the imperative in the negative:

No me hables.	*Do not talk to me.*
No la cierres.	*Do not close it.*
No lo abras.	*Do not open it.*
No me lo digas.	*Do not tell it to me.*
No lo hagas.	*Do not do it.*
No te vayas.	*Do not go away.*
No te lo pongas.	*Do not put it on.*

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b. Usted/ustedes

The imperative of **usted/ustedes** is formed with the third-person singular and plural of the present subjunctive, for both the affirmative and the negative:

hable	coma	viva	cierre	abra
no hable	no coma	no viva	no cierre	no abra
hablen	coman	vivan	cierren	abran
no hablen	no coman	no vivan	no cierren	no abran

The formal command may be followed by **usted/ustedes** to be more polite:

Hable usted con la gerencia.	*Speak with the management.*
Pidan ustedes lo que deseen.	*Order whatever you wish.*

Examples of affirmative **usted/ustedes** imperatives with pronouns:

USTED(ES) IMPERATIVES (AFFIRMATIVE FORMS)		
USTED	**USTEDES**	**TRANSLATION**
hábleme	**háblenme**	*talk to me*
ciérrela	**ciérrenla**	*close it*
ábralo	**ábranlo**	*open it*
dígamelo	**díganmelo**	*tell it to me*
hágalo	**háganlo**	*do it*
váyase	**váyanse**	*go away*
póngaselo	**pónganselo**	*put it on*

Note in the above table the use of accent marks on these combinations of verb + attached pronoun. For more information on this use of the accent, see Chapter 9, page 350.

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Examples of negative **usted/ustedes** imperatives with pronouns:

USTED(ES) IMPERATIVES (NEGATIVE FORMS)		
USTED	**USTEDES**	**TRANSLATION**
no me hable	**no me hablen**	*do not talk to me*
no la cierre	**no la cierren**	*do not close it*
no lo abra	**no lo abran**	*do not open it*
no me lo diga	**no me lo digan**	*do not tell it to me*
no lo haga	**no lo hagan**	*do not do it*
no se vaya	**no se vayan**	*do not go away*
no se lo ponga	**no se lo pongan**	*do not put it on*

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c. Vosotros

The affirmative **vosotros** command is formed with the infinitive, minus the **r,** plus **d:**

hablad	decid
cerrad	haced
abrid	id

Examples of affirmative **vosotros** imperatives with pronouns:

Habladme.	*Talk to me.*
Cerradla.	*Close it.*
Abridlo.	*Open it.*
Decídmelo.	*Tell it to me.*

With the reflexive pronoun **os,** the **d** of the ending is dropped. (The only exception is **ir: idos.**)

Levantaos.	*Get up.*
Callaos.	*Be quiet.*
Laváoslas.	*Wash them.* **(las = las manos)**
Ponéoslo.	*Put it on.*

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Note that although it is not grammatically correct, in colloquial speech, the final **-d** is replaced by **-r** for the affirmative commands. Thus, **venir** or **escuchar** are used in place of **venid** or **escuchad.** For imperatives of reflexives, an **-r** is often added prior to the pronoun at the end, not only for **iros,** but also for the rest, that would normally omit the **-d** entirely. Thus, **callaros** and **acercaros** are used in place of **callaos** and **acercaos.**

For more information on the use of the accent mark with these forms, see Chapter 9, pages 347–348.

The negative **vosotros** imperative is formed with the second-person plural of the present subjunctive:

No me habléis.	*Do not talk to me.*
No la cerréis.	*Do not close it.*
No me lo digáis.	*Do not tell it to me.*
No lo hagáis.	*Do not do it.*
No os vayáis.	*Do not go away.*
No os lo pongáis.	*Do not put it on.*

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d. Nosotros

Affirmative commands are formed with the first-person plural of the present subjunctive:

hablemos	digamos
comamos	hagamos
abramos	pongamos

Exception: **Ir** and **irse** in the affirmative imperative become **vamos** and **vámonos.** With pronouns[6]:

Hablémosle.	*Let's talk to him.*
Cerrémosla.	*Let's close it.*
Abrámoslo.	*Let's open it.*
Hagámoslo.	*Let's do it.*

---

6. Note the use of accent marks on these combinations of verb + attached pronoun. For more information on this use of the accent, see Chapter 9, page 350.

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With **nos** and **se,** drop the final **-s** of the verb:

Digámoselo.	*Let's tell it to him.*
Levantémonos.	*Let's get up.*
Callémonos.	*Let's be quiet.*
Lavémonoslas.	*Let's wash them.*
Pongámonoslo.	*Let's put it on.*

In the negative imperative, pronouns precede the verb:

No le hablemos.	*Let's not talk to him.*
No la cerremos.	*Let's not close it.*
No lo hagamos.	*Let's not do it.*
No nos levantemos.	*Let's not get up.*
No nos las lavemos.	*Let's not wash them.*

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2. Indirect Commands

When a command is being given to one person, but is meant to be carried out by another, use **que** + *present subjunctive* in third-person singular or plural:

Que venga.	*Let him come. Have him come. Tell him to come.*
Que lo haga Regina.	*Let Regina do it. Have her do it. Tell her to do it.*
Que pague Elena.	*Let Elena pay. Have her pay. Tell her to pay.*

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Ejercicios de repaso 5.53–5.57, páginas 462–463

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E. INFINITIVE

1. Present Infinitive

This is the standard form used as identification of any verb:

hablar *to speak*

comer *to eat*

vivir *to live*

2. Perfect Infinitive

This is formed with the infinitive of the auxiliary **haber** + *past participle:*

haber hablado	*to have spoken*
haber comido	*to have eaten*
haber vivido	*to have lived*

F. PARTICIPLE

[For contextualized usage of the participle, see Chapter 6.H, pages 234–239.]

1. Present Participle or Gerund

Regular present participles are formed with **-ando** and **-iendo:**

hablar: hablando

comer: comiendo

vivir: viviendo

Stem-changing verbs ending in **-ir** have stem changes in the present participle too: **e → i, o → u:**

sentir: s**i**ntiendo

pedir: p**i**diendo

dormir: d**u**rmiendo

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The ending **-iendo** becomes **-yendo** when added to a stem that ends in a vowel:

concluir: concluyendo
leer: leyendo
caer: cayendo
oír: oyendo

Other irregular present participles:

decir: diciendo
poder: pudiendo
ir: yendo
venir: viniendo

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2. Past Participle

Regular past participles are formed by adding **-ado** and **-ido** to the stem of the infinitive:

hablar: hablado
comer: comido
vivir: vivido

IRREGULAR PAST PARTICIPLES			
INFINITIVE	**PAST PARTICIPLE**	**INFINITIVE**	**PAST PARTICIPLE**
abrir	**abierto**	**morir**	**muerto**
cubrir*	**cubierto**	**poner‡**	**puesto**
decir†	**dicho**	**resolver**	**resuelto**
escribir**	**escrito**	**romper**	**roto**
hacer***	**hecho**	**volver††**	**vuelto**

Verbs derived from the preceding infinitives have the same irregularity: *__descubrir,__ ††__devolver,__ and ‡__suponer__ are examples. There are many more such verbs, such as *__recubrir,__ *__encubrir,__ †__desdecir,__ ††__envolver,__ ††__revolver,__ **__reescribir,__ ***__rehacer,__ ***__deshacer,__ ‡__posponer,__ ‡__anteponer,__ ‡__deponer,__ ‡__reponer,__ etc.

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Some verbs have two past participles—one regular, used in compound tenses with **haber,** and one irregular, used as an adjective:

verb:	he bendecido	*I have blessed*
Adjective:	bendito (un lugar bendito)	*holy, blessed (a holy place)*
verb:	he freído	*I have fried*
Adjective:	frito (papas fritas)	*fried (french fries)*
verb:	he maldecido	*I have cursed*
Adjective:	maldito (maldito examen)	*awful, accursed (accursed exam)*
verb:	he prendido	*I have arrested*
Adjective:	preso (un hombre preso)	*prisoner (a male prisoner)*
verb:	he soltado	*I have released*
Adjective:	suelto (pelo suelto)	*loose (flowing hair)*
verb:	he imprimido	*I have printed*
Adjective:	impreso (la palabra impresa)	*printed (the printed word)*

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Chapter 6

Verbs: Usage

A Present Indicative

B Aspects of the Past Indicative Tense: Preterite vs. Imperfect and Pluperfect

C Compound Tenses

D Ways of Expressing the Future

E Conditional

F Probability

G Subjunctive

H Infinitives and Present Participles

I Verbs Like **gustar**

J Reflexive Verbs

K Indirect Discourse

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PRELIMINARY DEFINITIONS

Mood is a characteristic of verbs that indicates whether the action or situation is regarded as a fact (indicative), as potential (conditional), as affected by doubt, desire, emotion, etc. (subjunctive), as a command (imperative), etc.

Tense refers to when a given action or situation occurs: present, past, or future.

Aspect provides nuances as to whether the action or situation is seen as completed (perfective), unfinished or in process (imperfective), repetitive (iterative), habitual, progressive, starting (inchoative), ending (terminative), etc.

A. PRESENT INDICATIVE

[To review the formation of the present indicative, see Chapter 5.A.1, pages 148–154.]

The present indicative in Spanish is equivalent to the present or present progressive in English:

Hablo español.	*I speak Spanish.*
Viven en España.	*They are living in Spain.*

In the interrogative, it is equivalent to the English *do* or *does* + verb:

¿Hablas español?	*Do you speak Spanish?*

In addition to this, it can be translated as:

¿Lo compro?	*Shall I buy it? Should I buy it?*

It is used with **si** meaning *if*:

Si lo hace Iris, le pago.	*If Iris does it, I'll pay her.*

With **si** meaning *whether*, the future is used in Spanish:

No sé **si** lloverá.	*I don't know if (whether) it will rain.*

The present is used for polite commands:

Nos da la cuenta, por favor.	*Give us the check, please.*

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Acabar + de in the present means *to have just*. (See pages 280–281 for more on **acabar.**)

Acabo de comer.	*I just ate. (I have just eaten.)*

The present progressive in Spanish is formed with the present indicative of **estar** + *present participle*. It is used to express ongoing actions in the present, as in English:

Estamos estudiando.	*We are studying.*

Never use the present progressive in Spanish to refer to the future:

Josefina se va mañana a las diez.	*Josefina is leaving tomorrow at ten.*

Other auxiliary verbs used occasionally in the progressive are **andar, ir,** and **seguir:**

Anda buscando a su perro.	*He is looking for his dog. He is going around looking for his dog.*
Poco a poco vamos comprendiendo.	*We are understanding little by little.*
Siguen durmiendo.	*They are still sleeping. They continue sleeping.*

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B. ASPECTS OF THE PAST INDICATIVE TENSE: PRETERITE VS. IMPERFECT AND PLUPERFECT

The distinction between these two aspects of the past tense (note that they are not tenses, but aspects of the past tense) is one of the most difficult points for learners to master. The following table summarizes the basic functions of each (the numbers in parentheses refer to the segments following the table):

PRETERITE	IMPERFECT
• Changed Past Conditions, Reactions (2)	• Past Conditions, Beliefs (1)
• Actions, Single or Consecutive (3)	• Habitual Actions (4)
• Habitual Actions Limited in Time (5)	• Actions—Middle, in Progress, Interrupted (6b)
• Repeated Actions (5)	• Projected Actions—Indirect Discourse (7)
• Actions—Beginning and/or End (6a)	

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Notice in the preceding table the terms *action*, *reaction*, and *condition*. Understanding the difference between these is essential to grasping the subtle differences between preterite and imperfect. The primary difference resides in the meanings of the verbs themselves:

> Actions are depicted by verbs that denote doing (rather than being), such as **decir, ver, hacer;** also in this group are verbs that denote movement, such as **caminar, saltar, correr.**
>
> Conditions (or states) are depicted by verbs that denote being, having or appearing (rather than doing), such as **ser, estar, parecer, tener.** To this group also belong verbs that depict (unchanged) opinion, belief, preference, liking: **pensar, creer, gustar.**

Each of these two groups of verbs can be found in preterite or imperfect: if you can identify the type of verb you are working with (action vs. condition or state), you will have succeeded in the first step of the process.

The next step is to see within the context of the sentence how the action or condition is being perceived by the speaker: whether the focus is on the middle, the beginning or the end, on repetition or habit, on change or reaction, etc. We elaborate on these distinctions in the following sections.

1. Past Conditions, Beliefs—Imperfect

The imperfect serves to illustrate a condition or custom in the past, as contrasted with the present, explicitly or implicitly:

Yo **tenía** quince años en esta foto.	*I was fifteen years old in this picture.*
Antes le **gustaba** lo picante.	*He used to like hot (spicy) food.*
Mi madre solo **tenía** dos hijos en esa época.	*My mother only had two children at the time.*
Creíamos que éramos inmortales.	*We thought we were immortal.*

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2. Changed Conditions, Reactions— Preterite

The preterite is used to depict changes in beliefs, conditions, or feelings in the past, typically as reactions to some events:

Me **gustó** la película que vimos anoche.	*I liked the movie we saw last night.*
Mi madre **tuvo** su tercer hijo en este hospital.	*My mother had her third child in this hospital.*
En ese instante, **creí** que me iba a desmayar.	*At that instant, I thought I was going to faint.*

IMPERFECT	PRETERITE
No implication of change, reaction or action, or time limitation	**To indicate a sudden change, a reaction, or time limitation**
Eran las dos de la tarde. *It was two o'clock.*	**De repente, fueron las dos de la tarde.** *Suddenly it was two o'clock in the afternoon.* (Here, the expression **de repente** is altering the standard way of seeing time.)
Jorge tenía catorce años. *Jorge was fourteen years old.*	**Jorge cumplió catorce años ese día.** *Jorge turned fourteen that day.* (NOTE: You do not use **tener** here.)
Mi madre creía en Dios. *My mother believed in God.*	**En ese instante creyó en Dios.** *In that instant, he believed in God.* (sudden conversion)
Hacía mucho frío ayer. *It was very cold yesterday.*	**Todo ese invierno hizo mucho frío**. *All that winter it was very cold.* (time limit: **Todo ese invierno**)
Había diez sillas en la clase. *There were ten chairs in the classroom.* (NOTE: These are objects, not events.)	**Hubo una tormenta, una huelga, una pelea, un incendio, etc.** *There was a storm, a strike, a fight, a fire, etc.* (events or actions)
Estaba en Río cuando ganó. *I was in Río when he won.*	**Estuve en España por dos años.** *I was in Spain for two years.* (time limit: **dos años**)

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3. Actions, Single or Consecutive—Preterite

The preterite is used to depict actions or events, single or consecutive:

Ayer **vimos** a Juan.	*Yesterday we saw Juan.*
Corrió diez millas.	*She ran ten miles.*
Se levantó, se bañó, desayunó, y **fue** al trabajo.	*She got up, bathed, ate breakfast, and went to work.*

One confusing point for many learners is the fact that it does not matter how long an action or event lasts—if it is a single event, it will be in the preterite:

Estudió los idiomas durante toda su vida.	*He studied languages all of his life.*

4. Habitual Actions or Events—Imperfect

Habitual actions are stated in the imperfect:

Mi hermano me **acompañaba** a la escuela.	*My brother used to accompany me to school.*

5. Habitual Actions Limited in Time, Repeated Actions—Preterite

Habitual actions limited in time or frequency are stated in the preterite:

Mi hermano me **acompañó** a la escuela durante seis años.	*My brother accompanied me to school for six years.*
Mi hermano me **acompañó** a la escuela tres veces.	*My brother accompanied me to school three times.*

6. Actions—Beginning, Middle, End

Actions can be perceived from a variety of angles, either at the beginning, middle, or end. The preterite is used for actions seen at their origin or at their end, or as begun and ended in the past; the imperfect is used for actions perceived in the middle, or in progress, with no vision of their beginning or their end.

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a. Preterite: Beginning and/or End

Beginning |———— - - - - - -

Empecé a trabajar a las tres. *I started to work at three.*

End - - - - - ————|

Trabajé hasta las cuatro de la tarde. *I worked until four in the afternoon.*

Estuve en México hasta la edad de veinte años. *I was in Mexico until the age of twenty.*

Beginning and end |————|

Trabajé desde las tres hasta las cuatro. *I worked from three to four.*

Estuve en España por dos meses. *I was in Spain for two months.*

b. Imperfect: Middle, in Progress, Interrupted

Middle - - - - - ———— - - - - - -

Cuando entré, las dos **hablaban** de sus clases. *When I entered, both were speaking about their classes.*

(I don't know when they began speaking; the action was in progress when I entered. The action of speaking could be seen as interrupted by the action of entering, which occurred at a specific point in time while the act of speaking was in progress.)

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7. Imperfect as Parallel to the Present

The imperfect is parallel to the present when it refers to actions that are ongoing, customary or future in relation to another point in time. Compare the examples in the following table:

PARALLELS BETWEEN IMPERFECT AND PRESENT	
IMPERFECT	**PRESENT**
1. Ongoing event in the past **Leía una novela**. *He read (was reading) a novel.*	1. Ongoing event in the present **Lee una novela**. *He reads (is reading) a novel.*
2. Customary event in the past **Siempre me despertaba al amanecer**. *I always woke up* (OR: *used to wake up, would wake up*) *at dawn.*	2. Customary event in the present **Siempre me despierto al amanecer**. *I always wake up at dawn.*
3. Future event from a point in the past **Salía en una hora**. *He was leaving in an hour.*	3. Future event from the present **Sale en una hora**. *He is leaving in an hour.*

8. Projected Actions/Indirect Discourse—Imperfect

In Spanish, the present tense can refer to an event that is projected in the future in relation to the context, but that has not yet occurred at the moment of speech:

Dice que **llega** pronto. *He says **he will arrive** soon.*

The imperfect serves as backshift of the present, and in contexts of indirect discourse, may refer to actions that are projected or planned (not yet finished):

Dijo que **llegaba** pronto. *He said **he would arrive** soon.*

The same logic applies to modal auxiliary **ir a** + *infinitive*, used to denote a near future. When shifted to the past, this expression is always in the imperfect:

Dicen que **va a** llover. *They say it's going to rain.*

Dijeron que **iba a** llover. *They said it was going to rain.*

(Note: when **ir a** is used in the preterite, it is no longer an auxiliary, but becomes the verb of action *to go*, as in: **Fuimos a** comer. *We went to eat.*)

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Disconcerting to many learners is the fact that the imperfect can be used to refer to an event that is projected beyond the actual present, to the future (see Chapter 6.K pages 252–258 for more information on the indirect discourse):

Dice que su vuelo **sale** mañana.	*He says his flight leaves tomorrow.*
Dijo que su vuelo **salía** mañana.	*He said his flight leaves tomorrow.*

9. *Would*—Contexts and Translations

In English, habitual actions can be expressed by using the auxiliaries *used to* or *would* before the verb, or simply the verb in the past; all of these can be translated by the imperfect in Spanish:

Cuando era niño, mis padres me **llevaban** al cine una vez por semana.	*When I was a child, my parents **would take** me* (OR: *used to take me*) *to the movies once a week.*

It must be noted that *would* has other uses in English for which the imperfect in Spanish cannot be used; one of them is the conditional, for which Spanish also uses the conditional:

Si fuera rico, me **compraría** una isla.	*If I were rich, I **would buy** an island.*

A third use of *would* is in the negative, *would not*, to indicate refusal. For this, Spanish could use the preterite of **querer:**

No quiso decirme el secreto, por más que yo insistiera.	*He **would not** tell me the secret, no matter how much I insisted.*

This is not to be confused with a negative of a habit (the context will indicate whether it was a habit or a refusal at one particular moment).

Mi hermano **no me decía** nunca nada triste.	*My brother **would** never **tell me** anything sad.*

10. Saber and conocer

The verbs **saber** and **conocer** change meaning when used in the preterite and the imperfect. Consider the following differences:

SABER

Imperfect—to know

Sabía español cuando era niño.	*He knew Spanish as a child.*

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Preterite—to find out, or become informed, or realize

Supo que ella había muerto. *He found out that she had died.*

CONOCER

Imperfect—to know

Conocíamos a los Gómez. *We knew the Gomezes.*

Preterite—to meet (for the first time, as in being introduced)

Conocí a Marta en la fiesta. *I met Marta at the party.*

(NOTE: To say *to meet* for someone you know already, when it means to get together with that person, use **encontrarse con.** See Chapter 8.B.16, page 294.)

11. Modal Auxiliaries in the Past

Modal auxiliaries **(acabar de**, **deber**, **ir a**, **poder**, **querer**, **tener que)** follow the same general principles as those indicated above for the preterite and imperfect, and often change meaning:

a. Acabar de + *infinitive* (See more on this verb in Chapter 8.B.1, pages 280–281.)

Imperfect—to have just done something

Acababa de comer cuando llegaste. *I had just eaten when you arrived.*

Preterite—to finish

Acabé de comer y me fui. *I finished eating and left.*

b. Deber + *infinitive*

Imperfect—to have an obligation, or be due (not completed)

Debíamos cenar juntos. *We were supposed to have dinner together.*

Debía tener el bebé esa semana. *She was due to have the baby that week.*

Preterite—should (not) have, ought (not) to (contrary to reality)

Debimos haber hablado de eso. *We should have spoken about that.*

No **debiste** haberme dicho. *You should not have told me.*

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c. Ir a + *infinitive*

Imperfect—to be about to (not completed)

Íbamos a cenar juntos.	*We were going to eat dinner together.*
Parecía que no **iba a** parar nunca.	*It seemed she was never going to stop.*

Preterite—to go (completed action)

Fuimos a trabajar.	*We went to work.*
No **fue** a practicar.	*He did not go to practice.*

(Note: when you want to say an event *was going to* happen, you should use the imperfect of **ir a.** Otherwise, if you use the preterite, the verb **ir a** takes on the meaning of *went to:* a verb of action, instead of an auxiliary.)

d. Poder + *infinitive*

Imperfect—to be able, can

Podían trabajar juntos.	*They could work together.*

Preterite—affirmative: to succeed, be able, manage; negative: to fail

Después de mucho esfuerzo, **pudieron** abrir la ventana.	*After a lot of effort, they succeeded in opening the window.*
No pudieron salir.	*They could not (failed to) get out.*

e. Querer + *infinitive*

Imperfect—to want

Queríamos viajar.	*We wanted to travel.*

Preterite—affirmative: to attempt, try; negative: to refuse to

Quiso escapar, pero no pudo.	*He tried to escape, but failed.*
No quiso ayudarme.	*He would not (refused to) help me.*

Note carefully this use of *would* in English, which is different from the habitual and the conditional.

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f. **Tener que** + *infinitive*

Imperfect—obligation not necessarily fulfilled

Tenía que trabajar, pero fui al cine.	*I had to work, but I went to the movies.*

Preterite—fulfilled obligation

Tuve que trabajar anoche.	*I had to work last night (and did).*

12. **Ser** in Sentences with Relative Clauses

The verb **ser,** typically used in the imperfect to depict a state in the past, behaves differently in sentences with relative pronouns, in which the identification of a subject is at stake. In such sentences, there are necessarily two verbs (one for the main clause, and one for the relative clause), and what normally determines the aspect of the verb **ser** in such contexts is the aspect of the other verb.

La que me **reconoció fue** Lupe.	*The one who recognized me was Lupe.*

In the above sentence, **fue Lupe** is the main clause, and **La que me reconoció** is the relative clause. The act of recognition, which was a single action viewed as finished in the past, is in the preterite. The verb **ser**, in the main clause, identifies the subject of the act of recognition, in the same aspect as the act (preterite).

Similarly, if the act of the relative clause is presented as ongoing or habitual, in the imperfect, the verb **ser** used to identify the subject of that action will be in the imperfect too:

El que siempre me **saludaba era** Jorge.	*The one who always used to greet me was Jorge.*

When the verb **ser** is not being used to identify the subject of the action of the relative clause, but rather to describe something about that subject, **ser** will be in the imperfect. This follows the norm for unchanging or uninterrupted description in the past, regardless of the aspect of the verb of the relative clause. Consider the following examples:

La que **me reconoció era** joven.	*The one who recognized me was young.*
El que siempre me **saludaba era** cortés.	*The one who always used to greet me was courteous.*

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13. The Preterite and the Present Perfect

The present perfect in English typically coincides with the uses of the present perfect in Spanish: both refer to actions that extend to the present, or relate to the present directly.

Ya **he visto** esa película.	*I have already seen that movie.*
No **he tomado** mis vitaminas en tres días.	*I haven't taken my vitamins for three days.*

There are, however, some cases in which the present perfect in Spanish does not translate into English as present perfect. Note, for example, that in some areas of Spain, actions that refer to a recent past are stated in the present perfect:

Esta mañana **me he levantado** a las seis.	*This morning I got up at six.*
Anoche **hemos ido** al cine.	*Last night we went to the movies.*

In Latin America and some regions of Spain, the preterite is preferred for the above actions:

Esta mañana **me levanté** a las seis.	*This morning I got up at six.*
Anoche **fuimos** al cine.	*Last night we went to the movies.*

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14. The Pluperfect

[To review the formation of the pluperfect indicative, see Chapter 5.A.2.d, page 158.]

When narrating or reporting something from the past, one of the actions often precedes the others. In such a case, the pluperfect is used. Pluperfect comes from "plus" which means "more," and "perfect" which means "completed." This is a verb aspect that is used to report actions that ended before the basic past timeline that the narrator is using.

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An extreme example of this would be to say that if an historian is telling the story of the Second World War, and wants to refer back to events in the First World War, (s)he would use the pluperfect. However, the distance between the two pasts does not have to be so great. It could be a matter of minutes; as long as there is a reference back to an action completed prior to the basic past timeline, the pluperfect would be used.

The use of the pluperfect exists in English as well, but is not used as frequently as it is in Spanish. Consider the following sentences:

El príncipe vio que a Cenicienta se le **había caído** un zapato al salir corriendo.	*The prince saw that one of Cinderella's shoes had fallen off while she was running away.*

The basic timeline here is the moment when the prince appeared on the scene outside the palace, after midnight. He ran outside to look for Cinderella, saw that she was gone, and noticed her shoe on the steps. He immediately assumed that her shoe had fallen off while she was running away. The loss of her shoe occurred prior to the prince seeing the shoe. Note that if we were narrating this tale in the present, you would have the following set of verbs (notice the tenses): the prince runs out, looks for Cinderella, sees she is gone, notices her shoe on the steps, and assumes it fell off while she was running away. The only past tense verb in this series is *fell*. Roughly speaking, you could say that the pluperfect is to the past what the preterite or present perfect is to the present.

Note that if the story is told from a different perspective, the tenses may change.

Mientras corría escaleras abajo, se le cayó un zapato. Después el príncipe lo encontró y lo usó para encontrar a la misteriosa desconocida.	*While she ran down the stairs, one of her shoes fell off. Later the prince found it and used it to find the mysterious stranger.*

The point of view for the preceding narration is different. Here Cinderella is seen first while (as) she is running away. She loses her shoe as she descends the stairs. The prince comes in afterwards and follows the timeline in a logical way. There is no referring back to prior events; there is no pluperfect.

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C. COMPOUND TENSES

1. Introduction

In the table that follows, the verbs in bold are what we call "compound tenses," because they are formed with more than one part. Notice that for the progressive form, **estar** is used with the present participle**.** For the perfect forms, **haber** is used as auxiliary with the past participle**.** Progressive perfect forms combine **estar** in the perfect form (conjugated auxiliary **haber** + **estado**) and the present participle of the verb being conjugated.

	MOOD	TENSE	NONPROGRESSIVE	PROGRESSIVE
SIMPLE	Indicative	Present	camino	**estoy caminando**
	Indicative	Future	caminaré	**estaré caminando**
	Indicative	Imperfect	caminaba	**estaba caminando**
	Indicative	Preterite	caminé	**estuve caminando**
	Conditional	Present	caminaría	**estaría caminando**
	Subjunctive	Present	camine	**esté caminando**
	Subjunctive	Imperfect	caminara	**estuviera caminando**
PERFECT	Indicative	Present Perfect	**he caminado**	**he estado caminando**
	Indicative	Future Perfect	**habré caminado**	**habré estado caminando**
	Indicative	Pluperfect	**había caminado**	**había estado caminando**
	Conditional	Perfect	**habría caminado**	**habría estado caminando**
	Subjunctive	Present Perfect	**haya caminado**	**haya estado caminando**
	Subjunctive	Pluperfect	**hubiera caminado**	**hubiera estado caminando**

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2. Perfect Tenses

As a rule, perfect tenses are used to focus on the completion of an action in relation to a particular point in time, present or past.

PERFECT TENSES			
Formation	**Auxiliary Haber**	**+**	**Past Participle**
Example	**Hemos**		**llegado.**
Translation	*We have*		*arrived.*

a. Present Perfect Indicative

[To review the formation of the present perfect indicative, see Chapter 5.A.2.c, page 158.]

This form is used to express completed events in relation to the present:

Hemos regresado del museo.	*We have returned from the museum.*
Todavía no **ha terminado** la guerra.	*The war still has not ended.*

b. Future Perfect

[To review the formation of the future perfect, see Chapter 5.A.3.b, page 160.]

This form is used to express a future event that will have been completed by a specific time or after another event in the future:

Habremos acabado para las cinco.	*We will have finished by five.*

The future perfect can also be found in contexts expressing probability, for actions that were probably completed in the past:

—¿Adónde crees que fue Roberto?	"*Where do you think Roberto went?*"
—No sé. **Habrá ido** a la peluquería.	"*I don't know. I guess he went to the barbershop.*"

c. Past Perfect (Pluperfect) Indicative

[To review the formation of the pluperfect indicative, see Chapter 5.A.2.d, page 158.]

This form is used to express an event prior to another one in the past:

Ya se **había apagado** el fuego cuando llegaron los bomberos.	*The fire had already gone out when the firemen arrived.*

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d. Conditional Perfect

[To review the formation of the conditional perfect, see Chapter 5.B.2, page 161.]

This form is used to express a future event in relation to another event in the past:

Todos pensaban que la guerra **habría terminado** para entonces.	*Everyone thought that the war would have ended by then.*

This form can also be found in probability structures, referring to an action in the past prior to another one in the past:

—¿Por qué piensas que esa estudiante se aburría en clase el semestre pasado?	"*Why do you think that student was bored in class last semester?*"
—No sé. Ya **habría leído** los mismos libros para otra clase.	"*I don't know. Maybe she had already read the same books for another class.*"

e. Present Perfect Subjunctive

[To review the formation of the present perfect subjunctive, see Chapter 5.C.3, page 166.]

This form describes an event that is completed in relation to the present:

Me sorprende que **hayan publicado** el secreto.	*It surprises me that they published the secret.*

f. Pluperfect Subjunctive

[To review the formation of the pluperfect subjunctive, see Chapter 5.C.4, page 167.]

This form describes an event that was completed before another one in the past:

Nos sorprendió que **hubiera cenado** antes de venir.	*It surprised us that he had eaten before coming.*

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3. Simple Progressive Tenses

a. Introduction

The progressive is used to express an ongoing action.

PROGRESSIVE TENSES			
Formation	**Auxiliary Estar**	**+**	**Present Participle**
Example	**Estamos est**		**udiando.**
Translation	*We are*		*studying.*

Exception: **Ir** and **venir** are never used in the progressive in Spanish.

Vamos a Ginebra.	*We're going to Geneva.*
Adivina quién viene a cenar.	*Guess who's coming to dinner.*

Spanish, unlike English, does not use the progressive for states or conditions. Compare the following sentences:

Llevaba una chaqueta de cuero.	*She was wearing a leather jacket.*
Tengo zapatos puestos.	*I'm wearing shoes.*
Estoy sentado.	*I'm sitting.*
Faltaban dos sillas.	*Two chairs were missing.*
Dime si se me ve el tirante.	*Tell me if my strap is showing.*

b. Present Progressive

This tense is formed with the present of **estar** and refers to ongoing actions in the present:

Estoy trabajando en este momento y no podré ayudarte.	*I'm working at this moment and won't be able to help you.*
Pronto comeremos; **están preparando** la cena.	*We will eat soon; they're preparing dinner.*

The present progressive is never used in Spanish to refer to the future, as it often is in English:

Mañana van a tumbar el árbol.	*Tomorrow they are going to cut down the tree.*

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c. Future Progressive

This tense is formed with the future of **estar** and refers to ongoing actions in the future:

Mañana, domingo, a las siete de la tarde, Asunción **estará jugando** al Sudoku. Lo sé porque siempre hace lo mismo.	*Tomorrow, Sunday, at seven in the evening, Asunción will be playing Sudoku. I know that because she always does the same thing.*

The future progressive is also used to express probability in the present:

—¿Qué hace Regina?	*"What is Regina doing?"*
—No lo sé. **Estará cortando el césped.**	*"I don't know. She must be mowing the lawn."*

d. Past Progressive

This tense is formed with the imperfect or preterite of **estar** and refers to an action that was ongoing in the past and is now completed:

Estaba pensando en Citlali cuando me llegó su mensaje electrónico.	*I was thinking about Citlali when her e-mail arrived.*
Jeannine **estuvo viajando** todo el verano.	*Jeannine was traveling all summer long.*

The past progressive in Spanish can never be used to refer to a future action in the past, as it can in English:

Iba a llover.	*It was going to rain.*

e. Conditional Present Progressive

This tense, formed with the present conditional of **estar,** refers to an ongoing action that is future (has yet to take place) in the past, a backshift from the future progressive (see section **c** above).

Cecilia me dijo que el día siguiente, domingo, a las siete de la tarde, se **estaría mudando.**	*Cecilia told me that the next day, Sunday, at seven in the evening, she would be moving.*

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The conditional progressive is also used to express probability for an ongoing action in the past:

—¿Por qué no fue Brisa a la fiesta anoche?	*"Why didn't Brisa go to the party last night?"*
—Quién sabe. **Estaría corrigiendo** exámenes.	*"Who knows. Maybe she was grading exams."*

f. Subjunctive Present Progressive

This tense is formed with the present subjunctive of **estar** and refers to an ongoing action in the present, colored by the subjunctive:

Temo que mi hijo no **se esté cuidando.**	*I fear that my son is not taking care of himself.*

g. Subjunctive Imperfect Progressive

This tense is formed with the imperfect subjunctive of **estar** and refers to an ongoing action in the past, colored by the subjunctive:

No podía creer que **estuvieran peleando** todavía.	*I could not believe they were still fighting.*

4. Perfect Progressive Tenses

a. Introduction

This combination serves to focus on the completion of an ongoing action in relation to another moment, present, past, or future.

PERFECT PROGRESSIVE TENSES					
Formation	**Auxiliary Haber**	**+**	**Past Participle Estar**	**+**	**Present Participle Main Verb**
Example	**Hemos estado**				**corriendo.**
Translation	*We have*		*been*		*running.*

b. Indicative Present Perfect Progressive

Mi madre **ha estado llamándome** todos los días.	*My mother has been calling me every day.*

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c. Indicative Future Perfect Progressive

Para cuando llegue, **habré estado manejando** durante doce horas sin parar.	*By the time I get there, I will have been driving for twelve hours nonstop.*

This form can also serve for probability, when referring to a completed ongoing action in the past:

—¿Por qué está tan cansada Ana?	*"Why is Ana so tired?"*
—No sé. **Habrá estado trabajando** toda la noche.	*"I don't know. She was probably working all night."*

d. Indicative Pluperfect Progressive

Cuando por fin me dejaron entrar, **había estado esperando** tres horas.	*When they finally let me in, I had been waiting for three hours.*

e. Conditional Perfect Progressive

La policía **habría estado vigilando** la casa si se lo hubieras pedido.	*The police would have been watching the house if you had asked them.*

This form can also be used for probability, when referring to a completed ongoing action in the past prior to another:

—¿Por qué crees que tardó tanto en abrir la puerta?	*"Why do you think he took so long to open the door?"*
—**Habría estado escondiendo** las pruebas.	*"He must have been hiding the evidence."*

f. Subjunctive Present Perfect Progressive

Use this form in a subordinate clause in which the main verb is in the present set and to refer to a completed ongoing action in the past:

Dudo que **haya estado haciendo** lo que decía.	*I doubt that he was doing what he said.*

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g. Subjunctive Pluperfect Progressive

Use this form in a subordinate clause to refer to a completed ongoing action at a particular time in the past, prior to another action also in the past:

Nos chocó que **hubieran estado usando** escucha electrónica sin consultar con nadie primero.	*It shocked us that they had been wiretapping without first consulting with anyone.*

5. Modal Auxiliaries

It should be noted that there are other auxiliaries in addition to **haber** and **estar,** each of which is used with a main verb and alters its value in one way or another. These are called modal auxiliaries. They can each exist as the main verb of a sentence and have a different meaning or weight. Among modal auxiliaries, the following are used with the present participle: **ir, venir;** the following are used with the infinitive: **ir a, tener que, poder, haber de, deber.** Some examples follow:

Vamos preparándonos poco a poco.	*We are preparing ourselves little by little.*
Vengo planeando esto desde hace ya varios años.	*I have been planning this for several years now.*
Van a darme la respuesta mañana.	*They are going to give me the answer tomorrow.*
Ustedes **tienen que** decirnos la verdad.	*You have to tell us the truth.*
Tuve que llamar a casa.	*I needed to call home.* (Note that to translate *I needed to do something* or *I had to do something* you would use **tuve que** and not **necesité. Necesitar** is not used in the preterite as a modal auxiliary.)
No **podemos** nadar.	*We can't swim.*
Han de saber la verdad.	*They must* know the truth. (*probability)*
Deberías comer más.	*You should eat more.*

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D. WAYS OF EXPRESSING THE FUTURE

[To review the formation of the future, see Chapter 5.A.3, pages 159–160.]

The future in Spanish can be expressed with the simple future:

Mañana **iremos** al cine.	*Tomorrow we will go to the movies.*

It can also be expressed with the present of **ir** + **a** + *infinitive*:

Mañana **vamos a ir** al cine.	*Tomorrow we are going to go to the movies.*

It can also be expressed with the present tense:

Mañana **vamos** al cine.	*Tomorrow we are going to the movies.*

NOTE: The future cannot be expressed in Spanish with the progressive, as it can in English. This is a very common error that should be avoided. Note carefully in the following sentence how the progressive future in English is translated into Spanish:

Esta tarde **vamos a comer** (OR: **comemos**) aquí.	*This afternoon we are eating here.*

Remember that the progressive in Spanish can only be used for actions that are occurring at the moment. **Estamos comiendo** can only refer to the ongoing action of eating, now, in the present. Notice that the following context is not future, and, for that reason, can be translated with the progressive:

No puede venir al teléfono ahora: **está comiendo.**	*He cannot come to the phone now: he is eating.*

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E. CONDITIONAL

[To review the formation of the conditional, see Chapter 5.B, pages 160–161.]

1. Introduction

The conditional is used to express the following:

- Courtesy with conditional of modal auxiliaries
- Hypothetical situations with or without condition expressed with **si**
- Future of the past
- Probability in the past

2. Courtesy with Conditional of Modal Auxiliaries

This is merely a softening of the indicative, as in English; the difference between *can you* and *could you*, *must not* and *should not*, *I want* and *I would like*, etc.

¿**Podría** Ud. ayudarme, por favor?	*Could you help me, please?*
No **deberías** decir eso.	*You should not say that.*

Note that the verb **querer** tends to be used in the imperfect subjunctive rather than the conditional to express courtesy:

Quisiera que me ayudaras.	*I would like you to help me.*

3. Hypothetical Situations with or without Condition Expressed with si

[See Chapter 6.G.6, pages 228–230, on si ("if") clauses.]

En esa situación, yo **tendría** mucho miedo.	*In that situation, I would be very frightened.*
Yo en tu lugar no le **pagaría** por grosero.	*If I were you I would not pay him because he was rude.*
Si me atreviera, **saltaría** en paracaídas.	*If I dared, I would skydive.*

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4. Future of the Past

[See Chapter 6.K, pages 252–258, on indirect discourse.]

Se anunció que para esta noche **se sabría** su identidad.	*They announced that by tonight his identity would be known.*

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5. Probability in the Past

[See Chapter 6.F, pages 201–203, on probability.]

¿Dónde **estaría** el enemigo?	*I wonder where the enemy was?*
¿Dónde se **habría** escondido?	*Where could he have hidden?*

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F. PROBABILITY

[To review the formation of the tenses in this section, see Chapter 5.A.3, pages 159–160, on simple future and future perfect, and Chapter 5.B, pages 160–161, on present conditional and conditional perfect.]

English has many ways of expressing probability. Here is a list of some of the many possibilities of expressing doubt with the question *Who is it?*

I wonder who it is.	*Who do you suppose it is?*
Who can it be?	*Who do you think it is?*
Who in the world is it?	

Spanish uses a variety of tenses to express probability.

The future is used to express probability in the present.

¿Quién **será**?

(All of the variations of the English above would be translated like this.)

The future progressive form is frequently used with verbs of action.

¿Qué **estarán haciendo**?	*I wonder what they are doing.*

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The future perfect is used to express probability in the preterite or the present perfect.

Habrá ido al cine. — *He probably went to the movies.*
I guess he went to the movies.
He has probably gone to the movies.
I suppose he went . . . etc.

The conditional present is used to express probability in the imperfect aspect of the past.

Estaría en el cine. — *He probably was at the movies.*
He must have been at the movies.
I guess he was . . . etc.

The conditional progressive form is used for probability with verbs of action.

Estaría bañándose. — *He was probably bathing.*

The conditional perfect is used to express probability in the pluperfect.

Habría salido temprano. — *He probably had gone out early.*
He must have gone out early.
I guess he went out . . . etc.

The following parallel columns show how probability is expressed in Spanish. On the left, the sentences are formed with the adverb **probablemente** and the standard form of the verb, whereas the column to the right gives you the altered verb tense that expresses probability without the need for the adverb.

EXPRESSIONS OF PROBABILITY		
STANDARD	**PROBABILITY**	**TRANSLATION**
Probablemente está en casa.	**Estará en casa.**	*He must be home.*
Probablemente está bañándose.	**Estará bañándose.**	*He must be bathing.*
Probablemente estaba en casa.	**Estaría en casa.**	*He must have been home.*
Probablemente estaba comiendo.	**Estaría comiendo.**	*He must have been eating.*
Probablemente murió.	**Habrá muerto.**	*He must have died.*
Probablemente lo ha visto.	**Lo habrá visto.**	*He must have seen it.*
Probablemente había regresado.	**Habría regresado.**	*He must have returned.*

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In English, the first sentence in the preceding chart could also be: *He's probably at home*, *I guess he's at home*, *I suppose he's at home*, etc. Each sentence in the chart could thus have a variety of translations in English.

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G. SUBJUNCTIVE

[To review the formation of the tenses of the subjunctive, see Chapter 5.C, pages 162–167.]

1. Introduction

The subjunctive is used in subordinate clauses and in some independent clauses introduced by **ojalá, quizá(s),** and **tal vez.**

Ojalá que se logre la paz.	*I hope peace will be achieved.*
Quizá pase este año.	*Maybe it will happen this year.*
Tal vez sea muy tarde.	*Maybe it's too late.*

The primary use of the subjunctive is in subordinate clauses. There are three types of subordinate clauses in which the subjunctive might be necessary.

- Nominal
- Adjectival
- Adverbial

Each type of clause has its own set of rules to determine whether or not you need to use the subjunctive. Therefore, you need to be able to recognize the three types.

2. Nominal Clauses

a. Definition and Usage

Definition: A nominal clause is one that has the same function as a noun would (i.e., it may be the subject of the main verb or its direct object).

Quiero **pan.**	*I want bread.*
Quiero **que me ayudes.**	*I want you to help me.*

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Both **pan** and **que me ayudes** have the same function in the sentence, that of direct object of the main verb; **que me ayudes** is called a nominal clause because it behaves like a noun. In the sentence **Me gusta que canten** the subordinate clause is the subject of the main verb.

Use of the subjunctive: What determines whether or not you need to use the subjunctive in the nominal clause is the verb of the main clause. If this verb indicates fact or truth, the subordinate clause will be in the indicative. This would be the case for such verbs as *to see*, *to notice*, *to observe*, *to be clear*, *to be obvious*, *to be true*.

Es obvio que no me entiendes.	*It's obvious that you don't understand me.*
Es cierto que viajé a Rusia.	*It's true that I traveled to Russia.*
Veo que tienes bastante dinero.	*I see you have enough money.*
Me fijé que era hora de irnos.	*I noticed it was time to leave.*

However, if the verb of the main clause indicates anything other than a mere statement of fact, such as emotion, doubt, desire, approval, feeling, volition, influence, etc., the verb of the nominal clause must be in the subjunctive:

Me encanta que **vengan.**	*I am delighted that they are coming.*
Dudo que ellos **puedan** hacerlo.	*I doubt that they can do it.*
Quiero que me **des** un beso.	*I want you to give me a kiss.*
Me gusta que **participen** mucho.	*I like them to participate often.*

Parecer, creer, and **pensar** in the negative or interrogative take the subjunctive only when there is doubt in the mind of the speaker. Also, **parecer** followed by an adjective takes the subjunctive:

Parece que **va** a llover.	*It seems like it's going to rain.*
No parece que **vaya** a llover.	*It doesn't seem like it's going to rain.*
¿Parecía que **fuera** culpable?	*Did he seem guilty?*
Parece **increíble** que **hagan** eso.	*It seems incredible that they do that.*
Creo que **puede** hacerlo.	*I believe he can do it.*
No creo que **pueda** hacerlo.	*I don't believe he can do it.*
¿Crees que **pueda** hacerlo?	*Do you think he can do it?*
Pienso que **vendrá.**	*I think he will come.*
No pienso que **venga.**	*I don't think he will come.*

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Sentir will change meaning if followed by the subjunctive:

Siento que **voy** a estornudar.	*I feel like I am going to sneeze.*
Siento que **estés** enferma.	*I am sorry that you are ill.*

b. Subjunctive after Expressions of Emotion

If the main clause contains a verb or an expression of emotion, this affects the verb of the subordinate clause. In this case, the subjunctive must be used, whether or not the action of the subordinate has occurred or will occur:

Estás aquí.	*You are here.*
Sé que **estás** aquí.	*I know you are here.*
Me alegro de que **estés** aquí.	*I am glad you are here.*

Following is a list of commonly used verbs of emotion:

esperar *to hope*	Espero que lo encuentren. *I hope they find him.*
lamentar *to regret*	Lamento que te hayan engañado. *I regret that they deceived you.*
sentir *to be sorry, regret*	Siento que no puedas entrar al país. *I am sorry you can't get into the country.*
temer *to fear*	Temo que sea muy tarde. *I fear it's too late.*
tener miedo *to be afraid*	Tengo miedo de que haya una bomba. *I am afraid there will be a bomb.*

Reflexive verbs:

alegrarse de *to be happy, glad*	Me alegro de que hayan llegado a un acuerdo. *I am glad they have arrived at an agreement.*
avergonzarse de *to be ashamed*	Se avergüenza de que sus hijos no usen ropa tradicional. *He is ashamed that his children don't wear traditional clothing.*

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Verbs like gustar:

encantarle a uno *to delight, "love"* (not romantic)	Me encanta que toques el piano. *I'm delighted that you play the piano.* Nos encantaría que vinieran. *We would love you to come.*
enojarle a uno *to anger, make angry, be angry*	Nos enoja que nos griten. *It makes us angry that they yell at us.* *We are angry that they yell at us.*
gustarle a uno *to please, like*	Le gusta que ganen. *It pleases him that they win.* *He likes them to win.*
molestarle a uno *to annoy, be annoyed*	¿Te molesta que haga ruido? *Does it annoy you that I make noise?*
sorprenderle a uno *to surprise, be surprised*	Les sorprende que seamos malabaristas. *They are surprised that we are jugglers.*

Use of the infinitive in the subordinate clause: For verbs of emotion, if the subject is the same in both clauses, use an infinitive for the second verb.

Sentimos no **poder** ir a la fiesta.	*We're sorry we can't go to the party.*
Me alegro de **ver**te.	*I am glad to see you.*
Adela odia **comer** fuera.	*Adela hates to eat out.*

For verbs like **gustar,** if the indirect object of the verb like **gustar** is the same as the subject of the second verb, use an infinitive for the second verb:

Me encantó **bailar** contigo.	*I loved dancing with you.*
Me gustó **visitar** a mis abuelos.	*I enjoyed visiting my grandparents.*

c. Subjunctive after Expressions of Volition and Influence

If the main clause contains a verb or an expression of volition or influence, the subjunctive must be used in the subordinate clause:

Quiero que **cantes** conmigo.	*I want you to sing with me.*

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Commonly used verbs of volition:

desear *to want*	¿Desea que le traiga algo de beber? *Do you want me to bring you something to drink?*
empeñarse en *to insist*	Se empeña en que la respeten. *She insists that they respect her.*
insistir en *to insist on*	Insistieron en que les pagáramos. *They insisted on our paying them.*
necesitar *to need*	Necesito que me escuches. *I need you to listen to me.*
oponerse a *to object to*	Se oponía a que le abrieran la maleta. *He objected to their opening his suitcase.*
preferir *to prefer*	Prefiero que me hables en español. *I prefer that you speak to me in Spanish.*
querer *to want*	Queremos que llegue la primavera. *We want spring to arrive.*

Use of the infinitive in the subordinate clause: For verbs of volition, if the subject is the same in both clauses, use an infinitive in the subordinate clause:

Deseamos **ir** solos.	*We want to go alone.*
Se empeña en **gritar.**	*He insists on yelling.*
Insisto en **llamar** primero.	*I insist on calling first.*
Necesitas **tomar** vitaminas.	*You need to take vitamins.*
Me opongo a **votar** por él.	*I refuse (object) to vote for him.*
Prefieren **viajar** en barco.	*They prefer to travel by ship.*
Quiero **dar**te un recuerdo.	*I want to give you a souvenir.*

Verbs of communication such as **decir** and **escribir** may be followed by the indicative or the subjunctive; if they are used with the subjunctive, they imply a command:

Dijo que quería irse.	*He said he wanted to leave.*
Me dijo que me fuera.	*He told me to leave.*

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Verbs of influence commonly used with direct objects:

dejar*	Dejé que pasara.
to let, allow	*I let him in.*
hacer*	Hizo que soltaran las armas.
to make	*He made them drop their weapons.*
invitar a*	La invito a que cene con nosotros.
to invite	*I invite you to eat dinner with us.*
obligar a*	Los obliga a que hablen.
to force	*He forces them to talk.*

Verbs of influence commonly used with indirect objects:

aconsejar	Le aconsejo que se calle.
to advise	*I advise you to be quiet.*
advertir	Les advierto que presten atención.
to warn	*I warn you to pay attention.*
convencer	Convenció a su tía para que la acompañara.
to convince	*She convinced her aunt to go with her.*
exigir	Exigen que liberen a los presos políticos.
to demand	*They demand that they free the political prisoners.*
impedir*	Impidieron que pasara la frontera.
to prevent	*They prevented him from crossing the border.*
mandar*	Mandó que nadie dijera nada.
to order	*He ordered that nobody say anything.*
pedir	Nos pide que tengamos paciencia.
to ask	*He asks us to be patient.*
permitir*	Le permiten que regrese tarde.
to allow	*They allow him to return late.*
persuadir a	Me persuadieron a que pronunciara el brindis.
to persuade	*They persuaded me to give the toast.*
prohibir*	Te prohíbo que salgas con ellos.
to forbid	*I forbid you from going out with them.*

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recomendar* *to recommend*	Nos recomiendan que tomemos aspirina. *They recommend that we take aspirin.*
rogar *to beg*	Le ruego que me disculpe. *I beg you to forgive me.*
sugerir *to suggest*	Sugieren que nos quedemos aquí. *They suggest that we stay here.*

***Dejar, hacer, invitar a, obligar a, impedir, prohibir, recomendar, mandar,** and **permitir** are commonly used with infinitives, even if there is a change of subject, and with direct or indirect object pronouns: **Lo dejé pagar. Las hizo limpiar su cuarto. Te mandó callarte. Le permiten regresar tarde.** (See Chapter 6.H, pages 234–237, on the infinitive.)

Impersonal expressions:

bastar *to be enough*	Basta que me lo pidas. *It's enough that you ask me for it.*
convenir *to be suitable, a good idea*	Conviene que te prepares con antelación. *It's a good idea that you prepare in advance.*
importar *to matter*	No importa que no tengas los medios. *It doesn't matter that you don't have the means.*
más valer *to be better*	Más vale que me pague pronto. *He had better pay me soon.*

d. Subjunctive after Expressions of Doubt and Negation of Reality

If the main clause contains a verb or an expression of doubt, or a negation of reality, the subjunctive must be used in the subordinate clause:

Dudo que sea verdad.	*I doubt that it's true.*
Niega que él lo haya visto.	*She denies that he saw it.*

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Commonly used verbs of doubt and negation of reality:

dudar *to doubt*	Dudo que el usuario haga copias digitales. *I doubt that the user will make digital copies.*
negar *to deny*	Negó que fuera verdad. *He denied that it was true.*
puede ser *it may be*	Puede ser que llueva hoy. *It may be that it will (it might) rain today.*
no creer *not to believe*	No creo que el avión pueda despegar a tiempo. *I don't believe that the plane will be able to take off on time.*
no decir *not to say*	No digo que seas culpable. *I don't say that you are guilty.*
no pensar *not to think*	No piensa que tú le creas. *He doesn't think you believe him.*
no ser *not to be*	No es que no quiera, es que no puedo. *It isn't that I don't want to, it's that I can't.*
no significar *not to mean*	Eso no significa que no te quiera. *That doesn't mean that he doesn't love you.*

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e. Subjunctive after Impersonal Expressions with **ser**

If the main clause contains an impersonal expression with **ser** + *adjective* or *noun*, and the adjective or noun denotes anything but truth or certainty, the subjunctive must be used in the subordinate clause.

Indicative:

Es verdad que se **fue** temprano.	*It's true that he left early.*
Es cierto que **hace** frío.	*It's true that it's cold.*

Subjunctive:

Es posible que **pueda** hacerlo.	*It's possible that he can do it.*
No es cierto que lo **haya visto.**	*It isn't true that he saw it.*

Commonly used impersonal expressions taking the subjunctive:

(ser) bueno *(to be) good*	Es bueno que sepas hacerlo sola. *It's good you know how to do it alone.*
malo *bad*	Fue malo que se lo dijeras. *It was bad for you to tell him.*
mejor *better*	Es mejor que nos vayamos temprano. *It's better that we leave early.*
curioso *curious, odd*	Es curioso que no haya correo. *It's odd that there is no mail.*
extraño *strange*	Fue extraño que se estrellara contra esa pared. *It was strange that he crashed into that wall.*
fantástico *fantastic*	Es fantástico que puedas venir. *It's fantastic that you can come.*
raro *strange, odd*	Es raro que no haga frío. *It's strange that it isn't cold.*
triste *sad*	Es triste que se haya complicado tanto la situación. *It's sad that the situation has gotten so complicated.*
deseable *desirable*	Es deseable que pague al contado. *It's desirable that you pay cash.*

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importante *important*	Es importante que apoyemos a los que tienen una minusvalía. *It's important that we support those who have a handicap.*
necesario *necessary*	Es necesario que estudies más. *It's necessary that you study more.*
difícil *unlikely*	Es difícil que llegue a tiempo con esta tormenta. *It's unlikely that she will arrive on time with this storm.*
fácil *likely*	Es fácil que venga hoy el convoy de la OTAN. *It's likely that the NATO convoy will come today.*
imposible *impossible*	Es imposible que se lo haya dicho. *It's impossible that she told him.*
posible *possible*	Es posible que haya sido un atentado suicida. *It's possible that it was a suicide attempt.*
probable *probable*	Es probable que haya una inundación. *It's probable that there will be a flood.*
(una) lástima *a pity*	Es una lástima que rechazara ser nuestro portavoz. *It's a pity that he didn't agree to be our spokesperson.*
(una) maravilla *a wonder*	Es una maravilla que el terremoto no los afectara. *It's a wonder that the earthquake didn't affect them.*
(una) pena *a pity*	Es una pena que no hagan caso al alto el fuego. *It's a pity that they don't respect the cease-fire.*

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Notice that these expressions parallel the categories of verbs of emotion, volition, influence, and doubt or uncertainty. All impersonal expressions take the subjunctive, except those that denote absolute certainty:

Es evidente, obvio, cierto, claro, etc.

Ejercicios 6.32–6.39, páginas 477–480;
Ejercicio de repaso 6.40, página 480

3. Adjectival Clauses

a. Definition

An adjectival clause is one that modifies a noun as an adjective would.

Quiero leer una novela **divertida.**	*I want to read a fun novel.*
Quiero leer la novela **que me regalaste.**	*I want to read the novel you gave me.*
Quiero leer una novela **que me haga reír.**	*I want to read a novel that will make me laugh.*

b. Usage

Notice that **que** in the above sentences is a relative pronoun (see Chapter 3.G, pages 92–98) and not a conjunction, as is the case in nominal clauses. The antecedent of the relative pronoun is **novela.** To determine whether or not to use the subjunctive in an adjectival or relative clause, you must find the antecedent and see whether it is within the context of the main clause. You will only use the subjunctive if the antecedent is nonexistent, or if its existence is unknown or uncertain.

Tengo una casa que **tiene** dos pisos.	*I have a house that has two floors.*
Quiero una casa que **tenga** dos pisos.	*I want a house that has two floors.*

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Notice that in the first sentence above, the fact that *I have a house* means that the house exists. Thus, you must use the indicative in the subordinate clause. However, in the second sentence, the house I want has not been found, so I do not know if it exists. For this reason, the verb of the subordinate must be in the subjunctive. Compare the following sentences:

Conozco a una mujer que **es** ingeniera.	*I know a woman who is an engineer.* (existent)
No conozco a nadie que **sea** brasileño.	*I don't know anyone who is Brazilian.* (existence unknown)
Hay alguien aquí que **está fumando** una pipa.	*There is someone here who is smoking a pipe.* (existent)
¿Hay alguien aquí que **sea** doctor?	*Is there someone here who is a doctor?* (existence unknown)

Lo que is followed by the subjunctive when the implied antecedent is totally unknown and the implication is *whatever it might be.* If the antecedent is known by the speaker, the indicative is used.

Haré lo que me digas.	*I'll do what (whatever) you tell me to do.*
Haré lo que me dijiste.	*I'll do (specifically) what you told me to do.*

NOTE: When a long adjectival clause complements the subject of the main verb, English places the subject plus its clause first, but Spanish would tend to place it last:

Esta mañana llamó **[el reportero al que querías entrevistar sobre el artículo]**.	*[The reporter (whom) you wanted to interview about the article] called this morning.*

In the preceding sentence, the reporter is the subject of the main verb *called*.

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Learn more about **Subjunctive in Adjective Clauses** at http://ilrn.heinle.com/.

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4. Adverbial Clauses

a. Definition

An adverbial clause is one that modifies the verb in the main clause in the same manner as an adverb would, by indicating how, when, for what purposes, or under what circumstances the action of the main clause takes place.

Salió **rápidamente.**	*He left quickly.*
Salió **tan pronto como pudo.**	*He left as soon as he could.*

b. Usage

Use of the subjunctive: If the action of the subordinate clause has not been accomplished at the time indicated in the main verb, the subjunctive is used. This rule permits us to subdivide conjunctions into two categories, according to their meanings. Some conjunctions, such as **para que** and **antes de que,** will always introduce actions that have not yet taken place at the time of the main clause:

Lo hago para que tú no tengas que hacerlo.	*I'm doing it so that you won't have to.*
Vino antes de que lo llamáramos.	*He came before we called him.*

Other conjunctions, such as **cuando,** can refer to situations that already occurred or that have not yet occurred. If they refer to a situation that already took place, the verb of the subordinate clause will be in the indicative; if not, it will be in the subjunctive.

Mi perro viene cuando lo llamo.	*My dog comes when I call him.*
Mi perro vendrá cuando lo llame.	*My dog will come when I call him.*

Some conjunctions take the indicative and not the subjunctive because they generally refer to situations that already occurred: **así que, porque,** and **desde que** are some examples:

La obra me aburrió, así que me fui temprano.	*The play bored me, so I left early.*
Se lo regalé a Luis porque él me lo pidió.	*I gave it to Luis because he asked me for it.*
No lo he visto desde que se graduó.	*I haven't seen him since he graduated.*

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Following is a table of conjunctions that take the subjunctive, either always or occasionally. See examples of usage on pages 217–218.

ALWAYS SUBJUNCTIVE	OCCASIONALLY SUBJUNCTIVE
a fin de que	**mientras**
salvo que	**apenas**
a no ser que	**cuando**
en caso de que	**hasta que**
sin que	**en cuanto**
con tal de que	**tan pronto como**
a menos que	**aunque**
para que	**después de que**
antes de que	**a pesar de que**

When the subject of the main verb is the same as the subject of the subordinate verb, some of these conjunctions change into prepositions.

Obligatory change:

antes de que → antes de	Antes de salir, me puse el abrigo. *Before going out, I put on my coat.*
para que → para	Para preparar esto, necesitas dos huevos. *To prepare this, you need two eggs.*
sin que → sin	Se fue sin despedirse. *He left without saying good-bye.*
después de que → después de	Después de cenar, jugaron a la baraja. *After eating dinner, they played cards.*

Optional change:

hasta que → hasta	No se irá hasta haberse acabado la comida. (OR: No se irá hasta que se acabe la comida.) *He won't leave until he has finished his food.*

The conjunctions in the chart on the following page always take the subjunctive, or the infinitive if the subject is the same for both the main verb and the subordinate; however, they would never be followed by the indicative.

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CONJUNCTION	MEANING	EXAMPLES
para que **a fin de que**	*so that*	SUBJUNCTIVE: **Preparé la comida para que la <u>comieras</u>.** *I prepared the food so that you would eat it.* INFINITIVE (same subject for both verbs): **para que → para** **a fin de que → a fin de** **Se vistió para <u>salir</u>.** *He got dressed to go out.* **Estudia a fin de <u>mejorarte</u>.** *Study to improve yourself.*
a menos que **salvo que** **a no ser que**	*unless*	SUBJUNCTIVE: **Iremos al parque a menos que <u>llueva</u>.** *We will go to the park unless it rains.*
antes de que	*before*	SUBJUNCTIVE: **Lo preparé todo antes de que <u>llegaran</u> los invitados.** *I prepared everything before the guests arrived.* INFINITIVE: **antes de que → antes de** **Se despidió antes de <u>irse</u>.** *He said good-bye before leaving.*
con tal de que **con tal que**	*provided (that)*	SUBJUNCTIVE: **Haré la cena con tal de que tú <u>laves</u> los platos.** *I'll make dinner provided that you wash the dishes.* INFINITIVE: **con tal de que → con tal de** **Iré al cine con tal de <u>poder</u> ir con ustedes.** *I'll go to the movies provided that I can go with you.*
sin que	*without*	SUBJUNCTIVE: **Salí sin que ellos me <u>oyeran</u>.** *I left without their hearing me.* INFINITIVE: **sin que → sin** **Salí sin <u>hacer</u> ruido.** *I left without making any noise.*
en caso de que	*in case (that)*	SUBJUNCTIVE: **Traje abrigo en caso de que <u>hiciera</u> frío.** *I brought a coat in case it was cold.*

The conjunctions in the chart on the following page take the subjunctive only when the situation referred to has not been experienced or if there is an implication of the future in the main clause.

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CONJUNCTION	MEANING	EXAMPLES
cuando	*when*	SUBJUNCTIVE: **Vendré cuando <u>pueda</u>.** *I'll come when I can.* (whenever that might be) INDICATIVE: Vino cuando **<u>pudo</u>.** *He came when he could.*
apenas **en cuanto** **tan pronto como**	*as soon as*	SUBJUNCTIVE: **Vendré en cuanto <u>pueda</u>.** *I'll come as soon as I can.* INDICATIVE: **Vino en cuanto <u>pudo</u>.** *He came as soon as he could.*
aunque **a pesar de que** **aun cuando**	*even though* (subj.) *although* (indic.)	SUBJUNCTIVE: **Vendrá aunque no lo <u>invites</u>.** *He will come even though you don't invite him.* INDICATIVE: **Vino aunque no lo <u>invitaste</u>.** *He came although you did not invite him.*
después de que	*after*	SUBJUNCTIVE: **Llegaré después de que tú te <u>hayas ido</u>.** *I'll arrive after you have left.* INDICATIVE: **Llegó después de que tú te <u>fuiste</u>.** *He arrived after you had left.* INFINITIVE: **después de que → después de** **Llamó después de <u>irse</u>.** *He called after leaving.*
mientras	*provided (that), as long as* (subj.) *while* (indic.)	SUBJUNCTIVE: **Mientras no <u>digas</u> la verdad, no te escucharé.** *As long as you don't tell the truth, I will not listen to you.* INDICATIVE: **Yo miraba la televisión mientras ella <u>trabajaba</u>.** *I watched TV while she worked.*
hasta que	*until*	SUBJUNCTIVE: **No me iré hasta que me <u>digas</u> tu secreto.** *I will not leave until you tell me your secret.* INDICATIVE: **No me fui hasta que me <u>dijo</u> su secreto.** *I did not leave until he told me his secret.* INFINITIVE: **hasta que → hasta** **No me iré hasta <u>saber</u> la verdad.** *I will not leave until I know the truth.*

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5. Sequence of Tenses

a. Introduction

The relationship between the action of the main clause and that of the subordinate clause will determine which tenses you may use. We will present three perspectives; in general, the first is more applicable than the other two, which relate to specific formats only.

- Chronological relativity
- Aspect relativity
- Tense relativity from indicative to subjunctive

b. Chronological Relativity

The first perspective we will present is the one that uses one basic concept for all combinations: the relativity of occurrence of the actions in the sentence.
The first question would be: What is the tense of the verb of the main clause? There are two general subdivisions of tenses for the verb of the main clause:

- The present set (present, present perfect, future, or imperative)
- The past set (imperfect, preterite, pluperfect, conditional present, or conditional perfect)

The next question is: When did the action of the subordinate clause occur in relation to the action of the verb of the main clause? After? At the same time? Before? Before another action in the past? We will name the four relationships as follows:

- Subsequent
- Simultaneous
- Prior
- Prior to prior

The last question is: Which tense of the subjunctive must be used? There are four tenses of the subjunctive:

- Present
- Present perfect
- Imperfect
- Pluperfect

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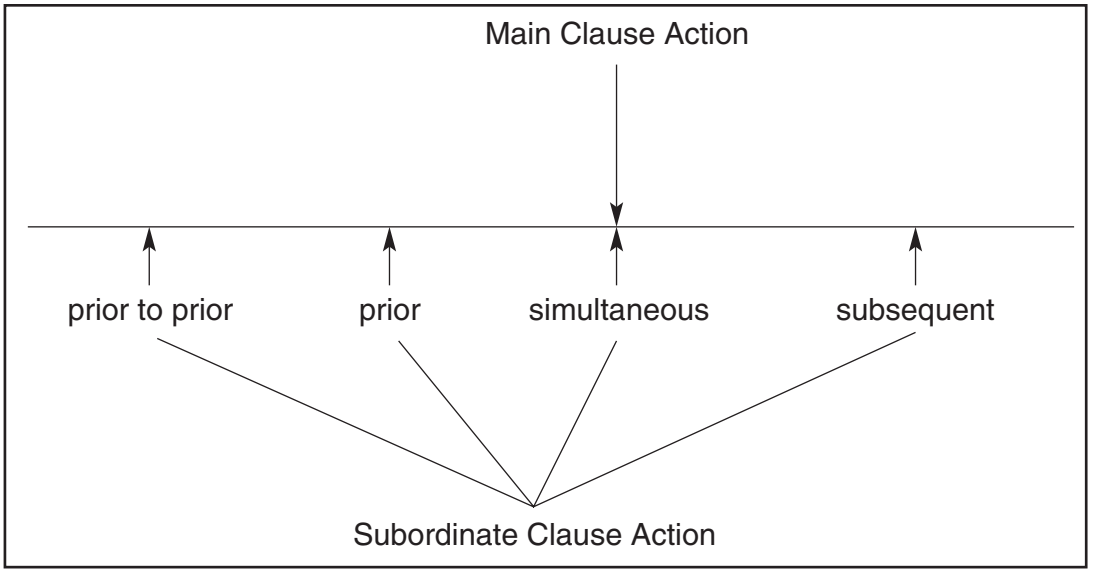

The following sentences might serve as examples of cases in which the main clause action and the subordinate clause action are simultaneous:

Both actions present:

No **creo** que **esté** lloviendo en este momento.	*I don't think it's raining at this moment.*

Both actions past:

Me **molestaba** que me **mirara** de esa manera.	*It bothered me that he would look at me that way.*

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The following chart indicates which tense could be used for each situation:

MAIN VERB TENSE	CHRONOLOGICAL RELATIVITY OF SUBORDINATE TO MAIN	SUBORDINATE CLAUSE: TENSES OF THE SUBJUNCTIVE	EXAMPLES	REF. #
Present set	1. Subsequent OR: 2. Simultaneous	a. Present	**Dudo que llueva mañana.** **Dudo que esté enfermo.**	1a 2a
	3. Prior	b. Present perfect c. Imperfect	**Dudo que ya haya comido.** **Dudo que estuviera verde.**	3b 3c
	4. Prior to another prior action	d. Pluperfect	**Me sorprende que no hubiera llamado antes de venir.**	4d
Past set	1. Subsequent OR: 2. Simultaneous	c. Imperfect	**Dudaba que se acabara pronto la conferencia.** **Dudaba que estuviera enfermo.**	1c 2c
	3. Prior	d. Pluperfect	**Dudaba que hubiera dicho esa mentira.**	3d

Please note that the present and present perfect subjunctive cannot be used in sentences in which the main clause is in the past set.

Explanation and further contextualization of the examples in the table:

1a. Dudo que **llueva** mañana. *I doubt (now) that it **will rain** tomorrow.*

The act of raining is subsequent to the moment of doubt; I am having doubt now, the rain has not yet occurred.

2a. Dudo que **esté** enfermo. *I doubt (now) that he **is** ill (now).*

The (possible) illness and my doubt are happening simultaneously.

3b. Dudo que ya **haya comido.** *I doubt (now) that he **has eaten*** (OR: *ate*) *already.*

I have doubts about whether he has eaten already. Has he already eaten? Did he eat already? I doubt it.

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3c. Dudo que **estuviera** verde. *I doubt (now) that it **was** green (yesterday).*

I was just told that the apple I ate yesterday was green and that is what caused my stomachache. I doubt now that the apple was green (or unripe). I think my stomachache was due to something else.

4d. Me sorprende que no **hubiera llamado** antes de venir. *I'm surprised that **he had not called** before he came.*

Yesterday, David came to visit me. He did not call before coming. Now that I think about it, it surprises me that he had not called before coming.

1c. Dudaba que se **acabara** pronto la conferencia. *I doubted that the lecture **would end** soon.*

I was having doubts (during the lecture) that the lecture was going to end soon.

2c. Dudaba que **estuviera** enfermo. *I doubted that he **was** ill.*

I was at a party, and a friend of mine arrived and told me that my roommate could not come because he was sick. I doubted at that moment that my roommate was sick at that moment. The two actions are simultaneous.

3d. Dudaba que **hubiera dicho** esa mentira. *I doubted that he **had told** that lie.*

I was told yesterday that my younger brother had lied about his age a few days before. When I was told this, I doubted it. His alleged lie preceded my doubt.

More examples:

1a. Subsequent to a main verb in the present set:

No quiero que **vayas** al cine.	*I don't want you to go to the movies.*
Dile a Natalia que me **llame.**	*Tell Natalia to call me.*
Nunca te lo he dicho para que no te **enojes.**	*I have never told you so you wouldn't get angry.*

2a. Simultaneous to a main verb in the present set:

Me sorprende que la manzana ya **esté** madura.	*I'm surprised the apple is already ripe.*
Encontraré una casa que **tenga** invernadero.	*I'll find a house that has a greenhouse.*

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3b. Prior to a main verb in the present set:

¿Conoces a alguien que **haya viajado** a Chile?	*Do you know someone who has traveled to Chile?*
Me iré cuando **haya terminado.**	*I'll leave when I have finished.*
Llámala, a menos que ya lo **hayas hecho.**	*Call her, unless you have already done so.*

3c. Prior to a main verb in the present set:

Es extraño que no **supiera.**	*It's strange that she didn't know.*
Me sorprende que no **pudiera** hacerlo.	*It surprises me that he wasn't able to do it.*

4d. Prior to another action prior to a main verb in the present set:

Carlota vino a cenar a casa anoche.	*Carlota came to dinner last night.*
Antes de venir, había llamado para averiguar si podía traer algo.	*Before coming, she had called to find out whether she could bring something.*
Me sorprende que **hubiera llamado** antes de venir ayer.	*It surprises me that she had called before coming yesterday.*
Los empleados se quejan de que los patrones nunca les **hubieran pedido** su opinión antes de cambiar esa regla.	*The employees complain that the bosses never asked their opinion before changing that rule.*
Lamentamos que no **hubieran recibido** nuestro mensaje antes de salir de viaje.	*We're sorry that they had not received our message before they left on their trip.*
La adivina sabe el pasado de Raúl sin que nadie se lo **hubiera contado** antes.	*The soothsayer knows Raúl's past without anyone having told her before.*

1c. Subsequent to a main clause in the past set:

Dudaba que mi hermana **viniera** a visitarme para Navidad.	*I doubted that my sister would come to visit me for Christmas.*
Mi hermana me lo dio en caso de que lo **necesitara** más tarde.	*My sister gave it to me in case I needed it later.*
Querían una compañía de seguros que **cumpliera** en caso de accidente.	*They wanted an insurance company that would pay in case of an accident.*
Preferiría que te **fueras.**	*I would prefer that you left.*

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2c. Simultaneous to a main clause in the past set:

Me encantó que **llegaran** a tiempo.	*I was delighted that they arrived on time.*
La artista lo pintó sin que nadie la **viera.**	*The artist painted it without anyone seeing her.*
No había nada allí que le **gustara.**	*There was nothing there that she liked.*

3d. Prior to a main verb in the past set:

Dudaba que Miguel **hubiera dicho** esa mentira.	*I doubted that Miguel had told that lie.*

(I doubted, when I was told yesterday, that he had told the lie the week before.)

Salió corriendo en caso de que no le **hubieran quitado** la pistola al ladrón.	*He ran out in case they had not taken the gun away from the thief.*
Buscaban una casa a la que ya le **hubieran hecho** todas las reparaciones necesarias.	*They were looking for a house that would have already had all the necessary repairs.*
Se habían hablado sin que nadie los **hubiera presentado.**	*They had talked to each other without anyone having introduced them.*
Los bomberos habrían llegado antes de que la casa se **hubiera quemado** si ese accidente no hubiera ocurrido en la carretera.	*The firemen would have arrived before the house had burned down if that accident hadn't happened on the highway.*

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c. Aspect Relativity

The second perspective we will present elaborates on the distinction between the use of the imperfect and the present perfect subjunctive when the main clause is in the present set (3b and 3c from the preceding table).

Aspect: This term refers to the internal temporal constituency of an event or state (e.g. ongoing vs. completed; beginning vs. middle vs. end), or the way a verb's action is distributed in time (e.g. habitual, repetitive), as opposed to tense, which is a term that refers only to a point in time (e.g. past, present, future).[1]
Use the present perfect subjunctive when the action of the verb of the subordinate clause is perceived as completed or beginning in the past.

Completed:

Es extraño que Luis no **haya venido** a clase.	*It's strange that Luis has not come to class.*
¿Has conocido a alguien que **haya viajado** a Chile?	*Have you met anyone who has traveled to Chile?*
Me iré cuando **haya terminado.**	*I'll leave when I've finished.*
Llámala, a menos que ya lo **hayas hecho.**	*Call her, unless you have already done so.*

Beginning:

Dudo que el vuelo **haya salido** a tiempo.	*I doubt that the flight left on time.* (focus on the beginning of the flight)
Me sorprende que todavía no **hayan empezado** a leer la novela.	*I'm surprised that they still haven't begun to read the novel.*

Use the imperfect subjunctive when the action of the verb of the subordinate clause is perceived as ongoing in the past, or habitual.

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1. This is the same difference that applies to preterite and imperfect in the indicative. (See Chapter 6.B: "Aspects of the Indicative Past Tense: Preterite vs. Imperfect and Pluperfect," page 179.)

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Ongoing:

Jorge dice que **era** gordo de niño. Dudo que **fuera** gordo.	*Jorge says he used to be fat as a child. I doubt that he was fat.*
Estaban jugando cuando entré. Me sorprende que **estuvieran** jugando.	*They were playing when I entered. It surprises me that they were playing.*

Habitual:

Nunca he conocido a nadie que **cantara** así de niño.	*I've never met anyone who sang that way as a child.*
Se avergüenza de que sus padres nunca **pagaran** impuestos.	*She is ashamed that her parents never paid taxes.*

d. Tense Relativity from Indicative to Subjunctive

This explanation runs parallel to the previous two explanations, but might be easier to understand.

(1) Main Clause in the Present Set

In the chart below, notice the change in the original verb forms once **Dudo** is inserted.

MAIN CLAUSE IN THE PRESENT SET		
INDICATIVE	**MAIN CLAUSE**	**SUBJUNCTIVE**
Irá al cine.	**Dudo**	**que vaya al cine.**
Va al cine.	**Dudo**	**que vaya al cine.**
Iba al cine.	**Dudo**	**que fuera al cine.**
Fue al cine.	**Dudo**	**que haya ido/fuera al cine.**
Ha ido al cine.	**Dudo**	**que haya ido al cine.**
Habrá ido al cine.	**Dudo**	**que haya ido al cine.**
Había ido al cine.	**Dudo**	**que hubiera ido al cine.**

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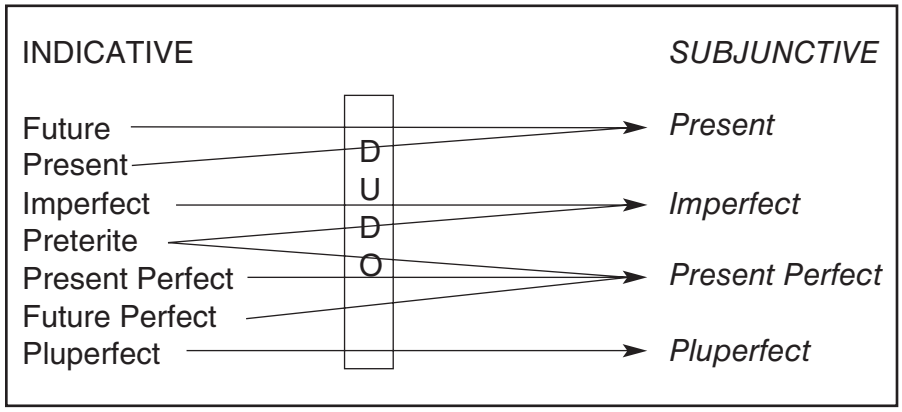
The preceding sentences translate as follows:

I doubt that he	*will go*	*to the movies.*
	goes/is going	
	used to go/was going	
	went	
	has gone	
	will have gone	
	had gone	

Table of tense conversions with **dudo:**



(2) Main Clause in the Past Set

MAIN CLAUSE IN THE PAST SET		
INDICATIVE	**MAIN CLAUSE**	**SUBJUNCTIVE**
Irá al cine.	**Dudaba**	**que <u>fuera</u> al cine.**
Va al cine.		
Iba al cine.		
Fue al cine.		
Fue al cine.	**Dudaba**	**que <u>hubiera ido</u> al cine.**
Ha ido al cine.		
Habrá ido al cine.		
Había ido al cine.		

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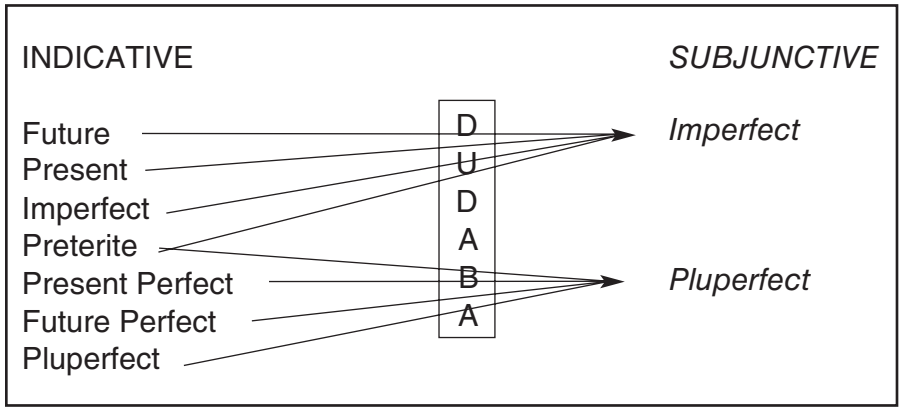
The preceding sentences translate as follows:

I doubted that he	*would go*	*to the movies.*
	went/was going	
	used to go	
	went	
I doubted that he	*went/had gone*	*to the movies.*
	had gone	
	would have gone	
	had gone	

Table of tense conversions with **dudaba:**



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6. *If* (si) Clauses

a. Sequence of Tenses

In Spanish, a sentence that contains a clause with **si** *(if)* or an implication of a condition follows a rigid construction pattern that must always be followed. Memorize the following three types of sentences and remember that they are

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essentially unchanging, as long as the time frame is the same for both clauses (for example, if both refer to the past):

SI CLAUSE MAIN		CLAUSE
1. Indicative	↔	Indicative or Imperative
2. Imperfect Subjunctive	↔	Present Conditional
3. Pluperfect Subjunctive	↔	Past (Perfect) Conditional or Pluperfect Subjunctive

Sentence type 1 from the above chart refers to situations that are possible. For example, one could say:

1a. Si llueve, me llevo el paraguas. *If it rains, I take my umbrella.*

1b. Si llueve, llévate el paraguas. *If it rains, take your umbrella.*

1c. Si llovía, me llevaba el paraguas. *If it rained, I used to take my umbrella.*

Notice that in each case we are speaking about the possibility of it raining. Just about any tense of the indicative can be used, and usually the same tense is used for both clauses. In the main clause (the one that does not begin with **si**), you can also find the imperative (sentence type **1b**).

The future does not occur in conditional *if* clauses; it does occur when **si** means *whether*.

No sé si lloverá o no. *I don't know whether it will rain or not.*

Sentence types 2 and 3 refer to situations that are contrary to the truth. Type 2 refers to a situation contrary to the present truth. For example:

2a. Si estuviera lloviendo, no saldría. *If it were raining (now), I would not go out.*

2b. Si fuera rico, me compraría un coche deportivo. *If I were rich (now), I would buy myself a sports car.*

Sentence type 3 refers to a situation contrary to past reality:

3a. Si hubiera estudiado más, habría pasado el examen. *If I had studied more (last week), I would have passed the exam.*

There exist exceptions to the rule, as can be seen when a situation in the past affects the present:

Si no hubiera llovido anoche, hoy todo estaría seco. *If it had not rained last night, everything would be dry today.*

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All of these sentences can be inverted in order of clauses, beginning with the main clause instead of the **si** clause. For example: **No saldría si estuviera lloviendo.** Note the removal of the comma for this word order.

b. **Como si** *(As if)*

The expression **como si** is always followed by the past subjunctive—either the imperfect subjunctive to speak of an action simultaneous with the main verb, or the pluperfect subjunctive to speak of an action prior to the main verb:

Habla como si te **conociera.**	*He speaks as if he knew you.*
Te saluda como si te **hubiera visto** antes.	*He greets you as if he had seen you before.*

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7. Ojalá

Sentences with **ojalá** can be translated into English as either *I hope* or *I wish*. When you *hope (for)* something, the implication is that you don't know what the reality of the situation is or will be. Consider the following sentences:

1. *I hope that it will not rain tomorrow.* (hope for the future)
2. *I hope that it isn't raining.* (hope for the present)
3. *I hope that our team won.* (hope for the past)

In these sentences, the speaker does not know: 1. whether it will rain, 2. whether it is raining, or 3. whether the team won or lost.

On the other hand, when you *wish (for)* something, it is contrary to the actual reality. Consider the following sentences:

4. *I wish it were not raining.* (it is in fact raining; wish for the present)
5. *I wish our team had won.* (actually, they lost; wish for the past)

To translate this difference in Spanish, you use **ojalá** with different tenses of the subjunctive:

Present subjunctive—hope for the future and the present:

Ojalá que no llueva mañana.	*I hope it will not rain tomorrow.*
Ojalá que no esté lloviendo.	*I hope it isn't raining.*

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Present perfect subjunctive—hope for the past:

Ojalá que nuestro equipo haya ganado.	*I hope our team won.*

Imperfect subjunctive—wish for the present and the future:

Ojalá que no estuviera lloviendo.	*I wish it weren't raining.*
Ojalá que pudiera venir mañana.	*I wish he could come tomorrow.*

Pluperfect subjunctive—wish for the past:

Ojalá que nuestro equipo hubiera ganado.	*I wish our team had won.*

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8. Expressions of Leave-Taking

The most common expressions of leave-taking in Spanish are **adiós, chao, nos vemos,** and **hasta luego** (**hasta mañana, hasta el lunes, hasta el 2 de mayo, hasta entonces,** etc). When saying good-bye, you might also want to wish your interlocutor well in some immediate context, such as getting over an illness, having a good trip, enjoying an event, etc. For such expressions of well-wishing, in English, the imperative is used: *Have a good day*, *Get well*, *Have a good trip*, *Have fun*, etc. In Spanish, however, the imperative is not used in this context. Note on the following page how to express good wishes in Spanish (you can think of these phrases as having an unexpressed **Ojalá** or **Espero** before the conjunction **Que,** which would help to remind you to use the subjunctive):

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For someone whom you address as:

Tú:

Que[2] te vaya bien.	*Have a good day/trip/etc.* (literally: "*May it go well for you.*" in which *it* is determined by the context.)
Que te mejores.	*Get better (Get well).*
Que te alivies.	*Get well.*
Que tengas (un) buen viaje.	*Have a good trip.*
Que te diviertas.	*Have fun.*
Que Dios te acompañe.	*May God accompany you.* (for someone leaving on a trip)
Que la/lo pases bien.	*Have a good one.*
Que tengas (un) buen fin de semana.	*Have a good weekend.*

Usted:	**Ustedes:**
Que le vaya bien.	Que les vaya bien.
Que se mejore.	Que se mejoren.
Que se alivie.	Que se alivien.
Que tenga (un) buen viaje.	Que tengan (un) buen viaje.
Que se divierta.	Que se diviertan.
Que Dios lo/la acompañe.	Que Dios los/las acompañe.
Que la/lo pase bien.	Que la/lo pasen bien.
Que tenga (un) buen fin de semana.	Que tengan (un) buen...

Notice that these verbs are of different constructions.

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2. Notice that this **que** does not have an accent mark, even if you choose to place the expression in an exclamation. This is because it is not the exclamative **que,** but a conjunction. For more information on accents, see Chapter 9, pages 353–355.

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In a standard construction, with a subject and a direct object, the verb agrees with the person being addressed:

Verb	Direct Object	Example		
pasar	**fin de semana**	**Que**	**pases pase pasen paséis**	**(un) buen fin de semana.**
		*May **you** have a good weekend.*		
pasar	**lo la**	**Que lo/la**	**pases pase pasen paséis**	**bien.**
		*May **you** have a good one.*		
tener	**fin de semana viaje**	**Que**	**tengas tenga tengan tengáis**	**(un) buen fin de semana. (un) buen viaje.**
		*May **you** have a good weekend/trip.*		

With reflexive verbs, when the same word serves as both subject and object, the verb agrees with the person being addressed:

Verb	Reflexive Pronoun	Example	
divertirse	**te se os**	**Que**	**te diviertas. se divierta(n). os divirtáis.**
		Have fun.	
aliviarse	**te se os**	**Que**	**te alivies. se alivie(n). os aliviéis.**
		Get well.	
mejorarse	**te se os**	**Que**	**te mejores. se mejore(n). os mejoréis.**
		Get well (OR: *Get better*).	

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When a verb like **gustar** is used with a subject and an indirect object, the verb itself remains invariable, because the subject is impersonal, as in **irle bien a uno:**

Verb	Indirect Object	Example		
ir	te le(s) os	Que	te le(s) os	vaya bien.
		May it go well for you.		

With **Dios** as the subject and the person being addressed as the direct object, the verb agrees with the subject **Dios:**

Verb	Direct Object	Example		
acompañar	te la(s) lo(s) os	Que Dios	te la(s) lo(s) os	acompañe.
		May God accompany (OR: *be with*) *you.*		

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H. INFINITIVES AND PRESENT PARTICIPLES

1. Infinitives

a. Present Infinitive

The infinitive functions like a noun in Spanish, and, like a noun, it can be the subject or object of a verb or the object of a preposition. In English, the present participle is frequently used in these roles.

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The infinitive as subject (sometimes preceded by the article **el**):

Caminar es bueno para la salud.	*Walking is healthy.*
Me gusta **montar** a caballo.	*I like riding (to ride) horseback.*
Les encanta **perder** el tiempo.	*They love wasting time.*
El **haber ganado** el Pichichi se le subió a la cabeza.	*Winning the Pichichi went to his head.*

The infinitive as direct object:

Quiero **aprender** español.	*I want to learn Spanish.*
No sé **hacer** eso.	*I don't know how to do that.*
Pienso **respaldar** la resolución.	*I'm planning to back the resolution.*
Debemos **estudiar** la lección.	*We must study the lesson.*
Decidimos **ir** al cine.	*We decided to go to the movies.*
¿Desea **comprar** algo?	*Do you wish to buy something?*
Logré **convencerla.**	*I succeeded in convincing her.*
Parece **estar** triste.	*He seems to be sad.*

Verbs used with direct object pronouns and infinitives **(dejar, hacer):**

No lo dejan **jugar.**	*They don't let him play.*
Lo hizo **recitar** el poema.	*She made him recite the poem.*

Verbs used with indirect object pronouns and infinitives **(permitir, aconsejar, impedir, prohibir, recomendar, rogar):**

No le permiten **salir.**	*They don't let him go out.*
Les aconsejo **llegar** temprano.	*I advise you to arrive early.*
Le impidieron **hablar.**	*They prevented him from speaking.*
Les prohíbe **beber** cerveza.	*He forbids them to drink beer.*
Le recomiendo **ver** esa película.	*I recommend that you see that movie.*
Les ruego **escucharme.**	*I beg you to listen to me.*

Verbs of perception used with direct objects and infinitives **(ver, oír):**

La vi **llegar** hace una hora.	*I saw her arrive an hour ago.*
Los oí **cantar** anoche.	*I heard them sing (singing) last night.*

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The infinitive as an object of a preposition:

Se fue sin **despedirse.**	*He left without saying good-bye.*
Lo hice para **ayudarte.**	*I did it to help you.*
Eso te pasa por **comer** tanto.	*That happens to you because you eat so much.*
Antes de **salir,** siempre desayuna.	*Before going out, he always eats breakfast.*
Estoy cansada de **estudiar.**	*I'm tired of studying.*

The infinitive after **que (hay que, tener que, algo que, nada que, poco que):**

Hay que **tener** confianza.	*It's necessary to have confidence.*
Tuvieron que **disolverlo** por falta de patrocinadores.	*They had to dissolve it for lack of sponsors.*
Eso no tiene nada que **ver** con el asunto.	*That doesn't have anything to do with the matter.*
Tenemos poco que **hacer.**	*We have little to do.*

The infinitive after **de** with **fácil, difícil, posible,** and **imposible:**

Ese sonido es difícil de **pronunciar.**	*That sound is difficult to pronounce.*

In the preceding sentence, the subject of the verb **ser** is **sonido.** However, if the infinitive itself is the subject of **ser,** the preposition **de** must be omitted.

Es difícil **pronunciar** ese sonido.	*It's difficult to pronounce that sound.*

The same construction is used with **fácil, posible,** and **imposible.**

The construction **al** + *infinitive* is used for an action that occurs at the same time as the main verb:

Al **entrar,** los saludaron a todos.	*When they entered (Upon entering), they greeted everyone.*
Al **verlos,** los saludé.	*When I saw them, I greeted them.*

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The infinitive in advertising, signs, commands, questions:

No **fumar.**	*No smoking.*
Prohibido **tirar** basura.	*No littering.*
¿Por qué **engordar**? Con nuestro sistema puede usted adelgazar sin ningún esfuerzo.	*Why get fat? With our system, you can lose weight effortlessly.*

The infinitive with passive meaning after **oír, ver, mirar, escuchar, dejar, mandar, hacer:**

Lo he oído **decir.**	*I have heard it (being) said.*
Hice **copiar** las pruebas.	*I had the tests copied.*
Mandé **enviar** flores.	*I ordered flowers to be delivered.*

b. Perfect Infinitive

The perfect infinitive (formed with the auxiliary **haber** in the infinitive, plus the past participle of the verb) is used to express an action that occurred before the action of the main verb, when the subject is the same for both:

Debes de **haberlos dejado** en el coche.	*You must have left them in the car.*
Creo **habérselo dicho.**	*I think I told him that.*
Se fue sin **haber comido** nada.	*He left without having eaten anything.*
Se cansó de la película después de **haberla visto** tres veces.	*He got tired of the movie after having seen it three times.*

2. Present Participles

[To review the formation of the present participle, see Chapter 5.F.1, pages 173–174. See also "Simple Progressive Tenses" pages 194–196, and "Perfect Progressive Tenses" pages 196–198.]

The present participle, when not used with auxiliaries such as **estar,** functions in Spanish like an adverb and refers to an action occurring at the same time as or prior to the main action, indicating manner, cause, or condition. In this usage, it is also a gerund.

Manner:

Entró **gritando.**	*He entered yelling.*

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Cause:

Siendo persona sencilla, nunca pensó que otros no fueran honrados.	*Being a simple person, he never thought that others wouldn't be honest.*

Condition:

Estando los padres en casa, él no llamará.	*With the parents at home, he won't call.*

In Spanish, the present participle may be used to indicate that two actions are happening simultaneously:

Preparó la cena **escuchando** la radio.	*He prepared dinner while he listened to the radio.*

As a rule, the present participle follows the main verb. However, in cases in which it describes a cause or condition related to the main verb, it may be placed before:

Explicándoselo claramente de antemano, no habrá ambigüedad.	*By explaining it clearly to them in advance, there will be no ambiguity.*

In English the present participle can be used as an adjective. In these cases, Spanish uses:

an adjective (not formed with the present participle form):

una persona **interesante**	*an interesting person*
un interés **creciente**	*a growing interest*
los problemas **existentes**	*the existing problems*

de + *noun or infinitive:*

papel **de escribir**	*writing paper*
dolores **de crecimiento**	*growing pains*

a clause:

Vio un pájaro **que volaba.**	*She saw a bird flying.*
Es una niña **que está creciendo.**	*She's a growing girl.*

a preposition:

el libro **con** fotos de España	*the book containing pictures of Spain*
lo **de** ella	*those things belonging to her*

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a past participle for postures and other conditions:

parado *standing, still*	aburrido *boring*
sentado *sitting*	divertido *amusing*
acostado *lying down*	entretenido *entertaining*

Eduardo está **sentado** en mi silla.	*Eduardo is sitting in my seat.*
Estaba **acostado** cuando llamaste.	*I was lying down when you called.*

In idiomatic expressions, the present participle of some verbs of motion indicates location.

Mi cuarto se encuentra **entrando** a la izquierda.	*My room is to the left of the entrance.*
Esa tienda está **pasando** el museo.	*That store is beyond the museum.*

In summary, never use the present participle form in Spanish as if it were a noun (i.e., as subject, object, or object of preposition) or as an adjective. In Spanish, it functions only as an adverb.

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I. VERBS LIKE *GUSTAR*

1. Formation

The grammatical structure of Spanish sentences with **gustar** is different from that of English sentences with *to like*. The subject in English is the indirect object in Spanish. The direct object in English is the subject in Spanish:

Me gustan las películas mexicanas.	*I like Mexican movies.*

In the Spanish sentence above, **me** is the indirect object of the verb, and **las películas mexicanas** is the subject. (Notice the agreement of the verb with the plural of its subject.) To illustrate more clearly the fact that **me** is the indirect object, notice that if you wished to give emphasis to the person, you would add **a mí** to the basic sentence (and *not* **yo**):

A mí me gustan las películas mexicanas.	*I like Mexican movies.*

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For further emphasis on this structure, look at the subject, **películas mexicanas.** If you wished to replace the subject with a pronoun, it would be impossible. The rule in this structure is that a thing that is a subject cannot be replaced by a pronoun, because subject pronouns refer to people. If you do not wish to repeat the noun because, for example, you have already mentioned it in the context preceding the sentence, you would simply omit it:

Me gustan.	*I like them.*

Another way to emphasize this construction is to see what happens when the question is asked: "Who likes Mexican movies?" In English, the answer is *"I (do)."* Observe what happens in Spanish:

—¿A quién le gustan las películas mexicanas?	*"Who likes Mexican movies?"*
—A mí.	*"I do."*

You would never answer **yo** to this question, because the person is the indirect object, not the subject of the verb.

2. Word Order

For verbs like **gustar,** the subject, when it is a noun or other nominalized form, is most commonly placed after the verb. In the following sentences, the subject is in bold (note in the translation that the subject is different in English):

Te gustaban **las películas de misterio.**	*You used to like mystery movies.*
Me encantó **bailar** contigo.	*I loved dancing with you.*
A Beto le hacen falta **sus padres.**	*Beto misses his parents.*
Te caerá bien **Juanita.**	*You will like Juanita.*

With **faltar, sobrar,** and **quedar,** always place the subject after the verb:

Le falta **un trofeo** para tener la colección completa.	*She needs one trophy to have the whole collection.*
Nos sobró **comida.**	*We had food left over.*

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3. Verbs Similar to gustar

There is a group of verbs that behaves like **gustar:**

caer bien/mal	*to like/to dislike*
encantar	*to "love"* (as on bumper stickers)
faltar	*to lack*
hacer falta	*to miss; to need*
quedar	*to have remaining, left*
sobrar	*to have in excess, left over*

Some of these verbs have other uses and meanings; for example, **caer** and **caerse** mean *to fall, fall down,* and **faltar** can mean *to be absent*. Also, the verb **quedarse** used reflexively means *to stay, remain*. Thus, depending upon the grammatical construction you give the sentence, its meaning can change dramatically.

Caer bien/mal	*to like/to dislike (a person)*
Mis amigos **me caen bien.**	*I like my friends.*
Creo que **les caigo bien** a tus padres.[3]	*I think your parents like me.*
El novio de mi hermana **me cae mal.** (OR: El novio de mi hermana **no me cae bien.**)	*I don't like my sister's boyfriend.*

Gustar is used with things or with people who are perceived as professionals, such as professors, presidents, etc. In this use of **gustar,** you mean that you respect their work, not necessarily that you like them personally:

Me gusta mi profesor de historia. Es excelente, y siempre viene preparado.	*I like my history professor. He's excellent and he always comes prepared.*
Me cae bien mi profesor de historia. Es muy simpático.	*I like my history professor. He's very nice.*

---

3. The majority of these verbs are used exclusively in the third-person singular or plural, but those that may have people as subjects can be used in any person. The two most common verbs of this category are **caer bien** and **hacer falta.**

Me haces falta.	*I miss you.*
Le caigo bien.	*She likes me.*

Given the meanings of **gustar** in certain dialects, it is best to avoid using it with a human being as its subject, or to make certain it is being used with its intended meaning.

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If you use the verb **gustar** with an individual whose relationship to you is other than professional, the implication may be that you are attracted to that person:

Me gusta Silvia.	*I am attracted to Silvia.*

Caer bien/mal with food:

Le cayó muy **mal** la cena.	*Dinner disagreed with her.*

Encantar *to love* (as in "I love New York")

"Bumper-sticker" love is different from sentimental love. Once you understand its meaning, you can use it, as bumper stickers do, with almost anything except sentimental love:

Me encanta Nueva York, me **encantan** los perros, los bebés, etc.	*I (just) love New York (I ❤ NY), I love dogs, babies, etc.*

Sentimental love is expressed with **querer:**

Te **quiero.** Te **quiero** mucho.	*I love you. I love you a lot.*

Te amo is more literary, more poetic, than **te quiero:**

"Te amo", le dijo Romeo a Julieta.	*"I love you," Romeo told Juliet.*
Quiero mucho a mis padres, a mi perro...	*I love my parents, my dog . . .*

Faltar *to lack*

A esta baraja le **faltan** dos cartas.	*This deck of cards lacks (is missing) two cards.*

Hacer falta *to miss (a person), to need (a thing)*

Me **haces falta.**	*I miss you.*
Te **hace falta** un abrigo.	*You need a coat.*

Quedar *to have left*

Nos **quedan** cinco minutos.	*We have five minutes left.*

Sobrar *to have left over, in excess*

Les **sobró** mucha comida.	*They had a lot of food left over.*

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There are other verbs that are used in the same type of construction, but these behave in essentially the same way in English. These other verbs are:

bastarle a uno *to be enough*	parecerle a uno *to seem*
convenirle a uno *to be convenient*	pasarle a uno *to happen*
dolerle a uno[4] *to hurt*	sentarle bien a uno *to suit*
importarle a uno *to matter*	sucederle a uno *to happen*
interesarle a uno *to interest*	tocarle a uno *to be one's turn*

Examples:

Me **bastan** cinco minutos.	*Five minutes are enough for me.*
No nos **conviene** esa hora.	*That time isn't convenient for us.*
¿Te **duele** la pierna?	*Does your leg hurt?*
No nos **importa** si llueve.	*It doesn't matter to us if it rains.*
Me **interesaría** participar.	*I would be interested in participating.*
Me **parece** increíble.	*It seems incredible to me.*
Siempre me **pasan** cosas así.	*Things like that always happen to me.*
Te **sienta** bien el azul.	*Blue suits you.*
¿Qué te **sucedió**?	*What happened to you?*
A mí me **toca** jugar.	*It's my turn to play.*

4. Articles

Remember to use definite articles in Spanish with **gustar, caer bien,** and **encantar** when their subjects are general in nature. (See Chapter 2.B, pages 28–32.)

Me gusta **el** chocolate semiamargo.	*I like semisweet chocolate.*
Me caen bien **los** hijos de Juana.	*I like Juana's sons.*
Me encantan **las** playas.	*I love beaches.*

---

4. The subject of **doler** can only be a body part:
Me duele la pierna. *My leg hurts.*
If you want to say *That shoe hurts*, you need the verb **lastimar:**
Ese zapato me lastima.
The translation of *hurt* with human direct objects is **hacer daño:**
¿Te hizo daño? *Did he hurt you?*
¿Te hiciste daño? *Did you hurt yourself?*

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5. Changes in Meaning

Some verbs can have other meanings if used in different grammatical constructions:

convenir en *to agree to*	**Convinimos** en encontrarnos en la plaza a las dos. *We agreed to meet in the plaza at two o'clock.*
importar + *d.o.* *to import*	Los EE. UU. **importan** automóviles del Japón. *The U.S. imports cars from Japan.*
interesarse por/en *to be interested in*	Ella **se interesa** en la política. *She's interested in politics.*
parecerse a *to look like*	Tú **te pareces a** tu mamá. *You look like your mother.*
pasar + *d.o.* *to pass*	**Pasa** la sal, por favor. *Pass the salt, please.*
sentar/sentarse *to seat/to sit*	La mamá **sentó** al niño en la silla. *The mother sat the child on the chair.*
	Te sentaste en mi silla. *You sat on my chair.*
tocar *to touch*	Los turistas lo **tocaban** todo. *The tourists touched everything.*
OR: *to play* (a musical instrument)	**Tocamos** la guitarra. *We play the guitar.*

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J. REFLEXIVE VERBS

Grammatically speaking, the reflexive construction implies that the subject of the verb receives the action of the verb as well. In other words, the subject and the object are the same. (See Chapter 3.B.2, pages 69–71, on reflexive pronouns.)

Nonreflexive:

Miro el cielo.	*I look at the sky.*
subject **= yo;** object **= el cielo**	

Reflexive:

Me **miro** en el espejo.	*I look at myself in the mirror.*
subject **=** object **= yo**	

In many cases, Spanish uses a reflexive when no reflexivity appears to exist in the English translation. This is why we perceive this section as a lexical rather than a grammatical one, and offer a list that may help you remember when the reflexive is used.

Notice that in Spanish, the reflexive almost always indicates a change of state or the beginning of an action. Consider the differences between the following sentences:

Me **dormí** a las siete.	*I fell asleep at seven.*
Dormí siete horas.	*I slept seven hours.*
Estaba dormido.	*I was asleep.*
Me **estaba durmiendo** cuando llamaste.	*I was falling asleep when you called.*
Se **sentó** frente a nosotros.	*He sat down in front of us.*
Está sentado frente a nosotros.	*He is sitting in front of us.*
Me **enamoré** de él.	*I fell in love with him.*
Estoy enamorada de él.	*I am in love with him.*

Change of emotional state, or emotional reaction to something:

aburrirse	*to get bored*	divertirse	*to have fun*
alegrarse	*to rejoice, be glad*	enojarse	*to become or be angry*
asustarse	*to become or be frightened*	enorgullecerse	*to feel or be proud*
avergonzarse	*to be ashamed, embarrassed*	entristecerse	*to become or be sad*
calmarse	*to calm down*	preocuparse	*to worry*

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Change of physical state:

acostarse *to lie down*	moverse *to move (physically)*
despertarse *to wake up*	mudarse *to move (residences)*
dormirse *to fall asleep*	secarse *to dry off, dry out*
levantarse *to get up*	sentarse *to sit down*
mojarse *to get wet*	volverse *to turn around*

Change of mental state or level of consciousness or memory:

acordarse *to remember*	equivocarse *to be mistaken*
darse cuenta *to realize*	fijarse *to notice*
enterarse *to find out*	olvidarse *to forget*

Verbs with more than one usage: Some verbs may or may not be used in the reflexive construction. The basic meaning of the verb may change depending upon the construction used:

Los soldados **marcharon** por una hora.	*The soldiers marched for an hour.*
Los invitados **se marcharon.**	*The guests left.*

Other verbs of this type are:

bajar *to go down*	dormir *to sleep*
bajarse *to get down from, get off*	dormirse *to fall asleep*
caer *to fall*	ir *to go (somewhere)*
caerse *to fall down*	irse *to leave*
despedir *to fire (a person)*	
despedirse *to say good-bye*	

Reflexive pronouns are also used in situations in which the subject is somehow affected by the action of the verb; with verbs of consumption, such as eating and drinking, the implication in the reflexive is one of enjoyment or thoroughness of the consumption:

Comí a las cuatro.	*I ate at four.*
¿**Te comiste** todo el desayuno?	*Did you eat all of your breakfast?*

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Other verbs of this type:

aprender *to learn*	saber *to know*
aprenderse *to learn (thoroughly, by heart)*	saberse *to know (thoroughly, by heart)*
beber *to drink*	tomar *to drink, eat, take*
beberse *to drink (up, completely)*	tomarse *to drink, eat (up, completely)*

The verbs in the nonreflexive form have more general meanings, while the verbs in the reflexive form have more specific meanings:

Aprender es fácil.	*It's easy to learn.*
Aprenderse el vocabulario es difícil.	*Learning vocabulary is difficult.*

Obligatory reflexives: The following verbs exist exclusively in the reflexive form:

acordarse *to remember*	jactarse *to brag, boast*
arrepentirse *to regret, repent*	quejarse *to complain*
atreverse *to dare*	rebelarse *to rebel*
equivocarse *to make a mistake*	suicidarse *to commit suicide*

Following are two lists of verbs (one English–Spanish, the other Spanish–English) that are frequently or always used in the reflexive construction. You may find these lists useful for studying, or for focused practice.

iLrn HEINLE LEARNING CENTER *Ejercicios 6.80–6.82, páginas 491–492*

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REFLEXIVE VERBS • ENGLISH–SPANISH

address someone: **dirigirse a alguien**

approach something/ someone: **acercarse a algo/alguien**

be angry with someone: **enojarse con alguien**

be ashamed of something: **avergonzarse de algo**

be called: **llamarse**

be frightened of something: **asustarse de algo**

be glad about something: **alegrarse de algo**

be interested in something: **interesarse por/en algo**

be mistaken: **equivocarse**

be named: **llamarse**

be proud: **enorgullecerse**

be quiet: **callarse**

become (by physical or metaphysical transformation): **convertirse en algo**

become (describing mood): **ponerse** (+ *adj*.)

become (describing undesired state [blind, crazy…]): **volverse** (+ *adj.*)

become (through one's efforts [a lawyer, doctor…]): **hacerse** (+ *noun*)

become ill: **enfermarse**

become sad: **entristecerse**

begin to do something: **ponerse a hacer algo**

brush (one's teeth, hair…): **cepillarse**

calm down: **calmarse, tranquilizarse**

comb one's hair: **peinarse** (el pelo)

commit suicide: **suicidarse**

complain about something: **quejarse de algo**

confront something or someone: **encararse con/enfrentarse a algo/ alguien**

dare to do something: **atreverse a hacer algo**

die: **morirse**

dry off, dry out: **secarse**

face something or someone: **encararse con/enfrentarse a algo/ alguien**

fall asleep: **dormirse**

fall behind, be late: **atrasarse**

fall down: **caerse**

fall in love with someone: **enamorarse de alguien**

feel (+ adj.): **sentirse** (+ *adj*.)

fight with someone: **pelearse con alguien**

find out about something: **enterarse de algo**

forget something: **olvidarse de algo**

get ahead: **adelantarse**

get along (not get along) with someone: **llevarse bien (mal) con alguien**

get bored: **aburrirse**

get divorced: **divorciarse**

get down from something, get off (bus, train, tree…): **bajarse de algo**

get lost: **perderse**

get married to someone: **casarse con alguien**

get near something/ someone: **acercarse a algo/alguien**

get onto something, get on (bus, train…): **subirse a algo**

get rid of something: **deshacerse de algo**

get sick: **enfermarse**

get up: **levantarse**

get used to something: **acostumbrarse a algo**

get well: **aliviarse, curarse**

get wet: **mojarse**

get worse: **empeorarse**

go to bed: **acostarse**

graduate: **graduarse**

have fun: **divertirse**

improve (one's condition): **mejorarse**

insist on doing something: **empeñarse en hacer algo**

(continued)

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REFLEXIVE VERBS • ENGLISH–SPANISH		
interfere with someone: **meterse con alguien**	*miss out on something:* **perderse algo**	*remember something:* **acordarse de algo**
keep something: **quedarse con algo**	*move* (change residences): **mudarse**	*remove something (article of clothing):* **quitarse algo**
laugh at: **reírse de**	*move* (one's body, objects): **moverse**	*resign oneself to something:* **resignarse a algo**
leave: **marcharse, irse**	*move away from something:* **alejarse de algo**	*rub:* **frotarse**
lie down: **acostarse**	*notice:* **fijarse en**	*say good-bye to someone:* **despedirse de alguien**
look like someone/ something: **parecerse a alguien/algo**	*object to something:* **oponerse a algo**	*scratch oneself:* **rascarse**
make an appointment/a date with someone: **citarse con alguien**	*prepare to do something:* **disponerse a hacer algo**	*shut up:* **callarse**
make an effort to do something: **esforzarse por hacer algo**	*put on something* (article of clothing): **ponerse algo**	*sit down:* **sentarse**
make a mistake: **equivocarse**	*realize something:* **darse cuenta de algo**	*specialize in something:* **especializarse en algo**
make fun of someone: **burlarse de alguien**	*rebel:* **rebelarse**	*stay:* **quedarse**
major in something: **especializarse en algo**	*refer to something:* **referirse a algo**	*take off something (article of clothing):* **quitarse algo**
make up one's mind to: **decidirse a**	*refuse to do something:* **negarse a hacer algo**	*take something away/with oneself:* **llevarse algo**
meet someone (not for the first time): **encontrarse con alguien**	*regret* (doing) *something:* **arrepentirse de algo**	*trust someone:* **fiarse de alguien**
	rejoice about something: **alegrarse de algo**	*wake up:* **despertarse**
		worry about something: **preocuparse por algo**

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REFLEXIVE VERBS • SPANISH–ENGLISH

aburrirse: *get bored*

acercarse a algo/alguien: *approach, get near something/someone*

acordarse de algo: *remember something*

acostarse: *lie down, go to bed*

acostumbrarse a algo: *get used to something*

adelantarse: *get ahead*

alegrarse de algo: *rejoice/be glad about something*

alejarse de algo: *move away from something*

aliviarse: *get well*

arrepentirse de algo: *regret (doing) something*

asustarse de algo: *be frightened of something*

atrasarse: *fall behind, be late*

atreverse a hacer algo: *dare to do something*

avergonzarse de algo: *be ashamed of something*

bajarse de algo: *get down from something, get off* (bus, train, tree…)

burlarse de alguien: *make fun of someone*

caerse: *fall down*

callarse: *be quiet, shut up*

calmarse: *calm down*

casarse con alguien: *get married to someone*

cepillarse: *brush* (one's teeth, hair…)

citarse con alguien: *make an appointment/a date with someone*

convertirse en algo: *become* (by physical or metaphysical transformation)

curarse: *get well*

darse cuenta de algo: *realize something*

decidirse a hacer algo: *make up one's mind to do something*

deshacerse de algo: *get rid of something*

despedirse de alguien: *say good-bye to someone*

despertarse: *wake up*

dirigirse a alguien: *address someone*

disponerse a hacer algo: *prepare to do something*

divertirse: *have fun*

divorciarse: *get divorced*

dormirse: *fall asleep*

empeñarse en hacer algo: *insist on doing something*

empeorarse: *get worse*

enamorarse de alguien: *fall in love with someone*

encararse con algo/alguien: *face/confront something or someone*

encontrarse con alguien: *meet someone* (not for the first time)

enfermarse: *get sick, become ill*

enfrentarse a algo/alguien: *face/confront something/someone*

enojarse con alguien: *be angry with someone*

enorgullecerse: *be proud*

enterarse de algo: *find out about something*

entristecerse: *become sad*

equivocarse: *be mistaken, make a mistake*

esforzarse por hacer algo: *make an effort to do something*

especializarse en algo: *specialize/major in something*

fiarse de alguien: *trust someone*

fijarse en algo: *notice something*

frotarse: *rub*

graduarse: *graduate*

hacerse (+ *noun*): *become* (through one's efforts [a lawyer, doctor…])

interesarse por/en: *be interested in*

irse: *leave*

levantarse: *get up*

llamarse: *be called, named*

llevarse algo: *take something away/with oneself*

(continued)

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REFLEXIVE VERBS • SPANISH–ENGLISH		
llevarse bien (mal) con: *get along (not get along) with*	**peinarse** (el pelo): *comb one's hair*	**quitarse algo:** *take off/remove something (article of clothing)*
marcharse: *leave*	**pelearse con alguien:** *fight with someone*	**rascarse:** *scratch oneself*
mejorarse: *improve* (one's condition)	**perderse:** *get lost*	**rebelarse:** *rebel*
meterse con alguien: *interfere with someone*	**perderse algo:** *miss out on something*	**referirse a algo:** *refer to something*
mojarse: *get wet*	**ponerse** (+ *adj.*): *become* (describing mood)	**reírse de:** *laugh at*
morirse: *die*	**ponerse a hacer algo:** *begin to do something*	**resignarse a algo:** *resign oneself to*
moverse: *move* (one's body, objects)	**ponerse algo:** *put on something* (article of clothing)	**secarse:** *dry off, dry out*
mudarse: *move* (change residences)	**preocuparse por algo:** *worry about something*	**sentarse:** *sit down*
negarse a hacer algo: *refuse to do something*	**quedarse:** *stay*	**sentirse** (+ *adj.*): *feel* (+ adj.)
olvidarse de algo: *forget something*	**quedarse con algo:** *keep something*	**subirse a algo:** *get onto, get on (bus, train…)*
oponerse a algo: *object to something*	**quejarse de algo:** *complain about something*	**suicidarse:** *commit suicide*
parecerse a alguien/ algo: *look like someone/ something*		**tranquilizarse:** *calm down*
		volverse (+ *adj.*): *become* (describing undesired state [blind, crazy…])

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REFLEXIVE VERBS WITH CHARACTERISTIC PREPOSITIONS				
a	**con**	**de**	**en**	**por**
acercarse a acostumbrarse a atreverse a decidirse a dirigirse a disponerse a enfrentarse a negarse a oponerse a parecerse a ponerse a referirse a	casarse con citarse con encararse con encontrarse con enojarse con llevarse bien con meterse con pelearse con quedarse con	acordarse de alegrarse de alejarse de arrepentirse de asustarse de avergonzarse de bajarse de burlarse de darse cuenta de deshacerse de despedirse de enamorarse de enterarse de fiarse de olvidarse de quejarse de reírse de	convertirse en empeñarse en especializarse en fijarse en interesarse en	esforzarse por interesarse por preocuparse por

K. INDIRECT DISCOURSE

1. Introduction

Indirect discourse is the relating of oral statements without quoting them directly.

DIRECT DISCOURSE	INDIRECT DISCOURSE	
	PRESENT	**PAST**
—Te llamaré mañana. *"I'll call you tomorrow."*	**Dice que me llamará mañana.** *He says that he will call me tomorrow.*	**Dijo que me llamaría al día siguiente.** *He said that he would call me the following day.*

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Notice the three possible types of changes in indirect discourse:

- Verb [will → would]
- Person [I → he; you → me]
- Time reference [tomorrow → the following day]

As logic indicates, these changes do not always occur, or only some of them might occur. For example, if I am quoting what I just said today about today, there will be no change *("It's cold today." "I am saying it's cold today.")*. However, when there is a change of person or of time reference between the direct quote and the indirect quote, there will be changes, as in English. If the communication verb is in the past, there is a change in most tenses.

2. Verb-Tense Changes

DIRECT DISCOURSE		INDIRECT DISCOURSE
Present Indicative	→	**Imperfect Indicative**
Lo **hago.** *I do it.*		Dijo que lo **hacía.** *He said he used to do it.*
Present Subjunctive	→	**Imperfect Subjunctive**
Quiere que **vaya.** *He wants me to go.*		Dijo que quería que **fuera.** *He said he wanted me to go.*
Present Perfect Indicative	→	**Pluperfect Indicative**
Nos **han visto.** *They have seen us.*		Dijeron que nos **habían visto.** *They said they had seen us.*
Present Perfect Subjunctive	→	**Pluperfect Subjunctive**
Dudo que lo **hayan visto.** *I doubt that they saw it.*		Dijo que dudaba que lo **hubieran visto.** *He said that he doubted they'd seen it.*
Preterite	→	**Pluperfect Indicative**
Lo **vi.** *I saw it.*		Dijo que lo **había visto.** *He said he had seen it.*

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Future	→	**Present Conditional**
Iré mañana. *I'll go tomorrow.*		Dijo que **iría** al día siguiente. *He said he would go the next day.*
Future Perfect	→	**Perfect Conditional**
Para el lunes **habré acabado.** *By Monday I will have finished.*		Dijo que para el lunes **habría acabado.** *He said that by Monday he would have finished.*
Imperative	→	**Imperfect Subjunctive**
Cómete la fruta. *Eat your fruit.*		Me dijo que me **comiera** la fruta. *She told me to eat my fruit.*

3. No Verb-Tense Changes

The following verb tenses never change in indirect discourse, even if the communication verb is in the past (notice, however, changes in pronouns):

- Imperfect indicative or subjunctive
- Pluperfect indicative or subjunctive
- Conditional present or perfect

DIRECT DISCOURSE		INDIRECT DISCOURSE
Íbamos a comer. *We were going to eat.*	→	Dijeron que **iban** a comer. *They said they were going to eat.*
Ya **habíamos comido.** *We had already eaten.*	→	Contesté que ya **habíamos comido.** *I answered that we had already eaten.*
Dudo que me **estuvieras** mintiendo. *I doubt that you were lying to me.*	→	Me dijo que dudaba que le **estuviera** mintiendo. *He told me that he doubted that I was lying to him.*
Si **fuera** rico, me lo **compraría.** *If I were rich, I would buy it.*	→	Pensó que si **fuera** rico, se lo **compraría.** *He thought that if he were rich, he would buy it.*

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Verb changes in a nutshell (when the communication verb is in the past):

Present*	→	Imperfect
Preterite	→	Pluperfect
Future**	→	Conditional
Imperative	→	Imperfect Subjunctive

*Present indicative becomes imperfect indicative, present subjunctive becomes imperfect subjunctive, present perfect indicative becomes pluperfect indicative (i.e., present of auxiliary becomes imperfect of auxiliary), present perfect subjunctive becomes pluperfect subjunctive (i.e., present of auxiliary becomes imperfect of auxiliary).
**Future becomes conditional present, future perfect becomes conditional perfect (i.e., future of auxiliary becomes conditional of auxiliary).

4. Person Changes

Logic rules here, just as it does in English. Any reference to an individual that is altered by a change of a point of view will affect all references to the individual. Read the following transformations carefully:

DIRECT DISCOURSE		INDIRECT DISCOURSE
Vamos a visitar a **nuestros** padres. *We are going to visit our parents.*	→	Dijeron que iban a visitar a **sus** padres. *They said they were going to visit their parents.*
Te di **tu** libro. *I gave you your book.*	→	Ella le dijo que **le** había dado **su** libro. *She told him she had given him his book.*
No voy con**tigo.** *I am not going with you.*	→	Ella me dijo que no iba con**migo.** *She told me she was not going with me.*

5. Time Changes

In indirect discourse in the past, time expressions will change unless the reporting of the statement occurs within the same day or pertinent amount of time. (If I say something today about tomorrow, and you repeat my words before the day is over, there is no change; the same logic applies here as in English.) If the reporting of the direct statement is made on a different day than when the statement was made,

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yesterday becomes *the day before* and *tomorrow* becomes *the next day*. In Spanish, some common changes are:

DIRECT DISCOURSE		INDIRECT DISCOURSE
ahora	→	**entonces**
Ahora sí puedo. *Now I can.*		Dijo que **entonces** sí podía. *He said that he could then.*
ayer	→	**el día anterior**
Lo hice **ayer.** *I did it yesterday.*		Confesó que lo había hecho **el día anterior.** *He confessed that he had done it the day before.*
anoche	→	**la noche anterior**
La vi **anoche.** (La = la película) *I saw it last night.*		Dijo que la había visto **la noche anterior.** *He said that he had seen it the night before.*
mañana	→	**al día siguiente**
Iré **mañana.** *I'll go tomorrow.*		Anunció que iría **al día siguiente.** *He announced that he would go the following day.*
la semana pasada	→	**la semana anterior**
La vi **la semana pasada.** (La = *her*) *I saw her last week.*		Admitió que la había visto **la semana anterior.** *He admitted that he had seen her the week before.*
la semana entrante	→	**la próxima semana**
Te llamaré **la semana entrante.** *I'll call you next week.*		Me prometió que me llamaría **la próxima semana.** *He promised me he would call me the following week.*

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6. Other Changes

a. Connectives

When the quotes are of questions requiring a yes/no answer, connect them with **si** (*whether*). When the quotes are for "*yes*" and "*no*" responses, use **que** before **sí** or **no.**

Example:

DIRECT DISCOURSE	INDIRECT DISCOURSE
—¿Quieres ir al cine conmigo? **— No.** *"Do you want to go to the movies with me?"* *"No."*	**Me preguntó si quería ir al cine con él.** **Yo le contesté que no.** *He asked me whether I wanted to go to the movies with him.* *I said "no."*

b. *This, That,* and the Other

When the speaker changes location from the moment of direct speech to the moment of reported speech, other things change referentially as well.

DIRECT DISCOURSE		INDIRECT DISCOURSE
—¿Quieres **esto?**	→	Me preguntó si quería **eso.**
*"Do you want **this**?"*	→	*He asked me if I wanted **that.***

c. Verbs of Communication

- For questions: **preguntar**
- For statements: **exclamar, agregar, contestar, responder, insistir, confesar, admitir,** etc.
- For requests or commands: **rogar, pedir, suplicar, decir, insistir,** etc.

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d. A Note about Word Order with Indirect Interrogatives

In English you would say:

I don't know what Rafael saw.

In the combination *what* + *Rafael* + *saw*, notice that *Rafael* is placed before the verb. The word order of these elements in Spanish is different. The subject is placed after the verb when dealing with an indirect interrogative:

No sé qué vio Rafael.

The same applies to any indirect question:

Me pregunto cuándo vienen los invitados.	*I wonder when the guests are coming.*
No puedo imaginar dónde están mis llaves.	*I can't imagine where my keys are.*

Ejercicios 6.83–6.86, páginas 492–493;
Ejercicios de repaso 6.87–6.88, páginas 494–497

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Chapter 7

Ser, estar, haber, hacer, and **tener**

A Overview

B **Ser** vs. **estar**

C **Estar** vs. **haber**

D Expressions with **estar** and **tener**

E Time Expressions

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A. OVERVIEW

The verb *to be* in English can be translated into Spanish in different ways, depending upon the context. The study of the different translations of *to be* is broken down into categories of verbs and expressions: **ser** vs. **estar;** idiomatic expressions with **estar** and **tener;** passive voice with **ser** vs. resultant condition with **estar; hacer** with time expressions, etc.

Examples of **ser, tener,** and **haber** *(there is/are)* with nouns and pronouns:

Ángela **es** mi prima.	*Angela is my cousin.*
Este **es** Javier.	*This is Javier.*
Jaime **es** piloto.	*Jaime is a pilot.*
Es católica.	*She is a Catholic.*
Es soltero.	*He is a bachelor.*
Ese libro **es** mío.	*That book is mine.*
Fue Gema la que lo hizo.	*It was Gema who did it.*
Tengo veinte años.	*I am twenty years old.*
La niña **tiene** sed/calor/hambre/etc.	*The little girl is thirsty/hot/ hungry/etc.*
Hay una ardilla en la mesa.	*There is a squirrel on the table.*
Hay granizo en el césped.	*There is hail on the grass.*

Examples of **hacer** + *noun* and **estar** + *adjective* or *present participle* in descriptions of the weather:

Hace calor hoy.	*It is hot today.*
Hace frío hoy.	*It is cold today.*
Hace viento.	*It is windy.*
Hace buen tiempo.	*The weather is good. (We are having good weather.)*
Hace mal tiempo.	*The weather is bad. (We are having bad weather.)*
Está nublado.	*It is cloudy.*
Está lloviendo/nevando/lloviznando.	*It is raining/snowing/ drizzling.*

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Examples of **ser** (inherent characteristic) and **estar** (condition subject to change) with adjectives:

Jorge **es** peruano.	*Jorge is Peruvian.*
Es alto/delgado.	*He is tall/slender.*
Rosa **está** emocionada.	*Rosa is excited.*
Berta **está** triste.	*Berta is sad.*

Examples of **ser** and **estar** with prepositions:

Soy de Guatemala.	*I am from Guatemala.*
Estoy de pie/de rodillas/de luto/etc.	*I am standing/kneeling/in mourning/etc.*
Estoy por salir.	*I am about to go out.*

Example of **estar** with present participle:

Están leyendo/cantando.	*They are reading/singing.*

Examples of **ser, estar,** and **haber** with past participles:

Passive—**ser:**

Esa novela **fue** escrita por Cervantes.	*That novel was written by Cervantes.*

Resultant condition—**estar** (past participle = adjective):

Sus camisas ya **están** planchadas.	*Your shirts are already ironed.*

Perfect tenses—**haber** (*to have* as an auxiliary verb):

He escrito, **había** escrito...	*I have written, I had written. . .*

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B. SER VS. ESTAR

We have broken down the uses of these two verbs based on the type of word that follows or precedes the verb: in some cases only one of the two can be used; in other cases there are choices.

1. With Equal Elements: ser

The verb **ser** is used when the verb *to be* serves to make an equation between two grammatically similar elements, such as two nouns, pronouns, adverbs, or clauses, or two noun equivalents, such as a noun and a relative clause, or a pronoun and a noun, or a noun or pronoun and an infinitive, etc.:

El hombre **es** un animal. (noun = noun)	*Man is an animal.*
Esto **es** mío. (pronoun = pronoun)	*This is mine.*
Aquí **es** donde nos reuniremos. (adverb = adverb clause)	*Here is where we will meet.*
Trabajar así **es** volverse loco. (infinitive = infinitive)	*To work like that is to go mad.*
Lo que yo digo **es** lo que vale. (clause = clause)	*What I say is what counts.*
Héctor **es** el alto. (noun = pronoun)	*Hector is the tall one.*
Esa mujer **es** la que te presenté ayer. (noun = clause)	*That woman is the one I introduced to you yesterday.*
Eso **es** vivir. (pronoun = infinitive)	*That is living.*

The verb **ser** is also used for telling time:

—¿Qué hora **es**?	"*What time is it?*"
—**Es** la una./**Son** las tres y media.	"*It is one o'clock./It is three thirty.*"

2. With Adjectives

a. Predicate Adjectives

The contrast between the norm and a change of norm is the contrast we find most useful in understanding the different uses of **ser** and **estar** with adjectives.

When the adjective describes an aspect of the subject that is considered the norm universally, the verb **ser** is used:

El hielo **es** frío.	*Ice is cold.*

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For an object that is not by definition cold, the verb **estar** would be used:

La superficie **está** fría.	*The surface is cold.*

The concept of "norm" is one that can vary depending upon the speaker. For example, the following sentence was spoken by a loving son or daughter:

Mi madre **es** maravillosa. **Es** bellísima, joven y muy simpática.	*My mother is marvelous. She is very beautiful, young, and very nice.*

The same woman, perceived by someone else, might be thought of differently. To give an extreme example, if the woman were particularly modest or self-deprecating, she might see herself very differently:

Soy vieja, fea y antipática.	*I am old, ugly, and not nice.*

Any change in the norm, or subjective reaction, would take the verb **estar:**

Está pálida hoy porque **ha estado** enferma.	*She is pale today, because she has been sick.*

Over time, the norm might change as well. Imagine you have just met someone, and you perceive him as being fat. You describe him as follows:

Es gordo.	*He is fat.*

Yet, someone else knew him before, when he was slim, and perceives his current weight as a change from the norm:

Siempre **fue** delgado. Ahora **está** gordo.	*He was always thin. Now he is fat.*

As you see, there is a choice between the two verbs based on the perception of norm or of change, a choice that could mean a lot depending upon the context. If you want to tell someone how beautiful he/she is, in Spanish you must decide whether you want to make a statement about that person's beauty in general, or a statement about that person's beauty at the moment:

¡Qué bella **eres**!

¡Qué bella **estás**!

In English, the first would be: "*You are so beautiful (in general)!*" The second might best be translated: "*You look so beautiful (right now)!*" The implications of this difference are the same in the two languages.

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If you are describing an object to someone who does not know about it, and want to paint a picture that you would consider a standard for the object, you would use **ser:**

Los girasoles **son** grandes.	*Sunflowers are big.*

If you are growing sunflowers, and observing their daily changes, or if you find something to be different from what you expected, you would use **estar:**

Este girasol **está** grandísimo.	*This sunflower is very large.*
¡Qué grandes **están** los girasoles este año!	*The sunflowers are so big this year!*

Certain adjectives tend to indicate conditions rather than standard attributes and therefore tend to be used mostly with **estar.** This is the case with adjectives indicating illness, reactions such as joy or sadness, and changes in weight, size, or other aspects. **Enfermo, contento, harto,** and **bien** are most always used with **estar:**

Mi padre **está enfermo.**	*My father is sick.*
Estoy contenta de verte.	*I am happy to see you.*
Están hartos de tanto ataque aéreo.	*They are tired of (fed up with) so many air raids.*
¿Estás bien?	*Are you okay?*

Other adjectives may vary in their meanings depending upon which verb is used. Some of the more dramatically altering adjectives follow:

(1) Aburrido (*boring* vs. *bored*)

Esa película **fue** aburrida.	*That movie was boring.*
El público **estaba** aburrido.	*The audience was bored.*

(2) Bueno (*good* vs. *in good health, tasty*)

La fruta **es** buena para la salud.	*Fruit is good for your health.*
¡Qué buena **está** esta manzana!	*This apple is so good (tasty)!*

NOTE: To avoid ridicule, it may be best to avoid the combination of **estar** and **bueno** when describing people. In some countries, such as Mexico, some **piropos** (compliments men pay women on the streets) allude to how good a woman **está;** a typical one would be: **"¡Qué buena estás!"** Culturally, this does not translate; it is a comment on physical attraction.

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In other countries, **"Estoy bueno"** simply means *"I am feeling okay now."* If you want to refer to health, you can always use expressions such as **sentirse bien, sentirse mejor, estar bien, estar mejor.**

(3) Callado (*quiet by nature* vs. *silent now*)

Francisco **es** muy callado.	*Francisco is very quiet (by nature).*
Ustedes que siempre hablan tanto, ¿por qué **están** tan callados ahora?	*You who always talk so much,* *why are you so quiet now?*

(4) Ciego (*blind* vs. *blinded figuratively or momentarily*)

Ese limosnero **es** ciego.	*That beggar is blind.*
¡**Estoy** ciega!	*I am blind!* (Context: *Suddenly I can't see a thing, although my eyesight is normal.*)

NOTE: **Mudo** *(mute)* and **sordo** *(deaf)* behave similarly.

(5) Cómodo (*comfortable object* vs. *comfortable person*)

Esta butaca **es** cómoda.	*This armchair is comfortable.*
Estoy cómodo.	*I am comfortable.*

(6) Frío *(cold as norm or not, used with objects)*

El invierno **es** frío.	*Winter is cold.*
Tu mano **está** fría.	*Your hand is cold.*

NOTE: Remember the uses of **tener** and **hacer** with nouns for temperatures. Note that **frío** can be an adjective or a noun, whereas **caliente** is the adjective for the noun **calor. Tener** is used with people, while **hacer** is used impersonally for weather:

Tengo frío (calor).	*I am cold (hot).*
Hace frío (calor) afuera.	*It is cold (hot) out.*

(7) Listo (*clever [person or animal]* vs. *ready*)

Mi hermana **es** muy lista.	*My sister is very clever.*
¿Ya **están** listos?	*Are you ready?*

NOTE: To speak of a clever idea or concept, you could use the adjective **inteligente** or **genial** (stronger).

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(8) Maduro (*mature* vs. *ripe*)

Ese niño **es** muy maduro.	*That boy is very mature.*
El aguacate **está** maduro.	*The avocado is ripe.*

(9) Rico (*wealthy* vs. *delicious*)

Mi tío **es** rico.	*My uncle is rich.*
La comida **estuvo** rica.	*The meal was delicious.*

(10) Verde (*green* vs. *unripe*)

Los aguacates **son** verdes.	*Avocadoes are green.*
El aguacate **está** verde.	*The avocado is unripe.*

(11) Vivo (*smart, bright person* vs. *alive*)

Son muy vivos tus hermanos.	*Your brothers are very bright.*
Mi abuela todavía **está** viva.	*My grandmother is still alive.*

NOTE: Both **vivo** *(alive)* and **muerto** *(dead)* are used with the verb **estar. (e.g. Mi abuelo está vivo/muerto.)** The usage of **estar** with **vivo** is understandable because of the impermanence of life, but with **muerto** it may seem contradictory, especially if you think of death as permanent (focusing on its lack of ending). Yet, it makes sense if you think of death focusing on its outset, as a change from the state of living.

b. Expressions with *To Be*

Some frequent errors occur with the following expressions with *to be*. Note the correct translations:

I am cold.	Tengo frío.
It is cold.	Hace frío. [weather] Es frío. [Something is always cold. Cold here is the norm.] Está frío. [Something is cold now. Cold here is not the norm.]
I am dead.	Estoy muerto(a) (de cansancio). Estoy agotado.
I am done.	Terminé. He terminado. Ya acabé. (etc.)

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It is done.	Está terminado. Ya está. (etc.)
I am finished.	Terminé. He terminado. Ya acabé. (etc.)
It is finished.	Está terminado/hecho. Se terminó. Ya está. (etc.)
I am excited.	Estoy emocionado.
I am glad/happy that. . .	Me alegro* que...
I am happy (satisfied) with the results.	Estoy contento con los resultados.
I am happy (in my life).	Soy feliz.

(*NOTE: to signify *to be glad*, the verb **alegrarse** is preferred to the adjective **alegre** used with **ser** or **estar. Alegre** has a meaning that is closer to *joyful*, *lighthearted* than to *glad* or *satisfied* or *happy*. E.g. **Hoy traes cara alegre. La música caribeña es una música alegre.**)

I am hot.	Tengo calor.
It is hot.	Hace calor. [weather] Está caliente. [the soup, for example]

(NOTE: **Estar caliente** can mean **estar ardiente sexualmente** in colloquial usage. In other words, unless you want to refer to yourself as sexually hot, don't say **estoy caliente.**)

I am hungry.	Tengo hambre.
I am interested.	Me interesa.
I am late.	Llegué tarde.
It is late.	Es tarde.
I am sad to hear that.	Me apena mucho oír eso. Me da mucha pena oír eso.
I am sorry.	Lo siento.
I am short [not tall].	Soy bajo.
I am short (of money).	No tengo suficiente dinero.

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It [the line] is short.	Es/Está corta.
I am sitting.	Estoy sentado.
It is working.	Está funcionando.
I am working.	Estoy trabajando.

(NOTE: See more on the distinctions between people and things working, running, starting, etc. in Chapter 8, pages 296–297.)

I was born.	Nací.
That is the problem.	He allí el problema, etc.

(NOTE: This expression is used when pointing to or presenting something. **He** is invariable and serves as a verb. Other English renderings: *There's the rub.* **He allí la dificultad.** *Here's the situation: . . .* **He aquí la situación:... .**)

c. Impersonal Expressions

Generally, impersonal expressions are formed with **ser:**

Es bueno dormir mucho.	*It is good to sleep a lot.*
Es interesante viajar.	*It is interesting to travel.*
Fue maravilloso estar allí.	*It was marvelous to be there.*

Use **estar** with **bien** and **claro:**

Está **bien** que vengan tus amigos.	*It is okay for your friends to come.*
Está **claro** que ya no me quieres.	*It is clear that you do not love me anymore.*

3. With Prepositions and Adverbs

a. De

Use **ser** to indicate origin, the material of which something is made, or possession:

Soy de Cuba.	*I am from Cuba.*
El edificio **era** de ladrillo.	*The building was made of bricks.*
Este paraguas **es** de Tito.	*This umbrella is Tito's.*

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Use **estar** with set expressions, which indicate opinion, temporary condition or position, or change of location (see tables under "Expressions with **estar** and **tener,"** page 274), such as **estar de acuerdo, de buen humor, de luto, de pie, de rodillas, de viaje, de vuelta:**

Estoy de acuerdo contigo.	*I agree with you.*
Mis padres **están de buen humor** hoy.	*My parents are in a good mood today.*
Estoy de luto por la muerte de mi padre.	*I am in mourning for the death of my father.*
Los niños **estuvieron de pie** todo el día.	*The boys were standing all day long.*
La mujer **estaba de rodillas,** rezando.	*The woman was kneeling, praying.*
La familia **está de viaje.**	*The family is away (on a trip).*
¿Cuándo **estarán de vuelta**?	*When will they be back?*

b. Time and Place

To indicate location or time of an event, use **ser;** to indicate location of an object or a person, use **estar:**

La conferencia **es** a las diez en el auditorio.	*The lecture is at ten in the auditorium.*
El profesor **está** en su despacho.	*The professor is in his office.*
La sal **está** en la mesa.	*The salt is on the table.*

Note that some words can signify either an event or an object. For example, an exam can be the paper itself or the event; a movie can be a DVD or the actual showing of it:

El examen **es** esta noche en Morrill Hall.	*The exam is tonight in Morrill Hall.*
El examen **está** debajo del libro en la gaveta del centro.	*The exam is under the book in the middle drawer.*
La película **es** arriba.	*The movie is (being shown) upstairs.*
La película **está** al lado del televisor.	*The movie is next to the TV set.*

Adverbs of time and place and adverbial clauses function similarly:

La conferencia **es** cuando te dije.	*The lecture is when I told you.*
El libro no **está** donde lo dejé.	*The book is not where I left it.*

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4. With Past and Present Participles

a. With Present Participles

With the present participle, **estar** is used to indicate the progressive:

Estoy estudiando.	*I am studying.*

b. With Past Participles: Passive Voice and Resultant Condition

With past participles, **ser** is used to indicate the passive voice, and **estar** to indicate a condition resulting from a completed action:

Passive voice:

Las ventanas **fueron** abiertas a las ocho.	*The windows were opened at eight. (Somebody opened them.)*
Los edificios **son** construidos por ingenieros.	*Buildings are built by engineers.*

Resultant condition:

Las ventanas **están** abiertas.	*The windows are open. (It does not matter who did it.)*

If what is being focused upon is not the action or who did it, but the result of the action, the verb **estar** is used with the past participle functioning as an adjective:

El edificio **está** terminado.	*The building is finished.*

(1) Formation of the Passive Voice

The passive voice in Spanish is formed essentially in the same way as in English:

ACTIVE vs. PASSIVE VOICE				
	SUBJECT	**VERB**	**PREPOSITION**	**DIRECT OBJECT**
ACTIVE	**La tormenta**	**destruyó**	ø	**la casa.**
	The storm	*destroyed*	ø	*the house.*
	SUBJECT	**VERB**	**PREPOSITION**	**AGENT**
PASSIVE	**La casa**	**fue destruida**	**por**	**la tormenta.**
	The house	*was destroyed*	*by*	*the storm.*

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To change from active to passive voice:

- The subject of the active sentence becomes the agent (preceded by **por**) of the passive.
- The direct object of the active sentence becomes the subject of the passive sentence.
- The verb of the active sentence undergoes the following transformation: the verb itself becomes a past participle (variable in gender and number with its new subject) and is preceded by the verb **ser** in the same tense and mood as the verb of the original active sentence.

Examples:

ACTIVE		PASSIVE
Isabel Allende escribió esa novela. *Isabel Allende wrote that novel.*	→	Esa novela fue escrita por Isabel Allende. *That novel was written by Isabel Allende.*
Millones leerán el libro. *Millions will read the book.*	→	El libro será leído por millones. *The book will be read by millions.*
Ella había corregido las tareas. *She had corrected the homework.*	→	Las tareas habían sido corregidas por ella. *The homework had been corrected by her.*

(2) A Note about the Passive Voice

The passive voice, which is very common in English, is rarely used in Spanish. It is seen more in journalism translated directly from English into Spanish, often online. If there is a subject, or an agent, or someone who does the action, whether present in the sentence or implied, Spanish prefers the active voice. If there is no agent implied, the impersonal **se** is the preferred construction. See more about the impersonal **se** on pages 74–78.

PASSIVE • SP ANISH vs. ENGLISH		
SUBJECT OF THE ACTION	**SPANISH PREFERENCE**	**ENGLISH PREFERENCE**
Stated	ACTIVE	ACTIVE or PASSIVE
Absent but implied	ACTIVE	ACTIVE or PASSIVE
Absent but irrelevant	Impersonal **se**	PASSIVE

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Stated subject:

Los meseros sirvieron la cena.	*The waiters served dinner./ Dinner was served by the waiters.*

Although the second sentence in English is passive, and there could be an equivalent passive construction in Spanish, it would not be the choice of Spanish speakers. They tend to use the active whenever the doer of the action is stated.

Absent but implied subject:

Sirvieron la cena a las diez.	*Dinner was served at ten (when I was at my neighbors' house last night).*

Here, the neighbors are the ones who served dinner at ten, but they are not mentioned in the English sentence. They are implied, however, and their role in the serving is relevant. For this reason, Spanish would use the active structure.

Absent and irrelevant subject:

Se habla español.	*Spanish (is) spoken.*

When the doer of the action is not a part of the statement, not present, or even relevant to the focus of the sentence, Spanish uses the impersonal **se.**

NOTE: For more on the impersonal **se,** see Chapter 3.B.4, pages 74–78. When the grammatical subject of the English passive is an indirect object of the verb, it is impossible to use the passive in Spanish. Such structures can be translated with the impersonal **se** or other impersonal structures:

A Eva no se le dijo la verdad. OR: No le dijeron la verdad a Eva.	*Eva was not told the truth.*

In the preceding sentence in English, Eva is the grammatical subject of the passive sentence, whereas in both Spanish examples, Eva is the indirect object of the verb *to tell*, and the subject of the verb *to tell* (who did not tell her?) is not relevant to the context. This is why the passive cannot be used in Spanish in this context.

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C. ESTAR VS. HABER

When indicating the existence or presence of people or things, **estar** and **haber** have different uses.

Estar means *to be* and has a specific subject:

Los libros **están** en la mesa.	*The books are on the table.*

Whoever hears the preceding sentence knows which books are being referred to: they are specific books.

Haber (**hay, había,** etc.) means *there is*, *there are*, *there were*, *etc.*, and has no subject; it is impersonal:

Hay libros en la mesa.	*There are books on the table.*

The focus of the preceding sentence is not the location of specific books, but the mere existence of unspecified books on the table.

Note that **hay** is invariable in number: it does not change to plural. When it is used in any tense or mood **(había, habrá, habría, hubo, haya, hubiera, etc.),** it remains invariable in number:

Había más de mil musulmanes en la mezquita.	*There were more than a thousand Muslims in the mosque.*
Hubo varios accidentes en esa esquina.	*There were several accidents on that corner.*
No creo que **haya** suficientes movimientos ambientalistas.	*I don't think there are enough environmental movements.*

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Learn more about **Ser and Estar** at http://ilrn.heinle.com/.

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D. EXPRESSIONS WITH **ESTAR** AND **TENER**

1. Expressions with **estar**

EXPRESSIONS WITH **ESTAR**			
estar a favor de	*to be for/in favor of*	**estar de luto**	*to be in mourning*
estar ausente[1]	*to be absent*	**estar de regreso, de vuelta**	*to be back*
estar contento[2]	*to be glad/pleased/ happy*	**estar de rodillas**	*to be kneeling*
estar de acuerdo con	*to agree with*	**estar de vacaciones**	*to be on vacation*
estar de buen (mal) humor	*to be in a good (bad) mood*	**estar de viaje**	*to be traveling*
estar de huelga	*to be on strike*	**estar de visita**	*to be visiting*
estar de pie[3]	*to be standing*	**estar en contra de**	*to be against*

2. Expressions with **tener**

Notice that **tener frío** and **tener calor** are used exclusively for people or animals. If you wish to say that an object is hot or cold, use **ser** or **estar.**

EXPRESSIONS WITH **TENER**			
tener ___ años	*to be ___ years old*	**tener la culpa**	*to be guilty*
tener calor	*to be hot*	**tener lugar**	*to take place*
tener cuidado	*to be careful*	**tener miedo**	*to be afraid*
tener en cuenta que	*to bear in mind that*	**tener prisa**	*to be in a hurry*[4]
tener éxito	*to be successful/succeed*	**tener razón**	*to be right*[5]
tener frío	*to be cold*	**tener sed**	*to be thirsty*
tener ganas de	*to feel like/desire*	**tener sueño**	*to be sleepy*[6]
tener hambre	*to be hungry*	**tener vergüenza**	*to be ashamed*

1. This expression may only be used with **estar**; *to be late* = **llegar tarde**; *to be on time* = **llegar a tiempo**.
2. This expression may only be used with **estar**.
3. The expression used for *to be sitting* is **estar sentado**, whereas sentarse means *to sit down* (the process of changing from the standing to the sitting position).
4. *to hurry up* = **apurarse**
5. *to be wrong* = **estar equivocado/equivocarse**
6. *to have a dream* = **tener un sueño/soñar**

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Learn more about **Tener and Tener Expressions** at http://ilrn.heinle.com/.

E. TIME EXPRESSIONS

1. Introduction

a. Counting Forward

In Spanish, as in English, time can be perceived in various ways—we can narrate a story from beginning to end, with a series of preterites and imperfects:

Me levanté, me bañé y desayuné. Mientras desayunaba, sonó el teléfono.	*I got up, I bathed, and I had breakfast. While I was eating breakfast, the phone rang.*

We can state the duration of an action in a variety of ways:

Estudié por cuatro horas.	*I studied for four hours.*
Viví en España por seis meses.	*I lived in Spain for six months.*

b. Counting Backward

If you want to say how long something has lasted by counting back from the present, as you do in English with *I have been studying for four hours* or *I had been studying for four hours when you called* (counting back from a moment in the past, *when you called*), in Spanish you most frequently use expressions with **hacer que** and **llevar.**

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2. Duration

a. Counting Back from the Present

COUNTING BACK FROM THE PRESENT: **HACER**			
EXPRESSION (INVARIABLE)	**AMOUNT OF TIME**	**EXPRESSION**	**ACTION VERB FORM (VARIABLE)**
Hace (invariable)	*x* horas, meses, etc.	**que**	Present Indicative (**yo, tú,** etc.)

COUNTING BACK FROM THE PRESENT: **LLEVAR**		
EXPRESSION (VARIABLE)	**AMOUNT OF TIME**	**ACTION VERB FORM (INVARIABLE)**
Llevo (**Llevas, Lleva,** etc.)	*x* horas, meses, etc.	1. Affirmative: Present participle
		2. **Estar:** Ø (no verb)
		3. Negative: **sin** + infinitive

Affirmative—The sentence *I have been studying for three hours* (implication: and continue to do so) could be translated as:

> **Hace** tres horas **que estudio.**
> OR: **Llevo** tres horas **estudiando.**

Notice where the person is expressed in these two sentences: with **hace... que** the person doing the action is perceived in the second verb **(estudio [yo]),** whereas with **llevar** the person is seen in the verb **llevar** itself **(Llevo [yo])** and not in the action verb **estudiando.**

With estar—If the "action" verb is **estar,** the expression with **llevar** does not state the verb:

> **Hace** tres horas **que estamos** aquí.
> OR: **Llevamos** tres horas aquí.

In other words, never use **estando** in sentences like **Llevamos tres horas aquí.**

Negative: The sentence *We have not slept for two nights* (i.e., the last two nights) could be translated as:

> **Hace** dos noches **que no dormimos.**
> OR: **Llevamos** dos noches sin dormir.

In the negative, the sentence with **llevar** does not take the present participle for its action verb, but the infinitive preceded by **sin.**

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b. Counting Back from a Moment in the Past

COUNTING BACK FROM THE PAST: **HACER**			
EXPRESSION (INVARIABLE)	**AMOUNT OF TIME**	**EXPRESSION**	**ACTION VERB FORM (VARIABLE)**
Hacía (invariable)	*x* horas, meses, etc.	**que**	Imperfect Indicative (**yo, tú,** etc.)

COUNTING BACK FROM THE PAST: **LLEVAR**		
EXPRESSION (VARIABLE)	**AMOUNT OF TIME**	**ACTION VERB FORM (INVARIABLE)**
Llevaba (Llevabas, Llevaba, etc.)	*x* horas, meses, etc.	1. Affirmative: Present participle
		2. **Estar:** Ø (no verb)
		3. Negative: **sin** + infinitive

Affirmative—The sentence *I had been studying for three hours* (implication: when something interrupted my work), would be translated as:

> **Hacía** tres horas **que estudiaba.**
> OR: **Llevaba** tres horas **estudiando.**

Here, **hacer** and **llevar** are in the imperfect, as is the main verb of the first sentence. In the second sentence, the action verb is still in the present participle.

With estar—If the "action" verb is **estar,** the expression with **llevar** does not state the verb:

> **Hacía** tres horas **que estábamos** allá.
> OR: **Llevábamos** tres horas allá.

Negative—The sentence *We had not gone to the movies in a long time* would translate as follows:

> **Hacía** mucho tiempo **que no íbamos** al cine.
> OR: **Llevábamos** mucho tiempo **sin ir** al cine.

As you see, the same rules apply for the negative in the past as did in the present. The only difference is that the verbs must be kept in the imperfect (all but the infinitive, of course).

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3. *Ago*

Another type of sentence that counts time in reverse relates to finished actions in the past, as opposed to actions that have been going on and continue to go on (duration). In English, this reverse counting uses the expression *ago*, as in the example *I did that two hours ago* (as opposed to *I did it at three o'clock*). To translate sentences with *ago*, you cannot use **llevar,** only **hace** [present]... **que +** *preterite*.

Hace tres años **que** se fue. OR: Se fue **hace** tres años.	*He left three years ago.*

This same situation shifted into a past context would use the following structure:

Hacía tres años **que** se había ido.	*He had left three years before.*

We can also refer to things that *were happening* some time ago. For these actions, Spanish uses the imperfect of the main verb, usually with the progressive form for action verbs, and nonprogressive for non-action verbs:

¿Qué estabas haciendo **hace** dos horas?	*What were you doing two hours **ago**?*
Me estaba bañando **hace** dos horas. OR: **Hace** dos horas, me estaba bañando.[7]	*I was bathing two hours **ago.***
¿Dónde estaba usted **hace** treinta minutos?	*Where were you thirty minutes **ago**?*

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7. Notice the absence of **que** from the expression.

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Chapter 8

Lexical Variations

A Introduction

B Terms and Expressions

C False Cognates and False Friends

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A. INTRODUCTION

The contents of this chapter are not technically grammatical in nature: they are lexical. Then again, some of the most commonly covered grammatical points focus more on lexical differences. For this reason, we are not concerned that this chapter may be out of place in a grammar manual. In fact, we include this list of terms here because they represent some of the most common areas of difficulty for students. We consider a focused practice of them to be useful to improve accuracy of expression.

In some cases, the terms have been covered in grammatical chapters and are consolidated and reviewed in this chapter from the point of view of vocabulary. **Acabar** was covered under preterite and imperfect and then under accidental **se;** *what* was covered previously under interrogatives and under relative pronouns; here we consolidate the two for a brief, focused review. Some of these points have been touched upon under reflexives, such as *become* or *get;* here we present the most common terms more thoroughly by elaborating on some of their subtle lexical distinctions. Other expressions on this list are shown here for the first time, and may be false cognates *(apply*, *attend*, *exit*, *realize)*, or differences in perception (*come* and *go*, *take*).

This list of terms and expressions is by no means exhaustive: it should serve merely as a stepping stone, followed by careful consultation of a good translation dictionary and a good Spanish–Spanish dictionary.

B. TERMS AND EXPRESSIONS

For an easy, quick reference, we have arranged these terms in alphabetical order (rather than in conceptual or other types of groupings).

1. Acabar

acabar = *to finish*

Acabé la tarea.	*I finished the homework.*

acabar de (+ *inf.*) = *to finish doing something*

The meaning of this expression changes depending upon the context in which it is used:

Acabé de poner la mesa.	*I finished setting the table.*
Cuando **acabes de lavar** los platos, sécalos y guárdalos.	*When you finish washing the dishes, dry them and put them away.*

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When used in the present and imperfect indicative, it may mean *to have just (done something):*

Present Indicative:

Acabo de <u>comer</u>.	*I just ate.*

Imperfect Indicative:

Acabábamos de <u>terminar</u>.	*We had just finished.*

acabarse = *to end*, *finish*, *use up*, *or eat up* [reflexive]; *to be no more*, *run out of* (accidental **se**)

Me acabé el pan.	*I ate up all the bread.*
Se acabó el azúcar.	*There is no more sugar.*
Se acabaron los limones.	*There are no more lemons.*
Se nos acabó la leche.	*We have no more (ran out of) milk.*
Se nos acabaron los cacahuates.	*We have no more (ran out of) peanuts.*

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2. *Apply*

aplicar = *to apply* (e.g., an ointment)

Instrucciones: **aplicar** la crema sobre la herida cuatro veces al día.	*Instructions: apply the cream to the injury four times a day.*

aplicación (f.) = *application* (of a theory, of one's efforts, of a medication, etc.)

Estudia con **aplicación.**	*(S)he studies with application (diligence).*

solicitar = *to apply for or to* (a job, loan, fellowship, university acceptance, etc.)

Solicité el puesto de subgerente.	*I applied for the job of assistant manager.*
Le dieron la beca que **solicitó.**	*They gave him the fellowship he applied for.*
Solicitaré entrada a cuatro universidades.	*I'll apply to four universities.*

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solicitud (f.) = *application* (form to fill out for a job, university, loan, etc.)

Envié la **solicitud** a tiempo.	*I sent the application on time.*

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3. *Ask*

pedir algo (without a preposition) = *to ask for something*

Me **pidieron** dinero.	*They asked me for money.*

pedir que = *to ask to*

Le **pedí que** me despertara.	*I asked him to wake me up.*

preguntar: "¿...?" = *to ask: " . . . ?"*

Me **preguntó:** "¿Qué hora es?"	*He asked me, "What time is it?"*

preguntar si..., qué..., cuándo..., (etc.) = *to ask whether . . . , what . . . , when . . . ,* (etc.)

Se **preguntaban** si tenía vínculos terroristas.	*They asked themselves (wondered) whether he had terrorist ties.*
Nos **preguntaron** qué queríamos.	*They asked us what we wanted.*

hacer una pregunta = *to ask a question*

¿Me permite **hacerle una pregunta**?	*May I ask you a question?*

pedido (m.) = *request, order*

¿Cuál es el número de su **pedido**?	*What is your order number?*

cuestión (f.) = *matter, question*

Es una **cuestión** de estética.	*It's a matter (question) of aesthetics.*

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4. *At*

En is the usual equivalent of *at* referring to static location in space:

Estoy **en** casa.	*I'm **at** home.*
Estoy **en** la casa de mi hermano.	*I'm **at** my brother's house.*
Me quedé **en** su apartamento.	*I stayed **at** his apartment.*

This could extend to actions that take place within the confines of a certain location:

Comimos **en** ese restaurante.	*We ate **at** that restaurant.*

A would be used for movement *to* a destination:

Vamos **a** casa.	*We're going home.*
Viajamos **a** Puerto Rico. (for travel within or throughout the island, you would use **por**)	*We travelled to Puerto Rico.*

A is the usual equivalent of *at* when referring to time of day:

La clase es **a** las diez.	*Class is **at** ten.*

Other expressions with *at*:

***at** this moment*	**en** este momento
***at** times*	**a** veces
***at** the door*	*(outside)* **a** la puerta *(inside)* **en** la puerta
***at** my side*	**a** mi lado
*to be **at** the table*	estar **a** la mesa
*to throw **at***	tirar **a,** lanzar **a**
*to sell **at** a price*	vender **a** un precio

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5. *Attend*

asistir a = *to attend* (a class, formal meeting, conference, etc.)

Asistimos a una reunión esta tarde.	*We attended a meeting this afternoon.*
Hoy no **asistí a** clase.	*Today I didn't attend class.*

asistencia (f.) = *attendance*, *audience*

La **asistencia** a clase es un requisito.	*Attendance at class is a requirement.*
Había un desconocido en la **asistencia.**	*There was a stranger in the audience.*

(Note that *audience* is more often translated as **público** than **asistencia.** **Audiencia** exists, and also means *court* or *hearing.*)

asistencia social (f.) = *welfare*

Muchos reciben **asistencia social.**	*Many receive welfare.*

atender = *to assist*, *serve* (a person), *pay attention*, *tend to* (something or someone)

¿En qué puedo **atenderlo**?	*How may I assist you?*
Me **atendieron** de inmediato.	*They served me immediately.*
Atiéndanme, por favor.	*Pay attention, please.*
Atiende a tus amistades, Gregorio.	*Tend to your friends, Gregorio.*
No **atiende** a la conferencia porque lo distraen los ruidos de afuera.	*He doesn't pay attention to the lecture because the outdoor noises distract him.*

atento(a) = *attentive*, *well-mannered*, *polite*, *kind*

Su marido es muy **atento** con ella.	*Her husband is very considerate toward her.*
Es un joven muy **atento.**	*He's a very polite young man.*

(See also Chapter 8.B.23, page 300.)

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6. *Because*

Por and **a causa de** mean *because of* and are used with nouns. (**Por** can also have other meanings, such as *on account of*, *instead of*, etc. Context should indicate the meaning.)

Lo felicitaron **por** el hallazgo.	*They congratulated him because of (on account of) his discovery.*
No salimos **a causa de** la tormenta.	*We didn't go out because of the storm.*

Por is used with pronouns:

Dejó su carrera **por** ella.	*He gave up his career because of her.*
Vendrán temprano **por** eso.	*They'll come early because of that.*

Por can also be used with an infinitive [same subject], whereas **a causa de** cannot:

Me enfermé **por** comer tanto.	*I got sick because I ate so much.*

Porque is used only with a conjugated verb:

Lo deportaron **porque** no tenía documentos.	*They deported him because he had no papers.*

Gracias a is used when there is a positive force involved:

Salí pronto del hospital **gracias a** tu ayuda.	*I got out of the hospital quickly because of (thanks to) your help.*

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7. *Become* or *Get*

alegrarse = *to become happy, be glad*

Me alegro de que puedas venir.	*I'm glad you can come.*

callarse = *to become quiet, keep silent, shut up*

¡Cállate!	*Be quiet!*

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calmarse = *to become calm, calm down*

Al darse cuenta de que no representaba un peligro para la seguridad nacional, **se calmaron.**	*When they realized it didn't represent a danger to national security, they calmed down.*

cansarse = *to get tired*

Me cansé de trabajar.	*I got tired of working.*

empobrecerse = *to become poor*

Se fueron empobreciendo poco a poco.	*They became poor little by little.*

enfermarse = *to get sick*

Te vas a **enfermar** si sales así.	*You're going to get sick if you go out like that.*

enfurecerse = *to become furious*

Su padre **se enfureció** al oír las noticias.	*Her father became furious when he heard the news.*

enloquecerse = *to go mad, become crazy*

Al perderla, **se enloqueció.**	*When he lost her, he went crazy.*

enojarse = *to get angry*

No **te enojes** conmigo.	*Don't get angry with me.*

enriquecerse = *to become or get rich*

Pensaban **enriquecerse** con eso.	*They thought they could get rich with that.*

entristecerse = *to become sad*

Se entristecieron sus hijos más que él.	*His children became sadder than he did.*

envejecerse = *to become or get old*

Con este producto, nadie **se envejece.**	*With this product, nobody gets (or becomes) old.*

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mejorarse = *to get better, improve*

¡Que **te mejores** pronto!	*I hope you get better soon!*

tranquilizarse = *to become calm, calm down*

Con esa música, **se tranquilizaron.**	*With that music, they calmed down.*

ponerse (+ **serio, pálido, triste,** and other adjectives of involuntary and transient psychological or physical states) = *to become* (serious, pale, sad. . .)

Se puso triste al oír las noticias.	*He became sad upon hearing the news.*

hacerse (+ **abogado, médico,** and other nouns of profession) = *to become* (a lawyer, doctor . . .)

Mi hermana **se hizo** abogada.	*My sister became a lawyer.*

llegar a ser (+ *nouns* or *adjectives* expressing importance or high personal status) = *to become* (rich, famous . . .)

Llegó a ser famoso.	*He became famous.*

convertirse en = *to become or turn into* (by physical transformation)

El vino **se convirtió** en vinagre.	*The wine became (turned into) vinegar.*
De repente **se convirtió** en lobo.	*Suddenly he became a wolf.*

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8. *But*

pero = *but* (nevertheless)

Tengo suficiente dinero, **pero** no quiero ir.	*I have enough money, but I don't want to go.*
No tengo suficiente dinero, **pero** voy a ir.	*I don't have enough money, but I'm going to go.*
El nuevo gerente es eficaz, **pero** antipático.	*The new manager is efficient, but disagreeable.*

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menos, excepto = *but*

Tráelos todos **menos** los azules.	*Bring all but the blue ones.*
Todos **excepto** Jeannine creyeron la amenaza.	*All but Jeannine believed the threat.*

sino = *but* (but rather, but instead—when contrasting with a negative in the first part)

No es antipático, **sino** serio.	*He isn't disagreeable, but (rather) serious.*
No fue a la tienda, **sino** al banco.	*He didn't go to the store, but (instead) to the bank.*

sino que = **sino** followed by a conjugated verb

No se lo vendí, **sino que** se lo regalé.	*I didn't sell it to him, but gave it to him (instead).*

NOTE: A common mistake is to use **pero** at the beginning of a sentence, followed by a comma. This emphasis on **pero** is incorrect in Spanish: to translate an emphatic initial *but*, it would be best to use **Sin embargo.**

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9. *Come* and *Go*

venir = *to come* (towards the speaker)

Decidieron **venir** a vernos.	*They decided to come see us.*
¡**Ven** acá!	*Come here!*

ir = *to go* (away from the speaker)

NOTE: **Ir** is frequently translated as *to come*.

Voy a tu casa esta tarde.	*I'll come to your house this afternoon.*
¡Voy!	*I'm coming!* (literally, in Spanish, "I'm going.")

NOTE: Do not confuse **¡Voy!** *(I am coming!)* with ¡Me **voy**! *(I am leaving!)* They have opposite meanings. See more on this below under ***Go*** and ***Leave*/irse** and **salir.**

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llegar = *to arrive*, *to get someplace*
llegar tarde, temprano = *to be late*, *early*

Los huéspedes **llegaron** esta mañana.	*The guests arrived (got here) this morning.*
Llegamos al hotel a las tres.	*We got to the hotel at three.*
Llegaste temprano.	*You're early. (You arrived early.)*
Llegué tarde al trabajo.	*I was late to work.*
Lamento **haber llegado tarde.**	*I'm sorry I'm late.*

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10. Despedir

despedir = *to fire*, *dismiss*

Esa empresa **despidió** a veinte empleados.	*That firm fired twenty employees.*

despedirse = *to say good-bye*

Nos despedimos en el aeropuerto.	*We said good-bye at the airport.*

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11. *Exit* and *Success*

éxito = *success*

El **éxito** del hotel depende de la calidad del servicio.	*The success of the hotel depends upon the quality of service.*

tener éxito = *to be successful*

Si se esmeran, **tendrán éxito.**	*If you make an effort, you will be successful.*

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salida = *exit*

¿Dónde se encuentra la **salida** de emergencia?	*Where is the emergency exit?*

suceso = *event*

Fue un **suceso** de tal importancia que vinieron los reporteros.	*It was such an important event that the reporters came.*

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12. *Go* and *Leave*

ir = *to go* (*toward* a specific destination)

Ayer **fuimos** al museo.	*Yesterday we went to the museum.*
¡Vamos!	*Let's go!* (focus on the destination: i.e., *Let's get there.*)

Depending on the context, **¡Vamos!** can also mean something like *Come on!* with an overtone of impatience or disbelief. A good dictionary will provide you with all of the subtleties of this verb, including the uses of **¡Vaya!**

irse = **marcharse** = *to leave* (direction *away from* some understood location)

El señor Cárdenas ya **se fue.**	*Mr. Cárdenas already left.*
El gerente **se va** a las cinco.	*The manager leaves at five.*
No está; **se marchó.**	*He isn't in; he left.*
¡Me voy!	*I'm leaving!*
¡Vámonos!	*Let's go! (focus on the departure: i.e., Let's leave/Let's get out of here/. . .)*

salir = *to go out*

Los niños **salieron** a jugar.	*The children went out to play.*
Los huéspedes **salieron** a la playa.	*The guests went out to the beach.*
Saldremos esta noche a las siete.	*We'll go out tonight at seven.*

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salir vs. irse (intransitive) = *to leave*

Salir is used as a synonym for **irse** when the person leaving is also leaving an enclosed area, such as a building. **Irse** is more permanent than **salir;** for example, when a person is at home or in the office and leaves expecting to return, **salir** is used more frequently. At the end of the day, when a person leaves the office until the next day, **irse** would be more common. (Notice that these verbs are intransitive in Spanish, and do not take direct objects in the same manner as in English.)

In the following sentences **salir** would be preferable:

Elena **salió** de casa hace una hora.	*Elena left home an hour ago.*
La secretaria **salió** a almorzar.	*The secretary went out to lunch.*

In sentences like the following you could only use **irse:**

Estábamos en la playa platicando cuando de repente Luis se levantó y **se fue.**	*We were on the beach chatting when suddenly Luis got up and left.*
Lo siento, pero el gerente ya **se fue.**	*I'm sorry, but the manager has already left.*

Salir is commonly used with travel and with means of transportation. The logic here is that the enclosure from which the traveler departs is a particular geographical space:

Saldremos para España la semana entrante.	*We're leaving for Spain next week.*
El tren **sale** a las nueve.	*The train leaves at nine.*
Su vuelo **sale** de Madrid esta tarde.	*Your flight leaves Madrid this afternoon.*

NOTE: The parallel term **salida** is used to indicate the *departure* of a person, flight, etc.:

La **salida** del vuelo es a las cinco.	*The flight leaves at five.*

Partir and **partida** are also used for departures:

Siempre **partíamos** al amanecer.	*We always left at dawn.*
La próxima **partida** del AVE para Sevilla es al mediodía.	*The next departure of the AVE to Seville is at noon.* (The AVE—Alta Velocidad Española—is a high-speed train.)

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dejar (+ *noun* or *pronoun*) (transitive) = *to leave* (something or someone)

Dejé las maletas en el taxi.	*I left the suitcases in the taxicab.*
Su hermano la **dejó** en el aeropuerto.	*Her brother left her at the airport.*

dejar (+ *inf.*) = *to let*

No me **dejó** pagar nada.	*She didn't let me pay for anything.*

dejar de (+ *inf.*) = *to stop*

De repente **dejaron de** hablar.	*Suddenly, they stopped talking.*

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13. *Guide*

el guía = *guide* (person)

El guía habló de la estatua.	*The guide spoke about the statue.*

la guía = *guide* (booklet or female guide)

Está explicado en **la guía.**	*It's explained in the guidebook.*
La guía hablaba catalán.	*The guide* (fem.) *spoke Catalan.*

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14. *Know*

conocer = *to know* (someone); *to meet* (someone) *for the first time* (make someone's acquaintance) [preterite]

Conozco a Luis.	*I know Luis.*
Ayer **conocí** a Luis.	*Yesterday I met Luis.*

(See Chapter 8.B.16, page 294, on *to meet.*)

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conocer = *to be familiar with* (something)

No **conozco** la ciudad.	*I don't know the city.*

saber = *to know* (something)

Saben nuestra dirección.	*They know our address.*

saber (+ *inf.*) = *to know how* (to do something)

Ella **sabe** hablar español.	*She knows how to speak Spanish.*

saber que..., qué..., si..., cuándo... = *to know that. . . , what. . . , whether. . . , when . . .*

Sabíamos que hacía calor.	*We knew that it was hot.*
No **sé qué** hacer.	*I don't know what to do.*
¿**Sabes si** llamó?	*Do you know if he called?*
Nunca **sabemos cuándo** va a nevar.	*We never know when it's going to snow.*

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Learn more about **Saber and Conocer** at http://ilrn.heinle.com/.

15. *Learn*

aprender = *to acquire knowledge or a skill*

Aprendí el español.	*I learned Spanish.*

enterarse de = *to find out*, *discover* (something) *accidentally or intentionally*

Se enteró de que nos íbamos.	*He found out we were leaving.*
Se enteraron de la verdad.	*They discovered the truth.*

averiguar = *to find out* (to get information by investigation)

Tengo que **averiguar** dónde está.	*I have to find out where it is.*

saber [preterite] = *to find out*, *learn about* (something) *by chance*

Nunca supe que estabas enfermo.	*I never knew (heard) you were sick.*

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16. *Meet*

conocer [preterite] = *to meet*, *make* (someone's) *acquaintance*

Lo **conocí** en la fiesta.	*I met him at the party.*

NOTE: When the verb **conocer** is conjugated in other tenses, it means *to know* (someone) or *to be familiar with* (something).

encontrarse (con) = *to meet* (planned or by chance)

Me encontré con ella para almorzar.	*I met her for lunch.*
Me encontré con él en el tren.	*I ran into him on the train.*
Nos encontraremos en el restaurante.	*We'll meet at the restaurant.*

encontrar = *to find*

Encontré cien pesos en la calle.	*I found a hundred pesos on the street.*
Encontraron a la niña perdida.	*They found the lost child.*

toparse con = *to meet* (run into, meet by chance)

Se topó con mi primo en la tienda.	*He met (ran into, met by chance) my cousin at the store.*

tropezar con = *to meet* (run into, run across, stumble upon)

Tropezó con ellos en el cine.	*He ran into them at the movies.*

NOTE: In other contexts, **tropezar** or **tropezarse** means *to trip* or *to stumble* literally, not figuratively:

Me tropecé y me caí.	*I tripped and fell.*

(See also Chapter 8.B.19, pages 296–298.)

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17. *Order*

el orden = *order*, *organization*, *neatness*

Es esencial que preparen este postre en el **orden** indicado.	*It's essential that you prepare this dessert in the order indicated.*
Por favor archíveme estos folletos en **orden** alfabético.	*Please file these brochures in alphabetical order for me.*

la orden = *order*, *request*

Recibirá sus **órdenes** del supervisor.	*You will receive your orders from the supervisor.*
¿Puedo tomarles la **orden** (el **pedido**)?	*May I take your order?*
Juan Rodríguez, a sus **órdenes.**	*Juan Rodríguez, at your service.*

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18. Pensar

pensar en = *to think about* (someone or something)—intransitive

Siempre **pienso en** mi hermano cuando veo ese cuadro.	*I always think of my brother when I see that painting.*
¿**En** qué **piensas**?	*What are you thinking about?*

pensar *x* de = *to think* x *about something or someone* (x = direct object)—transitive

¿Qué **piensas de**l aumento de control en la frontera?	*What do you think about the increased control at the border?*
No quiso decirme lo que **pensaba de** la idea de ser el máximo goleador.	*He didn't want to tell me what he thought about being the top goal scorer.*

NOTE: In the above two sentences, **Qué** and **lo que** are the direct objects of **pensar.** This transitive use of **pensar + de** is only used in direct or indirect interrogatives.

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pensar (+ *inf.*) = *to think about*, *plan to* (do something)—transitive

—¿Qué **piensas** hacer este verano?	*"What are you planning to do this summer?"*
—**Pienso** trabajar en un restaurante.	*"I'm planning to work in a restaurant."*

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19. People vs. Machines

PEOPLE VS. MACHINES		
	PEOPLE	**MECHANICAL DEVICES**
to run	**correr**	**andar/funcionar**
	Jorge corre. *Jorge runs.*	**Mi coche anda.** *My car runs.*
	PEOPLE	**MACHINES AND SYSTEMS**
to work	**trabajar**	**andar/funcionar**
	Jorge trabaja. *Jorge works.*	**El reloj no funciona.** *The clock is not working.* **Este método funciona.** *This method works.*
	PEOPLE AND EVENTS	**MOTORS**
to start	**comenzar/empezar**	**poner en marcha/arrancar**
	Empiezo a trabajar a las 7.00 h. *I start work at 7 o'clock.* **Comienza a las 8.00 h.** *It starts at 8 o'clock.*	**Puse el auto en marcha.** *I started the car.* **Mi coche no arranca.** *My car will not start.*
	PEOPLE	**THINGS**
to run out	**salir corriendo**	**acabársele a uno**
	Jorge salió corriendo. *Jorge ran out.*	**Se nos acabó el tiempo.** *We ran out of time.*
	PEOPLE	**LIGHTS**
to go out	**salir**	**apagarse/irse**
	Jorge salió. *Jorge went out.*	**Se apagó (Se fue) la luz.** *The light(s) went out.*

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As a general rule, before translating an English expression containing a verb with a preposition, remember to think about the meaning of the English expression to avoid a literal and meaningless translation. The following are some other prepositional usages:

To work out:

- as in a person doing exercises: **hacer ejercicio**

Hago ejercicio al levantarme por la mañana.	*I work out when I get up in the morning.*

- a problem: **resolver un problema**

No pudieron **resolver el problema.**	*They were unable to work out the problem.*

To run across:

- something: **dar con, tropezar con**

La busqué por todos lados hasta que al fin **di con** ella en la biblioteca.	*I looked for her everywhere until at last I ran across her in the library.*

- literally, a room, a place: **atravesar corriendo**

Atravesó el cuarto **corriendo.**	*He ran across the room.*

To run down:

- as in a liquid running down a surface: **escurrir, gotear**

El sudor le **goteaba** por la cara.	*The sweat ran down his face.*

- with batteries: **descargarse**

La batería **se descargó** durante el invierno.	*The battery ran down during the winter.*

- with watches: **acabarse la cuerda**

Se le acabó la cuerda al reloj y paró.	*The watch ran down and stopped.*

- the stairs: **bajar corriendo**

Bajamos las escaleras **corriendo** para recibirla.	*We ran down the stairs to greet her.*

To run into:

- e.g., a tree with your car: **chocar con**

Choqué con el árbol.	*I ran into the tree.*

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- a person by chance: **tropezar con, toparse con, encontrarse con**

Tropezamos con/Nos topamos con/Nos encontramos con ella en la biblioteca.	*We ran into her at the library.*

To turn out:

- a light: **apagar**

Apaga la luz.	*Turn out the light.*

- right, wrong, etc. (a situation or thing): **las cosas salen bien, mal,** etc.

—¿Cómo **salió** todo?	*"How did everything turn out?"*
—Bien.	*"Okay."*

(See also Chapter 8.B.16, page 294.)

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20. *Play*

jugar = *to play* (a game)

Me gusta **jugar** al ajedrez.	*I like to play chess.*

tocar = *to play* (an instrument)

Ella **toca** el piano.	*She plays the piano.*

a play = **una obra (de teatro)** [theater play], **una jugada** [a single game play in sports, cards, or board games]

to play a game = jugar **un juego** [any game], jugar **un partido** [sports], jugar **una partida** [board game, cards]

Examples:

El póquer es un **juego** de barajas.	*Poker is a card game.*
Vamos a un **partido** de fútbol este fin de semana.	*We're going to a soccer game this weekend.*
¿Quieres jugar un **juego** conmigo? No me importa de qué—escoge tú.	*Do you want to play a game with me? I don't care what kind of game—you choose.*

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Mis padres vieron una **obra** de Cervantes cuando fueron al teatro en Salamanca.	*My parents saw a Cervantes play when they went to the theatre in Salamanca.*
Juguemos una **partida** de damas.	*Let's play a game of checkers.*
Están pasando una repetición de las mejores **jugadas** del **partido** de anoche.	*They're running a replay of the highlights* (literally: *the best plays*) *from last night's game.*

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21. *Put*

poner = *to put; to set* (the table)

Pusimos la llave sobre la mesa.	*We put the key on the table.*
Pongan la mesa.	*Set the table.*

guardar, ahorrar = *to put away*

Guarden los platos.	*Put the plates away.*
Necesito **ahorrar** algo de dinero.	*I need to put some money away.*

NOTE: There are many other uses of the expression "*to put* + preposition" in English: check the dictionary when you want to use it.

meter = *to put in*

¿**Metiste** el coche en el garaje?	*Did you put the car in the garage?*
El niño **se metió** el dedo en la boca.	*The boy put his finger in his mouth.*

ponerse = *to put on* (+ noun); *to become* (+ adjective)

Me puse el abrigo.	*I put my coat on.*
Se puso triste.	*He became sad.*

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aguantar, soportar = *to put up with*, *to stand*

Tengo que **aguantar** todas tus quejas.	*I have to put up with all of your complaints.*
¡Ya no **aguanto** el calor!	*I can't stand the heat anymore!*
No sé cómo me **soporta.**	*I don't know how (s)he puts up with me.*

NOTE: *To support* someone morally is **apoyar;** financially it is **mantener.**

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22. *Realize*

darse cuenta de = *to realize*

No **me di cuenta de** la hora que era.	*I didn't realize what time it was.*
No **te das cuenta de** las implicaciones de tus actos.	*You don't realize the implications of your actions.*

realizar = *to come true*, *to carry out*

Ahora sí que se me **realizará** el sueño de viajar a Sudamérica.	*Now my dream to travel to South America will really* **(sí)** *come true.*
Ese empleado **realiza** sus funciones con mucha eficacia.	*That employee carries out his duties very efficiently.*

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23. *Serve*

servirle = *to serve* or *to help* (a person)

¿Le **sirvo** más vino?	*Shall I serve you more wine?*
¿Le **serviste** agua a esa persona?	*Did you serve that person water?*
¿En qué puedo **servirle**?	*How may I help you?*

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servirlo, servirla, servir algo = *to serve* (something)

—Ya es hora de **servir** la comida.	*"It's time to serve the meal."*
—¿Dónde está la ensalada?	*"Where is the salad?"*
—Ya la **serví.**	*"I already served it."*

(See also Chapter 8.B.5, page 294.)

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24. *Spend*

gastar = *to spend* (money)

Gastamos mucho en ese viaje.	*We spent a lot on that trip.*

pasar = *to spend* (time)

Pasó dos años tras rejas bajo sospecha de espionaje.	*He spent two years behind bars under suspicion of espionage.*

desperdiciar = *to waste*

No **desperdicies** dinero.	*Don't waste money.*
No **desperdicien** mi tiempo.	*Don't waste my time.*

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25. *Take*

We recommend that you look up *to take* in a good translation dictionary to get a full picture of all of its uses and translations into Spanish. Note that it is used in many phrases *(to take aback*, *after*, *along*, *apart*, *around*, *aside*, *away*, *back*, *down*, *for*, *from*, *in*, *off*, *on*, *out*, *over*, *through*, *to*, *up*, *upon)*—each of which may have several different

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meanings, depending on the context. We list here the uses that have presented our students with the most frequent difficulties:

tomar = *to take* (something [a bus, etc.], to drink)

Tomó la llave sin decir nada.	*He took the key without saying anything.*
Quiero **tomar** una cerveza bien fría.	*I want to drink a very cold beer.*
Tome el autobús.	*Take the bus.*

tomar, tardar, demorar(se) = *to take* (time)

¿Cuánto tiempo **tomará/ (se) demorará/tardará**?	*How long will it take?*

Toma (Tome usted) is used when you hand someone something. *("Here.")*

—¿Tienes un lápiz?	"*Do you have a pencil?*"
—Sí. **Toma.** (handing out the pencil)	"*Yes. Here.*"
—Gracias.	"*Thanks.*"

llevar = *to take* (someone or something [somewhere]) (English also uses *bring* in this case. Spanish distinguishes between movement *away from* the speaker's place **[llevar]** and *to* the speaker's place **[traer].**)

Llevamos a mis padres al aeropuerto.	*We took my parents to the airport.*
Llevaremos toallas a la playa.	*We will take towels to the beach.*
Tráigame un café, por favor.	*Bring me a coffee, please.*

llevarse = *to take* (something away, with oneself)

El mesero **se llevó** mi tenedor.	*The waiter took my fork away.*

apuntar/bajar = *to take down*

La operadora **apuntó** el mensaje.	*The operator took down the message.*
El botones **bajará** su equipaje.	*The bellboy will take (bring) your luggage down.*

subir = *to take up*

El botones **subirá** el equipaje.	*The bellboy will take the luggage up.*

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admitir/alojar = *to take in* (as in *to lodge)*

Esa casa de huéspedes solo **admite (aloja)** adultos.	*That guesthouse only accepts adults.*

sacar = *to take out*

Sacaron a los niños a pasear.	*They took the children out for a stroll.*

quitarse = *to take off* (articles of clothing)

Se quitó la ropa para bañarse.	*He took off his clothes to bathe.*

tener lugar = *to take place*

El concierto **tendrá lugar** esta noche.	*The concert will take place tonight.*

traer = *to bring* (toward the speaker only)

El mesero no nos **trajo** la cuenta muy rápido.	*The waiter didn't bring us the check very quickly.*

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26. *Time*

tiempo = *time; weather*

No tengo **tiempo** para ayudarte hoy.	*I do not have time to help you today.*
Hace buen **tiempo** hoy.	*The weather is nice today.*

vez = *time* (countable)

Toma café cuatro **veces** al día.	*He drinks coffee four times a day.*
Esta **vez** yo pago.	*This time, I will pay.*

hora = *time* (chronological)

—¿Qué **hora** es?	*"What time is it?"*
—Es **hora** de irnos.	*"It is time to leave."*

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rato = *time*, *while*
ratito = *a little while*

Hace **rato (ratito)** que estoy esperando.	*I have been waiting for some time (a [little] while).*

divertirse = *to have a good time*

Nos divertimos mucho en la fiesta ayer.	*We had a very good time at the party yesterday.*

BUT:

Ayer tuvimos buen **tiempo.**	*Yesterday we had good weather.*

Idiomatic expressions:

a tiempo = *on time*
a la vez = *at the same time*
al mismo tiempo = *at the same time*
en esa época = *at the time* (general)
en ese momento = *at the time* (specific moment)
a veces = *at times*, *sometimes*
de vez en cuando = *once in a while*
al rato = *after a while*
en vez de = *instead of*

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27. *What*

¿Qué es...? = *What is . . . ?* (asking for a definition)

¿**Qué es** un "cántaro"?	*What is a "cántaro"?*

¿Cuál es...? = *What is . . . ?* (asking for identification or specification)

¿**Cuál es** la diferencia entre los dos?	*What is the difference between the two?*
¿**Cuál es** el estacionamiento para minusválidos?	*Which is the handicapped parking space?*

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¿Qué (+ noun)...? = *What*, *Which* (+ noun) . . . ?

¿**Qué** libro leíste anoche?	*What (Which) book did you read last night?*
¿**Qué** ciudades visitaste en Sudamérica?	*What cities did you visit in South America?*
¿**Qué** (comida) vamos a comer?	*What are we going to eat?*
¿**Qué** (ropa) te vas a poner esta noche?	*What are you going to wear tonight?*

¿Cómo? = *Excuse me?*

NOTE: **¿Cómo?** is more polite in Spanish than **¿Qué?** to mean "*What?*" when asking someone to repeat what he or she just said:

¿**Cómo**? OR: ¿**Cómo** dijo?

Lo que = *what* (relative pronoun, not used in interrogatives)

Lo que me gusta de la película es el misterio.	*What I like about the movie is the mystery.*
No me dijo **lo que** quería.	*He did not tell me what he wanted.*

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C. FALSE COGNATES AND FALSE FRIENDS

A "cognate" is a word that has a common etymological origin in two languages. For example, given their shared etymological history, **abandonar** is a cognate of *to abandon*.

A "false cognate" is a word that appears to have a common etymological origin, but does not. For example, **mucho** and *much* would appear to be cognates but as a matter of fact they come from different etymological sources.

"False friends" is an expression that is used to describe words that sound alike or look alike, but do not have the same meaning. Some are actually cognates, but have evolved over time to have different meanings in different languages. An example of a false friend is the word **librería** which sounds like *library* but in fact means *bookstore*.

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In the following table, we list the words that may be false friends, false cognates, or that have some uses that can lead to error, although some might have an area of overlap with English. For example, as we have seen already, the word *question* can be translated as **cuestión,** but only when it means *issue*, *matter*, and not when it relates to a *question* that one asks. In addition, you may find that some Spanish speakers do use some of these terms as borrowings from English (for example, some may say **americano** to signify someone from the United States rather than someone from anywhere in the American continent, North or South, the latter being its true meaning). A good English–Spanish dictionary coupled with a good Spanish–Spanish dictionary will be necessary to get a full sense of all of the nuances of these words.

*Words marked with asterisks in the following table are more thoroughly analyzed in this chapter under **B. Terms and Expressions.** Each asterisk is followed by the number indicating the subsection in which the word appears.

ENGLISH		SPANISH PO		TENTIAL CONFUSION
to abuse [someone]	=	maltratar, abusar sexualmente	≠	abusar *(to take advantage, to overuse)*
to accommodate	=	complacer	≠	acomodar *(to place, to arrange)*
actual	=	verdadero	≠	actual *(present)*
actually	=	en realidad	≠	actualmente *(nowadays, at the moment)*
advertisement	=	anuncio	≠	advertencia *(warning, reminder, preface)*
American	=	estadounidense	≠	americano *(from the American continent, either North or South)*
apology	=	disculpa	≠	apología *(eulogy)*
application	=	solicitud	≠	aplicación *(dedication)*
to apply for (a job)	=	solicitor	≠	aplicar*[2] (*to apply* [an ointment])
to appreciate	=	agradecer	≠	apreciar *(to augment in value)*
arena	=	estadio	≠	arena *(sand)*
to assist	=	ayudar	≠	asistir*[5] *(to attend)*
to assume	=	suponer	≠	asumir *(to take on)*
to attend	=	asistir	≠	atender*[5] *(to pay attention to)*
bachelor	=	soltero	≠	bachiller *(high school graduate)*

(continued)

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ENGLISH		SPANISH PO		TENTIAL CONFUSION
camp	=	campamento	≠	campo *(field, country [vs. city])*
card	=	tarjeta	≠	carta *(letter)*
career	=	profesión	≠	carrera *(race, row, beam, course of study at the university)*
carpet	=	tapete, alfombra	≠	carpeta *(folder)*
character (literary)	=	personaje	≠	carácter *(personality)*
to choke	=	sofocar, ahogar	≠	chocar *(to crash)*
collar	=	cuello	≠	collar *(necklace)*
college	=	universidad, facultad	≠	colegio *(private high school)*
colored	=	de color	≠	colorado *(red, reddish)*
compromise	=	concesión recíproca, acuerdo mutuo	≠	compromiso *(commitment, obligation, promise)*
conductor (orchestra)	=	director	≠	conductor *(electric conductor, driver, radio presenter)*
conference	=	consulta	≠	conferencia *(lecture)*
constipated	=	estreñido	≠	constipado *(congested with a cold)*
to contest	=	contender	≠	contestar *(to answer)*
copy (of a book)	=	ejemplar	≠	copia *(photocopy, duplicate copy)*
courage	=	valor, valentía	≠	coraje *(anger, rage)*
cult	=	secta	≠	culto *(refined, educated, cultured)*
cup	=	taza	≠	copa *(glass, alcoholic drink, trophy)*
dance	=	baile	≠	danza *(ritual or folkloric dance)*
deception	=	engaño	≠	decepción *(disappointment)*
delight	=	placer, deleite	≠	delito *(minor crime)*
to demand	=	exigir	≠	demandar *(to sue)*
destitute	=	desamparado, indigente	≠	destituido *(removed from office)*
discussion	=	debate, deliberación	≠	discusión *(argument, dispute)*

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ENGLISH		SPANISH PO		TENTIAL CONFUSION
disgrace	=	deshonra	≠	desgracia *(mishap, misfortune)*
disgust	=	asco, repugnancia	≠	disgusto *(displeasure, misfortune)*
disparate	=	[adj.] desigual, diferente	≠	disparate [noun] *(nonsense, remark or act that is stupid, foolish, madness)*
distinct	=	particular, marcado	≠	distinto *(different)*
education	=	formación, enseñanza	≠	educación *(upbringing, good manners)*
effective	=	eficaz	≠	efectivo *(actual or cash)*
embarrassed	=	avergonzado	≠	embarazada *(pregnant)*
equivocal	=	ambiguo, equívoco	≠	equivocado *(wrong)*
excited	=	emocionado(a)	≠	excitado(a) *(aroused)*
excitement	=	emoción	≠	excitamiento *(arousal)*
exit	=	salida	≠	éxito*[11] *(success, hit)*
fabric	=	tela	≠	fábrica *(factory)*
faculty	=	profesorado	≠	facultad *(university department or mental ability)*
fastidious	=	escrupuloso	≠	fastidioso(a) *(annoying)*
fault	=	culpa (*blame*); defecto (*imperfection*)	≠	falta *(lack, absence, shortage)*
firm (noun)	=	empresa	≠	firma *(signature)*
football	=	fútbol americano	≠	fútbol *(soccer)*
gang	=	pandilla	≠	ganga *(bargain)*
goal (figurative)	=	meta, objetivo, fin	≠	gol *(soccer goal, scored point)*
to grab	=	asir, agarrar, arrebatar	≠	grabar *(to record, engrave)*
gracious	=	cortés, amable	≠	gracioso *(funny, cute)*
grade	=	nota	≠	grado *(degree, stage)*
grocery (store)	=	abarrotería, bodega	≠	grosería *(rudeness, vulgarity, curse word)*
honest	=	honrado	≠	honesto *(sincere, decent)*

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ENGLISH		SPANISH PO		TENTIAL CONFUSION
idiom	=	modismo	≠	idioma *(language)*
ingenuity	=	ingeniosidad	≠	ingenuidad *(innocence)*
to ignore	=	no hacer caso	≠	ignorar *(not to know)*
inhabitable	=	habitable	≠	inhabitable *(uninhabitable)*
to introduce someone	=	presentar	≠	introducir *(to place, put, begin, etc.)*
labor	=	trabajo (*actual work*), mano de obra (*the workers*)	≠	labor *(work, chores, etc.)*
large	=	grande	≠	largo *(long)*
lecture	=	conferencia	≠	lectura *(reading)*
letter	=	carta	≠	letra *(handwriting, letter of the alphabet, words of a song)*
library	=	biblioteca	≠	librería *(bookstore)*
luxury	=	lujo	≠	lujuria *(lewdness, lust, excess)*
mark	=	señal, mancha	≠	marca *(brand, make, label); marco (frame, setting, framework)*
mass	=	misa	≠	masa *(dough)*
material (cloth)	=	tela	≠	material (*material* [but not cloth])
mayor	=	alcalde	≠	mayor *([adj] older, larger, major, main; [noun] ancestor)*
money	=	dinero	≠	moneda *(coin, currency)*
to molest	=	abusar sexualmente de	≠	molestar *(to bother or annoy)*
notice	=	aviso	≠	noticia *(news item, piece of news)*
nude	=	desnudo	≠	nudo *(knot)*
number	=	número	≠	nombre *(name)*
office	=	despacho, oficina	≠	oficio *(function, trade, religious service)*
paper (term paper)	=	trabajo escrito	≠	papel *(piece of paper, role)*
parents	=	padres	≠	parientes *(relatives)*

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ENGLISH		SPANISH PO		TENTIAL CONFUSION
patron	=	cliente, patrocinador	≠	patrón *(boss, owner, pattern)*
pain (physical)	=	dolor	≠	pena *(sorrow, grief)*
people	=	gente	≠	pueblo *(nation, common people)*
phrase	=	expresión	≠	frase *(sentence)*
policy	=	política	≠	policía *(police)*
politician	=	político	≠	política *(politics, policy)*
present (gift)	=	regalo	≠	presente *(the present tense)*
preservative	=	conservador	≠	preservativo *(condom)*
to pretend	=	fingir, simular	≠	pretender *(to try, claim, expect)*
to procure	=	obtener, conseguir	≠	procurar *(to try)*
question	=	pregunta	≠	cuestión *(matter)*
quiet	=	silencioso	≠	quieto *(calm, still)*
to quit	=	dejar de + *inf.*, dimitir + *noun*	≠	quitar *(to remove)*
race (for speed)	=	carrera	≠	raza *(ethnicity, race)*
rare	=	excepcional, poco común	≠	raro *(strange, weird, odd)*
rate	=	velocidad, ritmo, paso, tasa	≠	rato *(while)*
real	=	verdadero	≠	real *(royal)*
to realize that . . .	=	darse cuenta de que...	≠	realizar algo*[22] *(to make something come true)*
receipt	=	recibo	≠	receta *(recipe or prescription)*
to record	=	grabar, inscribir, registrar	≠	recordar *(to remember)*
red	=	rojo	≠	red *(network, net)*
to register	=	inscribirse	≠	registrar a alguien *(to search someone)*
a relative	=	un pariente	≠	relativo *([adj] not absolute)*
rent	=	alquiler	≠	renta *(income, annuity, interest)*

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ENGLISH		SPANISH PO		TENTIAL CONFUSION
to rest	=	descansar	≠	restar *(subtract, take away)*
resort	=	balneario	≠	resorte *(metal spring)*
rope	=	soga, cuerda	≠	ropa *(clothing)*
rude	=	maleducado, grosero	≠	rudo *(rough, coarse)*
salary	=	sueldo	≠	salario *(hourly wages)*
sane	=	cuerdo	≠	sano *(healthy)*
school (as in *Law*)	=	facultad	≠	escuela *(elementary school)*
to sense	=	tener la impresión	≠	sentir *(to feel)*
sensible	=	sensato	≠	sensible *(sensitive)*
sentence	=	frase, oración	≠	sentencia *(verdict)*
soap	=	jabón	≠	sopa *(soup)*
to succeed	=	tener éxito	≠	suceder*[11] *(to happen)*
success	=	éxito	≠	suceso*[11] *(event)*
subject (of an article, class)	=	tema (de artículo), materia (clase)	≠	sujeto (a person) *(individual, guy, character)*
to support	=	mantener, apoyar	≠	soportar*[21] *(to tolerate)*
sympathetic	=	compasivo, comprensivo	≠	simpático *(nice, friendly)*
sympathy	=	compasión, pésame, etc.	≠	simpatía *(charm, friendliness)*
table	=	mesa	≠	tabla *(board, plank)*
tense (of a verb)	=	tiempo (verbal)	≠	tenso (*tense* [adj.])
torment	=	tormento	≠	tormenta *(storm)*
tramp	=	vagabundo	≠	trampa *(trick, trap)*
to translate	=	traducir	≠	trasladar *(to move, to transfer)*
tuna	=	atún	≠	tuna *(cactus fruit or singing group of college students)*
ultimate	=	fundamental	≠	último *(last)*
ultimately	=	a fin de cuentas	≠	últimamente *(lately)*
vase	=	florero, jarrón	≠	vaso *(drinking glass)*
to violate	=	violar	≠	violar *(to violate*, but also *to rape)*

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Chapter 9

Orthography

A General Information

B Consonants: Spelling Issues

C Vowels and Accents

D Linking between Words: Synalepha

E Capitalization

F Numbers

G Punctuation

H Dialectal Variation, Norm, Register

I Summary of 2010 *Ortografía* Changes

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A. GENERAL INFORMATION

Incorporated herein are the revised rules and recommendations published in the new *Ortografía de la lengua española*[1]. For a summary of the specific changes affecting this **Manual,** see Section I at the end of this chapter, pages 378–380.

1. The Alphabet

The alphabet in Spanish consists of the following letters, shown with their recommended names in Spanish:

EL ALFABETO					
A	a	J	jota	R	erre
B	be	K	ka	S	ese
C	ce	L	ele	T	te
D	de	M	eme	U	u
E	e	N	ene	V	uve
F	efe	Ñ	eñe	W	uve doble
G	ge	O	o	X	equis
H	hache	P	pe	Y	ye
I	i	Q	cu	Z	zeta

Letters of the alphabet are feminine nouns, variable in number (singular, plural[2]). Following are some examples of their use in context:

"Uva" se deletrea **u, uve, a.**	*"Uva" is spelled u, v, a.*
Identificaron al criminal por su forma de escribir **la erre.**	*They identified the criminal by the way he wrote the r.*
"Buzo" se escribe con **be** y **zeta.**	*"Buzo" is spelled with b and z.*

1. *Ortografía de la lengua española*, Real Academia Española, Asociación de Academias de la Lengua Española, Espasa Libros, 2010.
2. The plurals of the letters of the alphabet are formed by adding an **s** to the end of the name of each letter, with the exceptions of the vowels **(aes, ees, íes, oes, úes).**

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The letters **b** and **v**[3] have had over time a number of different names: you may have heard these two letters referred to as **be grande, larga,** or **alta** and **ve chica, corta,** or **baja.** You may also have heard **i griega** for the letter **y.** The latest revised rules of Spanish orthography recommend the use of the simpler names of the letters **b, v, w,** and **y:** respectively, **be, uve, doble uve,** and **ye.**

Note that **ch (la che)** and **ll (la elle)** are no longer part of the Spanish alphabet. Current Spanish dictionaries place the **ch** under **c,** and the **ll** under **l,** as do English dictionaries. As for the **rr (la doble erre o erre doble),** it is less of an issue because there are no words that begin with two **r**s, and for this reason it does not need a separate section in the dictionary.

There is still a separate section in the dictionary for the **ñ,** after the **n** section, for the few words that begin with this letter. If you are looking up a word with an **-ñ-** inside it, you will find it after all the entries for **-n-** (e.g. **maña** is not found after **mana,** but after **manzano**).

We provide below a brief glossary of useful terms for Chapter 9:

CHAPTER 9 GLOSSARY	
acento [m] *(accent)*	**letra** [f] *(letter, as in **a, b, c**)*
alfabeto [m] *(alphabet)*	**oír**[4] *(to hear)*
cognado [m] *(cognate)*	**ortografía** [f] *(orthography)*
confundir *(confuse)*	**palabra** *(word)*
consonante [f] *(consonant)*	**pronunciación** [f] *(pronunciation)*
deletrear *(to spell)*	**pronunciar** *(to pronounce)*
deletreo [m] *(spelling)*	**sílaba** [f] *(syllable)*
dialectal *(dialectal)*	**sonar**[5] *(to sound)*
dialecto [m] *(dialect)*	**sonido** [m] *(sound)*
énfasis [m] *(stress)*	**vocal** [f] *(vowel)*

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3. You may also hear **v** referred to as **la ve labiodental;** this is a reference to the pronunciation of the **v** as in English. It is considered to be incorrect in Spanish to pronounce the letter **v** differently from the letter **b.** For more on this see Section B.1. of this chapter, pages 319–320.
4. For the conjugation of **oír,** see verb table #40, page 16.
5. **Sonar** is conjugated like **contar.** See verb table #17, page 8. Note that it is used with the preposition **a** (e.g. En ese contexto la ge **suena a** jota. *In that context g **sounds like** j.*)

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2. Representation of Letters by Sound

Intermediate or advanced learners of the Spanish language are well aware of the relationship of its sound with its spelling. It is a common fallacy to say that Spanish is pronounced as it is written. Indeed, although pronunciation and spelling in Spanish are much closer than in English, even in Spanish different letters may have different sounds depending on what surrounds them. Knowing how to spell what you hear requires the knowledge of some rudimentary guidelines.

Following is a chart of symbols used to represent the basic sounds of letters in standard Spanish, adapted from the 2010 *Ortografía*. Note that we are deliberately avoiding traditional phonetic transcription systems, because our focus is not to teach phonetics, but rather to provide readily available tools to help the learner identify basic sounds and relate them to the spelling of words.

We do not include in this chart much detail on regional pronunciation other than the very generalized Spanish-speaking areas of Spain and Latin America. Each of these areas has a variety of regional pronunciation features. For more on this, see later in this chapter, Section H, pages 374–378.

Note that in this chart a letter or combination of letters is indicated without markers, the sound of a letter or combination of letters is between slashes, and the pronunciation of whole words is between brackets.

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SOUND REPRESENTATION OF LETTERS				
LETTER[6]		SOUND SYMBOL	ENGLISH SOUND	SPANISH EXAMPLE
a		/a/	*f**a**ther*	f**a**vor
b		/b/	***b**in*	**b**ien
c	c + a, o, u	/k/	***c**at*	**c**al, **c**oche, **c**uesta
	c + cons.[7]			**c**lase, **c**rema, a**c**to
	-c			blo**c,** fra**c**
	c + e, i	/s/ (seseo[8]), /z/	***s**ip, **th**in*	**c**ero, **c**inta
ch		/ch/	***ch**in*	mu**ch**a**ch**o
d		/d/	***d**en*	**d**ar
e		/e/	*p**e**n*	p**e**lo
f		/f/	***f**eat*	**f**oto
g	g + a, o, u	/g/	***g**oat*	**g**ala, re**g**uero
	g + ü			**g**üiro
	g + cons.			**g**lobo, si**g**no
	-g			zi**g**za**g**
	g + e, i	/j/	***ch*** in *Ba**ch***	**g**ente, **G**inebra
h		Ø (silent)	***h**our*	**h**ora [óra]
i		/i/	*s**ee**n*	s**i**n
j		/j/	***ch*** in *Ba**ch***	**j**inete
k		/k/	***c**at, **k**id*	**k**arao**k**e
l		/l/	***l**id*	**l**avo
ll		/y/ (yeísmo[9]), /ll/	***y**et; **ll** in mi**ll**ion*	**ll**ave
m		/m/	***m**ost*	**m**atar
n		/n/	***n**ib*	**n**oche
ñ		/ñ/	the ***-ni-*** in *o**ni**on*	ni**ñ**o, **ñ**ame
o		/o/	*n**o**se*	**o**s**o**

(continued)

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6. In this first column, a hyphen before a consonant = a word ending with that consonant, a hyphen after a consonant = a word starting with that consonant, a hyphen on both sides = an intervocalic consonant (between vowels).

7. In this column, cons. = consonant.

8. For information on the **seseo,** see Section B.2.b. of this chapter, page 322.

9. For information on the **yeísmo**, see Section H.1.a. of this chapter, page 376.

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LETTER		SOUND SYMBOL	ENGLISH SOUND	SPANISH EXAMPLE
p		/p/	*sp**i**n*	**p**an
q		/k/	***c**ap*	**q**ueso
r	-r-, -r	/r/	similar to the ***tt*** sound in *ma**tt**er*	pe**r**o, camina**r**
	b**r,** c**r,** d**r,** f**r,** g**r,** k**r,** p**r,** t**r**			b**r**azo, a**r**enta, ing**r**ediente
	r-, -rr-	/rr/	rolled or trilled **r**	**r**ápido, pe**rr**o
	n**r,** l**r,** s**r**			en**r**edo, al**r**ededor, is**r**aelí
s		/s/	***s**top*	**s**anto
t		/t/	*s**t**ep*	**t**ú
u	u	/u/	*b**oo**t*	**u**n
	g**u**e, g**u**i, q**u**e, q**u**i	Ø (silent)	*g**u**itar*	g**u**erra [gérra], q**u**iso [kíso]
v		/b/	***b**in*	**v**alor
w		/b/ /u/, /gu/	***b**in* ***w**ay,* ***gu**ano*	**W**agner [bágner] ki**w**i [kíui], **w**eb [gueb]
x	x-	/s/	***s**top*	**x**enophobia [senofóbia]
	-x	/ks/	*ta**x***	tóra**x** [tóraks]
	x + cons.	/ks/, /s/	*a**cc**ept,* ***s**top*	e**x**tra [ékstra, éstra]
	-x-	/ks/	*a**cc**ept*	e**x**iste [eksíste], ta**x**i [taksi]
	-x-[10]	/j/	***ch*** in *Ba**ch***	Mé**x**ico [méjiko]
y		/y/	***y**et*	**y**a
z		/s/ (seseo), /z/	***s**ip,* ***th**in*	**z**apato, a**z**ul, bi**z**co

B. CONSONANTS: SPELLING ISSUES

In this segment we focus on consonants **(las consonantes)** that are problematic in relation to spelling. These are especially problematic for heritage learners of Spanish who have greater familiarity with the language in an oral/aural context, and have not had ample opportunities to see the language in written form.

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10. For more on this regional pronunciation of **x,** see Section B.5.c. of this chapter, pages 334–335.

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NOTE: We enclose in brackets ([ ]) the pronunciation of the word, with the stressed vowel marked with an accent mark. This accent mark does not translate into the actual spelling of the word, unless it coincides with a syllable that requires a written accent mark[11]:

Examples:

español	[español]
familia	[família]
académico	[akadémiko]

1. B, V

These two consonants vary only in writing, but sound the same in Spanish[12]. Thus, for example, **botar** *(to kick out)* and **votar** *(to vote)* are homophones (sound the same), and if you are hearing one of these, only the context can let you know which one it is:

Antes de dejar **votar** a los que estaban esperando pacientemente su turno en la cola, decidieron **botar** a los manifestantes.	*Before allowing to vote those who were patiently waiting in line, they decided to kick out the protesters.*

Following are some common homophones:

varón	*male*	≠	**barón**	*baron*
vienes	*you come*	≠	**bienes**	*goods*
votar	*vote*	≠	**botar**	*throw away/kick out*
bobina	*bobbin*	≠	**bovina**	*bovine*
revelar	*reveal*	≠	**rebelar**	*rebel*
tubo	*tube*	≠	**tuvo**	*had*
bello	*beautiful*	≠	**vello**	*soft down-like body hair*

Between vowels, the sound of the letter **b** is softened, but remains bilabial (articulated with both lips), never labiodental (never articulated with the lower lip against the upper teeth; the English **v** is labiodental). Note in the following sentence the words with this softened **b** sound (in bold):

I**b**a a la**v**ar las sá**b**anas, pero no tu**v**e tiempo.	*I was going to wash the sheets, but I didn't have time.*

---

11. See section 9.C of this chapter, for rules of written accentuation.

12. For more on these two letters, see Section A.1. at the beginning of this chapter, page 315.

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The following table lists the most common uses of **b** and **v** in spelling.

B • V	
SPELLED WITH B	**SPELLED WITH V**
verbs ending in **-bir, -buir** (e.g. **escribir, contribuir…**) Exceptions: **hervir, servir, vivir,** and composites	verbs ending in **-olver** (e.g. **volver, devolver, disolver…**)
the verbs **beber, caber, deber, saber, haber**	the verbs **estar, andar, tener** in preterite indicative and imperfect subjunctive (e.g. **estuve, anduviera, tuvo…**)
imperfect indicative of **-ar** verbs: **-aba, -abas…** and of the verb **ir: iba, ibas…**	the verb **ir** in the present indicative, imperative, and present subjunctive. (e.g. **voy, ve, vaya…**)
words starting with the prefixes: **bene-, bien-** (good, well) (e.g. **beneficio, bienvenida…**) **biblio-** [book], and the syllables **bu-, bur-, bus-** (e.g. **biblioteca, bula, burlar, busca…**) Exception: **vudú** *(voodoo)* and derivatives **bi-, bis-, biz-** (two) (e.g. **bilateral, bisabuelo, bizcocho…**) **bio-, -bio** (life) (e.g. **biología, biosfera, microbio…**)	words starting with: **eva-, eve-, evi-, evo-** (e.g. **evadir, evento, evitar, evolución…**) Exception: **ébano** and derivatives **vice-, viz-, vi-** (instead of) (e.g. **vicepresidente, vizconde, virrey…**)
when the sound **/b/** precedes another consonant or ends the word (e.g. **obtener, amable, brazo, baobab…**) Exception: **OVNI** *(UFO)* Note that although both spellings are accepted, **-s-** is preferred to **-bs-** in the following words and their derivatives: obscuro **(oscuro),** subscribir **(suscribir),** substancia **(sustancia),** substitución **(sustitución),** substraer **(sustraer).**	when the sound **/b/** is preceded by **ad-, sub-, ob-** (e.g. **advertir, subvenir, obvio…**)
	words ending in **-viro, -vira** that are stressed on the next to last syllable (e.g. **triunviro, Elvira…**) words ending in **-ívoro, -ívora** (e.g. **carnívoro, omnívora…**) Exception: **víbora**
words ending in **-bilidad** (e.g. **disponibilidad, posibilidad…**) Exceptions: **movilidad, civilidad** words ending in **-bundo(a)** (e.g. **vagabundo, abunda…**)	adjectives ending in **-avo(a), -evo(a), -eve, -ivo(a)** that are stressed on the next to last syllable (e.g. **esclavo, nueva, leve, decisivo, activo…**) Exceptions: **suabo, mancebo**

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2. K, C, Qu, S

a. The Sound /k/

The sound /k/ in Spanish can be represented in writing by the letter **k, c,** or **q,** as follows:

In a few words, the letter **k** itself is found, for example:

karate	[karáte]	*(karate)*
kermés	[kermés]	*(bazaar*; *kermess)*
kilo	[kilo]	*(kilo)*
kimono	[kimóno]	*(kimono)*
kiosco	[kiósko]	*(kiosk)*
koala	[koála]	*(koala)*
kurdo	[kúrdo]	*(Kurdish)*

The letter **c,** followed by **a, o,** or **u,** is pronounced /k/:

casa	[kása]	*(house)*
cola	[kóla]	*(tail*, *line)*
cuesta	[kuésta]	*(slope)*

The letter **q** is pronounced /k/. When **q** is followed by **e** or **i,** a silent **u** is required (see section 3.a., page 325, for more on the silent **u**):

que	[ke]	*(that)*
quechua	[kéchua]	*(Quechua)*
quiquiriquí	[kikirikí]	*(cock-a-doodle-doo)*

Foreign words with the sound /k/ are to be spelled as normal Spanish words would (e.g. **cuásar, cuórum, Catar**). It is also possible to quote foreign words from their original language, in which case they need to be in italics and with no accent (e.g. *quasar*, *quorum*, *Qatar)*. An exception to this rule is **Irak,** historically spelled with a **k** in Spanish rather than a **q.** Note however that the adjective **iraquí** reverts to standard rules of Spanish spelling for the /k/ sound.

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b. The Sounds /s/ and /z/; **seseo**

(1) The Letter s

The letter **s** is pronounced /s/ in Standard Spanish[13]. There are numerous variants to this norm in the Spanish-speaking world, which we will not cover here (e.g. the aspiration of the /s/, its omission, the **ceceo**[14] or pronunciation of **s** as /z/, etc.).

(2) The Letter c + e, i

When the letter **c** is followed by **e** or **i,** it is pronounced /s/ in Latin America and other regions of **seseo** (see box below), and /z/ in Spain.

A Note about the SESEO

The term **seseo** (verb: **sesear**) refers to the pronunciation as /s/ of the letter **c,** followed by **e** or **i,** and of the letter **z.** In Spain[15] these are pronounced /z/ (like the *th* in *thin*). The **seseo** is standard in Latin America.

SESEO			
	LATIN AMERICA (SESEO)	**SPAIN**	
cesta	[sésta]	[zésta]	*basket*
cinta	[sínta]	[zínta]	*tape*
zapato	[sapáto]	[zapáto]	*shoe*
zorro	[sórro]	[zórro]	*fox*
pe**z**	[pes]	[pez]	*fish*
pe**c**es	[péses]	[pézes]	*fish*

In this chapter, we provide both pronunciations, to help learners identify the /z/ sound when they hear it, and associate it with proper spelling. When it comes to usage, we recommend the learner use the **seseo** (except for heritage speakers of the regions that use /z/, or individuals who intend to adopt the rest of the dialectal traits of the regions that use /z/, which include the use of **vosotros** and of the **leísmo**). For more on this, see Chapter 3.A.3.a, pages 57–58).

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13. Standard Spanish is that which is considered the educated norm throughout the Spanish-speaking world. For more on this, see in this chapter the introduction to Section H, page 374.

14. For more on the **ceceo,** see in this chapter, Section H.1.a., page 375.

15. This is true with the exceptions of certain regions: Canarias, Andalucía, some areas of Murcia and Badajoz, in informal speech in Valencia, Cataluña, Mallorca, and el País Vasco, along with certain rural areas of Galicia. In these regions, when Spanish is spoken, the **seseo** can be heard.

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(3) Stem Changes for Verbs Ending in -cer or -cir: c → z

In the conjugations of certain verbs ending in **-cer** or **-cir,** to retain the pronunciation of /s/ or /z/ in the verb stem, **c** changes to **z** before verb endings **a** and **o:**

Hacer[16]**:** [asér]/[azér]

hi**c**e → hi**z**o
(If the **c** were maintained in the spelling of the third person singular of the preterite, it would be mispronounced [íko] rather than [íso]/[ízo].)

Examples:

Ha**ce**mos lo que podemos.	*We do what we can.*
Lo hi**zo** ella.	*She did it.*

Vencer[17]**:** [bensér]/[benzér]

ven**c**e → ven**z**o (1st pers. pres. ind.)
ven**z**a, -s, -mos, -n (pres. subj.)
(If the **c** were maintained in the spelling of these endings, they would be mispronounced [-énko], [-énka], etc.)

Other verbs like **vencer:** convencer, torcer, ejercer, mecer

Examples:

Vine, vi y ven**cí.**	*I came, I saw, and I conquered.*
No te tuer**za**s el tobillo.	*Don't twist your ankle.*

Not all verb conjugations ending in **-cer** or **-cir** function in the same manner. Other alterations are made with verbs like **parecer**[18] and **lucir**[19] where **c** changes to **zc** before **a** or **o.**

c. Words Ending in -ción, -sión, -tión, -xión

Most words that end in *-tion* in English end in **-ción** in Spanish; English words ending in *-sion*, *or -ssion*, end in **-sión** in Spanish:

*associa**tion***	asocia**ción**	[asosiasión]/[asoziazión]
*direc**tion***	direc**ción**	[direksión]/[direkzión]

---

16. See verb table #32, page 13; note that there are other irregularities with this verb, such as the **g** in the first person present indicative **hago,** and in the present subjunctive **haga, hagas,** etc.

17. See verb table #64, page 24; see also verb table #12, page 6 for similar changes in the verb **cocer** et al.; see also verb table #28, page 12, for similar changes in the verb **esparcir** et al.

18. See verb table #42, page 16. See also verb table #70, page 26, for the stem changes in the verb **yacer.**

19. See verb table #36, page 14.

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*deci**sion***	deci**sión**	[desisión]/[dezisión]
*poss**ession***	pose**sión**	[posesión]

There are a few words in Spanish that end in **-tión** or **-xión,** for example:

*ques**tion***	cues**tión**	[kuestión]
*diges**tion***	diges**tión**	[dijestión]
*conne**ction***	cone**xión**	[koneksión]
*refle**ction***	refle**xión**	[refleksión]

Derivatives follow suit (*-tion-*, *-sion-*, *and -xion-* become, respectively, **-cion-, -sion-,** and **-xion** within words):

cues**tion**able	[kuestionáble]
profe**sion**al	[profesionál]
refle**xion**ar	[refleksionár]

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3. G, Gu, Gü, J

a. The Sound /g/; Silent u; ü

The letter **g** can be pronounced differently in Spanish depending on its context in the word.

Followed by **a, o,** or **u,** the letter **g** is pronounced /g/, similar to the English pronunciation of **g** in *goat:*

gato	[gáto]	*(cat)*
gorila	[goríla]	*(gorilla)*
gusto	[gústo]	*(taste, pleasure)*

To produce the sound /g/ in front of **e** or **i,** a silent **u (u muda)** follows the **g:**

guerrilla	[gerríya]	*(guerrilla)*
gueto	[géto]	*(ghetto)*
guiso	[gíso]	*(stew)*

When the **u** after **g** is not silent before **e** or **i,** a diaeresis, or umlaut, is added:

a**gü**ero	[aguéro]	*(omen)*

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U • Ü
NOTE ABOUT THE SILENT U AND THE DIAERESIS, OR UMLAUT
The **u** is silent (not pronounced) in the following combinations: gue /ge/ gui /gi/ que /ke/ qui /ki/ Following a **g,** the **u** is pronounced only if it has a diaeresis **(diéresis),** or umlaut, over it: güe /gue/ güi /gui/ Examples: **Qu**iero **qu**e me **gu**íen en lin**gü**ística. [**ki**éro**ke**me**gí**enenlin**guí**stika] Averi**gü**é **qu**e la **gu**erra estallaba. [aberi**guéke**la**gé**rraestayába]

b. The Sound /j/

The sound /j/, which sounds like the **ch** in *Bach*, is produced in two contexts:

- With the letter **j** in any context:

ad**j**etivo	[adjetíbo]	*(adjective)*
a**j**o	[ájo]	*(garlic)*
a**j**ustar	[ajustár]	*(adjust)*
bara**j**a	[barája]	*(deck of cards* or *card)*
beren**j**ena	[berenjéna]	*(eggplant)*
jamás	[jamás]	*(never)*
jefe	[jéfe]	*(boss, head, chief)*
jinete	[jinéte]	*(horseback rider)*
joven	[jóben]	*(young)*
junta	[júnta]	*(meeting, committee)*
vie**j**o	[biéjo]	*(old)*

- With the letter **g** when it is followed directly by **e** or **i:**

a**g**ente	[ajénte]	*(agent)*
gelatina	[jelatína]	*(gelatin)*
gitano	[jitáno]	*(gypsy)*
vi**g**ilar	[bijilár]	*(watch, guard)*

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The following table lists the most common uses of **g** and **j** in the spelling of words with the sound /j/:

G • J	
SPELLED WITH G	**SPELLED WITH J**
words starting with **gest-** **g** **eo-** (e.g. **gesto, geografía…**)	words derived from those with **j** before **a, o, u** (e.g. **caja → cajero, cajita;** **cojo → cojear;** **ojo → ojear;** **rojo → rojizo…**)
words ending in **-gélico** **-genio** **-ginal** **-genario** **-génito** **-gíneo** **-géneo** **-gesimal** **-ginoso** **-génico** **-gésimo** **-gírico** **-giénico** **-gético** **-gia** **-gión** **-gio** **-gional** **-gioso** **-gionario** **-gente** **-ígeno(a)** **-gencia** **-ígero(a)** **-logía** **-gogia** **-gogía** **-algia** (e.g. **angélico, homogéneo, fotogénico, primogénito, vigésimo, higiénico, virginal, magia, regio, vigente, indígena, pedagogía, neuralgia…**) Exceptions: **aguajinoso,** words ending in **-plejía** or **-plejia** (e.g. **apoplejía**), and **ejión**	words ending in **-aje** **-eje** **-jería** (e.g. **coraje, garaje, hereje, conserjería…**)
	the preterite and imperfect subjunctive of **traer** **decir** and verbs ending in **-ducir** (e.g. **traje, dijera, condujéramos…**)
verbs ending in **-igerar** **-ger** **-gir** and their forms with **i** and **e** following the /j/ sound, except forms with **a** and **o,** in which the **g** changes to **j** to retain the pronunciation /j/. (e.g. **aligerar, proteger, fingir, protegemos, protegíamos,** but: **protejo, finjamos…**) Exceptions: **tejer, crujir,** and their derivatives	verb forms of infinitives ending in **-jar** **-jer** **-jir** **-jear** (e.g. **trabajar → trabaje, trabajemos;** **tejer → tejimos;** **crujir → crujía;** **cojear → cojeo…**)

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c. Verb Spelling Changes to Maintain the /j/ or /g/ Sound of the Stem

(1) Verbs Ending in -ger /jer/ or -gir /jir/: g → j

In the conjugations of certain verbs ending in **-ger** and **-gir,** to retain the pronunciation /j/ in the verb stem, **g** changes to **j** before verb endings **a** and **o:**

Escoger[20]**:** [eskojér]

escoge → escojo (1st pers. pres. ind.)
escoja, -s, -mos, -n (pres. subj.)

(If the **g** were maintained in the spelling of these forms, they would be mispronounced ☒[21][eskógo], ☒[eskóga], etc.)

Examples:

Escoge el color que prefieras.	*Choose the color you prefer.*
Siempre escojo lo mejor.	*I always choose the best.*

Dirigir[22]**:** [dirijír]

dirigir → dirijo (1st pers. pres. ind.)
dirija, -s, -mos, -n (pres. subj.)

(If the **g** were maintained in the spelling of these forms, they would be mispronounced ☒[dirígo], ☒[diríga], etc.)

Examples:

No pudo dirigir el globo.	*He couldn't guide the balloon.*
Dudo que se dirija hacia acá.	*I doubt she'll come this way.*

(2) Verbs Ending in -guir /gir/, -gar /gar/, -guar /guar/: gu → g; gu → gü

In the conjugations of verbs ending in **-guir /gir/,** to avoid a pronounced **u,** the **u** is dropped before **a** or **o:**

Distinguir[23]**:** [distingír]

distinguir → distingo (1st pers. pres. ind.)
distinga, -s, -mos, -n (pres. subj.)

---

20. See verb table #13, page 7 for similar verbs.

21. We use the symbol ☒ before a word or sentence or pronunciation to indicate a usage that is incorrect.

22. See verb table #22, page 10 for similar verbs.

23. See verb table #24, page 10 for similar verbs; see also verb table #56, page 21 for similar changes in the verb **seguir** et al.

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(If the **g** were maintained in the spelling of these forms, they would be mispronounced ☒[distínguo], ☒[distíngua], etc.)

Examples:

¿Los bebés disting**ue**n colores?	*Do babies distinguish colors?*
No disting**o** nada.	*I can't distinguish a thing.*

Conversely, verbs ending in **-gar,** to retain the pronunciation /g/ in the verb stem, add silent **u** after the **g** before the verb ending **e:**

Jugar[24]**:** [jugár]

ju**g**ar → jue**gu**e, -s, -mos, -n (pres. subj.)
(If the **g** were maintained without a silent **u** in the spelling of this form, it would be mispronounced ☒[juéje], etc.)

Examples:

Ayer ju**ga**mos al ajedrez.	*Yesterday we played chess.*
Ju**gue**mos a las damas.	*Let's play checkers.*

In the conjugations of verbs ending in **-guar,** to retain the pronunciation of the **u** in the verb stem, **gu** changes to **gü** before the verb ending **e:**

Averiguar[25]**:** [aberiguár]

averi**gu**ar → averi**gü**e, -s, -mos, -n (pres. subj.)
(If **u** were used instead of **ü** in the spelling of this form, it would be silent, and the verb would be mispronounced ☒[aberíge], etc.)

Examples:

El espía averi**guó** los secretos.	*The spy found out the secrets.*
Averi**güe**n la verdad.	*Find out the truth.*

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24. See verb table #34, page 14; see also verb table #39, page 15, and #53, page 20, for the same change in the verbs **negar, rogar,** and similar verbs.

25. See verb table #6, page 4 for similar verbs.

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4. H

a. Pronunciation of the Letter **h**

The **h** is never pronounced in Spanish. Consider the pronunciations of the following words:

a**h**í	[aí]	*(there)*	**h**abla	[ábla]	*(speak)*
a**h**ijado	[aijádo]	*(godson)*	**h**ispano	[ispáno]	*(Hispanic)*
a**h**ora	[aóra]	*(now)*	**h**ospital	[ospitál]	*(hospital)*
a**h**orrar	[aorrár]	*(save)*	**h**uevo	[uébo]	*(egg)*
alco**h**ol	[alkól]	*(alcohol)*	pro**h**ibir	[proibír]	*(forbid)*

b. Spelling with the Letter **h**

As a rule, aside from foreign borrowings, Spanish has no combination of the letter **h** with other consonants, other than the **ch.** In other words, there are no Spanish words (other than foreign borrowings) spelled with **gh, ph, th,** or **sh.** (For more on spelling in Spanish of cognate words with English **ch, th,** and **ph,** see below, section 8, pages 342–343).

The following table lists the most common uses of **h** in spelling:

H
SPELLED WITH H
all forms of the conjugations of **haber habitar hablar hacer hallar** (e.g. **hay, hace, hablamos…**)
composites of words with **h,** for example: **humano** → **inhumano** **hueso** → **deshuesar**
words starting with the sounds **/ia/ /ie/ /ue/** **/ui/** (e.g. **hiato hiena huevo huir…**)
words starting with **hect-** *(hundred)* **hidro-, hidra-** *(water)* **helio-** *(sun)* **hiper-** *(over, excessive)* **hema-, hemo-** *(blood)* **hipo-** *(under, insufficient)* **hemi-** *(half)* **holo-** *(all)* **hepta-** *(seven)* **homeo-** *(like)* **het ero-** *(other)* **homo-** *(same)* (e.g. **hectárea, hidrógeno, hipócrita…**)
in general, words starting with **herm- her n- hist o- hog- holg- hor m- hosp- hum-** (e.g. **hermandad, hernia, historia, hospital, hormiguero, holganza, hogareño, humedad…**)
some interjections: **bah, eh**

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c. Homophones

The following are homophones; when you hear them, they can only be distinguished by their context:

a ver	*let's see*	≠	**haber**	*to have*	[abér]
halla	*finds*	≠	**haya**	*have*	[áya]
hecho	*done*	≠	**echo**	*I throw*	[écho]
hala	*he pulls*	≠	**ala**	*wing*	[ála]
hola	*hello*	≠	**ola**	*wave*	[óla]
hay	*there is*	≠	**ay**	*ouch*	[ái]
ha habido	*there has been*	≠	**habido**	*been*	[abído]
he estado	*I have been*	≠	**estado**	*been*	[estádo]
huno	*Hun*	≠	**uno**	*one*	[úno]

The following words sound identical in regions of **seseo:**

has	*you have*	≠	**haz**	*do*	[as]
hace	*he does*	≠	**ase**	*he seizes*	[áse]

A VER, HABER [abér]

A ver is the combination of the preposition **a** and the verb **ver.**

Vamos **a ver** una película.	*We're going to see a movie.*
A ver si podemos resolver esto.	*Let's see if we can resolve this.*
—Mira lo que encontré.	*"Look at what I found."*
—¿A ver?	*"Let's see?"*

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Haber is the infinitive of the verb, which, as any infinitive, can be used as a noun equivalent. It is frequently found after a modal auxiliary **(acabar de, deber, ir a, poder, querer, tener que, haber de):**

El **haber** perdido lo tiene deprimido.	*He's depressed from having lost.*
Parece **haber** un secreto en esa familia.	*There seems to be a secret in that family.*
Tiene que **haber** terminado.	*He has to have finished.*
Ha de **haber** oído.	*She must have heard.*
Haberlo dicho antes.	*If only you had said it beforehand.*
Eso le pasó por **haber** robado.	*That happened to him for having stolen.*

Compare the following two sentences, which sound identical:

Va a haber una película hoy.	*There is going to be a movie today.*
Va a ver una película hoy.	*He is going to see a movie today.*

HALLA, HAYA [áya][26]

Halla is a conjugated form of the verb **hallar** (synonym of **encontrar**). It can be the third person singular present indicative or the affirmative imperative of **tú:**

Jorge no **halla** su iPad.	*Jorge can't find his iPad.*
Halla el tesoro.	*Find the treasure.*

Haya is a form of the verb **haber.** It's the present subjunctive, third person singular:

Ojalá que no **haya** problemas.	*I hope there aren't any problems.*
Dudo que **haya** comido.	*I doubt that he has eaten.*

HAS, HAZ (with seseo) [as]

Has is the verb **haber** in the present indicative for the second person singular **(tú)**[27]**.** It is used as an auxiliary of any verb in the present perfect, or as a modal auxiliary (with **de**):

¿**Has** viajado a España?	*Have you traveled to Spain?*
Has de saber que eso no se permite.	*You must know that that is not allowed.*

---

26. Note that these two words are homonyms only in areas of **yeísmo** (which constitute the majority of the Spanish-speaking world). For more on **yeísmo,** see page 376 at the end of this chapter.

27. See the full conjugation of the present indicative of **haber** in Chapter 5, page 153 and its full conjugation in verb table #31, Appendix A, p. 13.

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Haz is the verb **hacer** in the affirmative imperative for the second person singular **(tú).** It is one of eight exceptions to the regular form of the imperative[28].

Haz tu tarea.	*Do your homework.*

When in doubt as to the correct spelling, it helps to imagine these words in the negative. For **has** there would be no change, but for **haz,** the change is significant:

AFFIRMATIVE	NEGATIVE
Has visto el resultado.	**No has** visto el resultado.
Haz lo que te digo.	**No hagas** lo que te digo.

ECHO, HECHO [écho]

Echo is the verb **echar** in the present indicative, first person singular **(yo). Echar** is a regular **-ar** verb (**echo, echas, echa, echamos, echáis, echan).** Depending on the context in which it is used, it can be synonymous with **tirar** *(throw)*, **poner** *(put)*, or **despedir** *(fire)*. It is also used in idiomatic phrases like **echar de menos, echarle la culpa a alguien,** and as a modal auxiliary (**echar a** + *inf.*).

¿Te **echo** la pelota?	*Shall I throw you the ball?*
Yo no le **echo** chile a la salsa.	*I don't put chile in the sauce.*
Hoy **echo** a ese empleado.	*Today I am firing that employee.*
Echo de menos a mis padres.	*I miss my parents.*
Si salgo, me **echo a** estornudar.	*If I go outside, I start sneezing.*

Hecho is the verb **hacer** in the past participle, or the noun **un hecho** *(a fact)*.

¿Has **hecho** la tarea?	*Have you done your homework?*
El **hecho** es que no tengo tiempo.	*The fact is that I don't have time.*

There are other forms of these verbs that sound the same: **echa/hecha** and **echas/hechas.** Consider the following sentences:

La cama está **hecha.**	*The bed is made.*
Echa eso a la basura.	*Throw that in the garbage.*
Las galletas están **hechas.**	*The cookies are done.*
Siempre me **echas** la culpa a mí.	*You always blame me.*

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28. See the forms of the affirmative imperative of **tú** in Chapter 5, pages 167–169, and its full conjugation in verb table #32, Appendix A, page 13.

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5. X

a. The Letter **x** Pronounced /s/

The letter **x** is most commonly pronounced /s/ in two contexts:

- when it starts the word:

xenofobia	[**s**enofóbia]	*(xenofobia)*
xerografía	[**s**erografía]	*(xerography)*
xileno	[**s**iléno]	*(xylene)*
xilófono	[**s**ilófono]	*(xylophone)*

- when it is followed by a consonant that does not sound like /s/:

e**x**clamar	[e**s**klamár]	*(exclaim)*
e**x**plicar	[e**s**plikár]	*(explain)*
e**x**perto	[e**s**pérto]	*(expert)*
e**x**plotar	[e**s**plotár]	*(explode)*
e**x**terior	[e**s**teriór]	*(exterior)*

b. The Letter **x** Pronounced /ks/

The letter **x** is most commonly pronounced /ks/ in two contexts:

- when it is between vowels:

a**x**ial	[a**ks**iál]	*(axial)*
e**x**amen	[e**ks**ámen]	*(exam)*
pró**x**imo	[pró**ks**imo]	*(next)*

—this category includes an **h** following the **x,** since the **h** is not pronounced:

e**x**halar	[e**ks**alár]	*(exhale)*
e**x**haustivo	[e**ks**austíbo]	*(exhaustive)*
e**x**hibir	[e**ks**ibír]	*(exhibit)*
e**x**hortar	[e**ks**ortár]	*(exhort)*
e**x**humar	[e**ks**umár]	*(exhume)*

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- in final position in a word:

tóra**x**	[tóra**ks**]	*(thorax)*
clíma**x**	[klíma**ks**]	*(climax)*
cócci**x**	[kóksi**ks**]	*(coccyx)*
féni**x**	[féni**ks**]	*(phoenix)*
óni**x**	[óni**ks**]	*(onyx)*

- when it is followed by **ce** or **ci:**

e**xc**elente	[e**ks**elénte, e**ks**zelénte]	*(excellent)*
e**xc**epción	[e**ks**epsión, e**ks**zepzión]	*(exception)*
e**xc**eso	[e**ks**éso, e**ks**zéso]	*(excess)*
e**xc**itar	[e**ks**itár, e**ks**zitár]	*(excite)*

c. The Letter **x** Pronounced /j/

In Mexican words spelled with **x,** frequently derived from Mayan or Náhuatl, the **x** is most often pronounced /j/:

México	[méjiko]	*(Mexico)*
mexicano	[mejikáno]	*(Mexican)*
Xavier	[jabiér]	*(Xavier)*
Oaxaca	[oajáka]	*(Oaxaca)*
Texas	[téjas]	*(Texas)*

Note that these words may have been spelled in the past in certain contexts with **j** rather than **x** (e.g. **Méjico, mejicano**): Current orthography rules recommend that they be spelled with **x.**
There are other pronunciations of the letter **x** in words of Mexican origin:

- pronounced /s/: **Xochimilco** [sochimilko] *(lake near Mexico City)*, **xochil** [sóchitl] *(flower)*…
- pronounced /sh/: **xocoyote** [shokoyote] *(youngest son)*, **xola** [shola] (*head*, or *turkey hen*)…

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d. Spelling with the Letter **x**

x
SPELLED WITH x
words beginning with the following prefixes: **xeno-** (foreign) **xero-** (dry) **xilo-** (wood) (e.g. **xenofobia, xerografía, xilófono…**)
words beginning with the syllable **ex-** followed by **-pr-** (e.g. **expresar, expresivo, expresión, exprimir…**)
words beginning with the prefixes **ex-** (out, beyond, without) and **extra-** (beyond, outside) (e.g. **excavar, excéntrico, exclamar, exculpar, extracurricular, extrajudicial, extramuros, extraterrestre…**)
many words beginning with the syllable **ex-** followed by **-pl-** (e.g. **explicar, explorar, explotar…**) Exceptions: **esplendor, espléndido, espliego,** and derivatives
many words of Mexican (usually Mayan or Náhuatl) origin: (e.g. **Ixtapa, ixtle, México, Nuevo México, mexicano, mexicanismo, taxcal, Texas, texano, texcoqueño, Xochimilco, xóchil…**)

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6. Ll, Y, Í

a. The Sound /y/

In most of the Spanish-speaking world, when you hear the sound /y/, only the context can let you know whether a word is spelled with **ll**[29]**, y,** or some combination of vowels with **í.** Examples:

ca**ll**ado	[ka**y**ádo]	*(quiet)*
ca**y**ado	[ka**y**ádo]	*(crozier or crook)*
ca**y**o	[ká**y**o]	*(key – as in Florida Keys)*
ca**ll**o	[ká**y**o]	(*callus*, or first person singular of present indicative **callar**)
ardi**ll**a	[ardí**y**a]	*(squirrel)*
ardía	[ardía]	*(burned)*

29. For more on **yeísmo,** see page 376 at the end of this chapter.

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Beware of mispronouncing words ending in **-ia** as if they ended in **-ía**. This happens with words like **gracias** [grásias, grázias] (misspelled and mispronounced ☒~~gracías~~; the correct stress is on gra) and **familia** [família] (misspelled and mispronounced ☒~~familía~~; the correct stress is on mi). This type of error comes from a false association[30] with verbs ending in **-ía.**

b. Spellings for the Sound /y/

Verbs with **ll** in the infinitive are the only ones that will have **ll** in their conjugations. Examples:

callar *(to quiet)*	callo, callas, calla
estallar *(to burst)*	estallaba, estallaran

The /y/ sound in verbs without **ll** in the infinitive is spelled with **y.** This includes the following:

- verbs ending in **-aer, -eer, -oer:**
  caer *(to fall)* cayó, cayeron
  leer *(to read)* leyeron, leyera
- verbs ending in **-uir** (e.g. **atribuir, contribuir, distribuir**):
  atribuir *(attribute)* atribuyo, atribuyeron, atribuya
- the final **y** in the present tense of **dar, estar, haber, ir,** and **ser:**
  doy, estoy, hay, voy, soy
- the present subjunctive of **ir** and **haber:**
  vaya, vayas, vayamos… (pres. subj. of **ir**)
  haya, hayas, hayamos… (pres. subj. of **haber**)

c. Lists of Common Words Ending in **-ia, -illa,** and **-ía**

Given the high number of words ending in **-ia, -illa,** and **-ía,** and the possible confusion in spelling for these, we provide here a list of the most commonly used words with each ending.

---

30. A similar spelling problem occurs with some endings of the preterite. Learners often apply the accentuation of the endings of regular verbs to those of irregular verbs. This simplification of the rule leads to frequent errors, such as ☒**~~dijó~~** for **dijo,** ☒**~~hizó~~** for **hizo,** etc. To avoid such errors, review the endings of the preterite of irregular verbs (see Chapter 5.A.2.b., pages 155–156).

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Common words ending in **-ia:**

-ia		
SPANISH	**PRONUNCIATION**	**ENGLISH**
academia	[akadémia]	*academia*
ciencia	[siénsia, ziénzia]	*science*
correspondencia	[korrespondénsia, korrespondénzia]	*correspondence*
democracia	[demokrásia, demokrázia]	*democracy*
distancia	[distánsia, distánzia]	*distance*
envidia	[embídia]	*envy*
familia	[família]	*family*
farmacia	[farmásia, farmázia]	*pharmacy*
gloria	[glória]	*glory*
gracia(s)	[grásia(s), grázia(s)]	*grace, thanks*
historia	[istória]	*history*
importancia	[importánsia, importánzia]	*importance*
injusticia	[injustísia, injustízia]	*injustice*
inteligencia	[intelijénsia, intelijénzia]	*intelligence*
lluvia	[yúbia]	*rain*
materia	[matéria]	*matter*
memoria	[memória]	*memory*
secretaria	[secretária]	*secretary*

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Common words ending in **-ía**[31]**:**

-ía		
SPANISH	**PRONUNCIATION**	**ENGLISH**
alegría	[alegría]	*joy*
anatomía	[anatomía]	*anatomy*
armonía	[armonía]	*harmony*
bahía	[baía]	*bay*
compañía	[kompañía]	*company*
cortesía	[kortesía]	*courtesy*
día	[día]	*day*
economía	[ekonomía]	*economy*
energía	[enerjía]	*energy*
espía	[espía]	*spy*
fotografía	[fotografía]	*photography*
geografía	[jeografía]	*geography*
librería	[librería]	*bookstore*
poesía	[poesía]	*poetry*
policía	[polisía, polizía]	*police*
teoría	[teoría]	*theory*
todavía	[todabía]	*still*

31. Note that we do not include here verb forms ending in **-ía.**

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Common words ending in **-illa**[32]**:**

-illa		
SPANISH	**PRONUNCIATION**	**ENGLISH**
ardilla	[ardíya]	*squirrel*
cajetilla	[kajetíya]	*cigarette pack*
capilla	[kapíya]	*chapel*
colilla	[kolíya]	*cigarette butt*
comilla	[komíya]	*quotation mark*
costilla	[kostíya]	*rib*
mantequilla	[mantekíya]	*butter*
maravilla	[marabíya]	*marvel*
mejilla	[mejíya]	*cheek*
milla	[míya]	*mile*
orilla	[oríya]	*edge*
pandilla	[pandíya]	*gang*
parrilla	[parríya]	*grill*
pesadilla	[pesadíya]	*nightmare*
rodilla	[rodíya]	*knee*
semilla	[semíya]	*seed*
silla	[síya]	*chair*
tortilla	[tortíya]	*tortilla, omelette*
vainilla	[bainíya]	*vanilla*

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32. Note that we do not include in this list diminutives ending in **-illa** except those that have become commonly used terms, no longer considered diminutives. Note also that it is only in areas of **yeísmo** (most of the Spanish-speaking world) that **-illa** is pronounced /-íya/ rather than /-ílla/. For more on **yeísmo,** see page 376 at the end of this chapter.

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7. R, Rr

The letter **r** in Spanish can be pronounced like the sound of *-tt-* in the word *ma**tt**er*; or like a trilled **r,** depending on where the **r** is in the word.

a. The Sound /r/

The first sound (not trilled) is that in words with an intervocalic **r** (between vowels), or when the **r** follows **b, c, d, f, g, k, p,** or **t.** It is also the sound for words ending in **r.** This sound corresponds to a single **r** in spelling.

Examples of the non-trilled /r/ sound:

ca**r**o	[káro]	*(expensive)*
b**r**illo	[bríyo]	*(shine)*
luc**r**o	[lúkro]	*(gain)*
lad**r**ar	[ladrár]	*(bark)*
f**r**uta	[frúta]	*(fruit)*
g**r**ado	[grádo]	*(degree)*
K**r**emlin	[krémlin]	*(Kremlin)*
p**r**onto	[prónto]	*(soon)*
at**r**ibuto	[atribúto]	*(attribute)*
calo**r**	[kalór]	*(heat)*

b. The Sound /rr/

The letter **r** in Spanish is pronounced like a trilled **r** /rr/ when it starts a word, or when it follows **n, l,** or **s.** In these contexts, the trilled **r** /rr/ sound corresponds to a single **r** in spelling.

Examples:

rabia	[rrábia]	*(rage)*
hon**r**ado	[onrrádo]	*(honest)*
al**r**ededor	[alrrededór]	*(around)*
Is**r**ael	[isrraél]	*(Israel)*

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The double **rr** is always pronounced trilled. It is only found in an intervocalic position (between vowels).

Examples:

a**rr**eglar	[arreglár]	*(fix)*
e**rr**or	[errór]	*(error)*
i**rr**eal	[irreál]	*(unreal)*
ho**rr**ible	[orríble]	*(horrible)*
bu**rr**o	[búrro]	*(donkey)*

c. Spelling with **r** and **rr**

The following table lists the most common uses of **r** and **rr** in spelling.

<table>
<tr><th colspan="2">R / RR</th></tr>
<tr><th>SPELLED WITH R AND PRONOUNCED /R/</th><th>SPELLED WITH RR</th></tr>
<tr><td>words with the sound /r/ between vowels
(e.g. cara, duro, farol, garantía, loro…)
words with the sound /r/ after b, c, d, f, g, k, p, t
(e.g. brote, incremento, Andrés, fruta, grande, kriptón, prado, trama…)</td><td rowspan="5">words with a trilled r /rr/ between vowels
(e.g. perro, carro, ferrocarril…)</td></tr>
<tr><td>words ending in r
(e.g. caminar, amor…)</td></tr>
<tr><th>SPELLED WITH R AND PRONOUNCED /RR/</th></tr>
<tr><td>words beginning with r
(e.g. raya, rezo, rima…)</td></tr>
<tr><td>words with r after n, l, or s
(e.g. honra, israel, enriquece, alrededor…)</td></tr>
</table>

d. Soft **d, r**

Sometimes in their efforts to learn to pronounce the Spanish /r/ sound, students of Spanish confuse it with a soft **d** sound.
Indeed, the letter **d** has two basic sounds in Spanish:

- at the beginning of a word, and following **n** or **l,** the **d** in Spanish sounds similar to the English **d** in *den* (e.g. **d**amos, an**d**o, al**d**ea…).
- in other contexts within a word, and at the end of a word, the letter **d** in Spanish is softer; it sounds something like *-th-* in *father* (e.g. mira**d**a, Ma**d**ri**d**…).

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Confusion of sounds is not a grave problem, unless it interferes with understanding. Below are sets of words that are often pronounced the same by learners of the language. These words are not homophones and should maintain their proper distinct pronunciations to avoid misunderstanding:

ca**r**a *(face)*	ca**d**a *(each)*
ce**r**o *(zero)*	ce**d**o *(I concede)*
du**r**a *(hard)*	du**d**a *(doubt)*
du**r**o *(hard)*	du**d**o *(I doubt)*
pe**r**o *(but)*	pe**d**o *(fart)*
vi**r**a *(turn)*	vi**d**a *(life)*

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8. *Ch, Ph, Th* → **C/Qu, F, T**

Words of Greek origin spelled in English with **ch** (pronounced in English /k/), **ph,** and **th,** are spelled in Spanish, respectively, with **c** /k/ or **qu, f,** and **t:**

a. *Ch* → **C/Qu**

The English cognates of the following words are all spelled with **ch:**

ar**c**aico(a)	**c**arácter	**C**risto	matriar**c**a
ar**c**ángel	**c**arisma	**c**ristiano(a)	patriar**c**a

When in English **ch** (pronounced /k/) is followed by **e** or **i,** in Spanish **qu** is used rather than **c** to retain the /k/ sound. Note the following cognates:

anar**qu**ía	ar**qu**itecto	**qu**iropráctico	oligar**qu**ía
ar**qu**eología	**qu**iromancia	monar**qu**ía	

b. *Ph* → **F**

Words of Greek origin that in English are spelled with **ph,** in Spanish are spelled with **f.** Note the following cognates:

al**f**abeto	a**f**orismo	apóstro**f**e	as**f**ixiar
a**f**asia	a**f**rodisíaco	as**f**alto	ele**f**ante
peri**f**eria	**f**antasma	**f**ísico	**f**armacia
foto	**f**enómeno	**F**iladel**f**ia	**f**onética

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c. *Th* → **T**

Words of Greek origin that in English are spelled with **th,** in Spanish are spelled with **t.** Note the following cognates:

apo**t**eosis	A**t**enas	**t**eatro	**t**ema
termómetro	**t**ermo	**t**ermostato	**t**esauro
Teseo	**t**esis	**t**órax	or**t**ografía

9. Double Consonants

In English you will find many words spelled with double consonants that in Spanish almost always correspond to words with single consonants. Note the following cognates:

a**b**reviar	o**c**asión	o**c**ulto	taba**c**o
a**d**icional	di**f**erencia	a**g**ravar	sí**l**aba
gra**m**ática	a**n**ual	o**p**ortunidad	a**s**ociar

In Spanish there are only four consonants used in duplicate. Two are each pronounced with a single sound:

rr	/rr/	carro [kárro]	*(car)*
ll	/y/	calle [káye]	*(street)*

and the other two are each pronounced with more than one sound:

cc	/k/ + /s/ or /k/ + /z/	acceso [akséso, akzéso]
nn	/n/ + /n/	innovación [innobasión, innobazión]

Note that *imm-* in English is **inm-** in Spanish:

inmortalidad *(immortality)*

inmigrante *(immigrant)*

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C. VOWELS AND ACCENTS

Vowels **(las vocales)** are, with few exceptions, pronounced similarly in all Spanish-speaking regions. Worth noting is that in Spanish each vowel is a single sound, whereas in English, a single vowel is more often than not pronounced with more than one sound (e.g. in Spanish, the **a** in **casa** is pronounced /a/; in English, the **a** in *case* is pronounced /ei/; in Spanish, the **i** in **tino** is pronounced /i/; in English, the **i** in *tide* is pronounced /ai/). Even in combination, Spanish vowels tend to retain their individual sounds[33]: the letters **e** and **a** in **vea** are pronounced /ea/, whereas in English, **e** and **a** merge to form a single sound in words like *beat* and *heat*.

In writing, Spanish vowels can have written accent marks. The decision of where to use an accent mark will require knowledge of syllabification (how the word is broken down into syllables), and of where the stress falls in the word.

1. Syllabification

The division of a word into syllables **(sílabas),** or single uninterrupted sound units, aids in the application of accent rules. In this section we use periods (.) to mark syllable breaks within words.

a. Consonants: Their Role in Syllables

Single intervocalic consonants: one consonant between two vowels joins the following vowel to form a syllable. (Note that in Spanish **ch, ll,** and **rr** each represent one consonant.)

ta.**z**a	**m**e.**s**a	**m**i.**s**a	**m**a.**c**e.**t**a	**m**e.**ch**a
ta.**ll**a	**b**a.**rr**o	**c**a.la.**b**a.**z**a	**f**e.**rr**o.**c**a.**rr**i.le.**r**o	

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Two intervocalic consonants: these are separated (except **ch, ll,** and **rr**):

lá**m**.**p**a.ra	pa**n**.**t**a.lla	a**n**.**g**u**s**.**t**ia	co**m**.**p**u.ta.do.ra
pe**r**.**s**o.na	e**n**.**c**a.rar	di**c**.**c**io.na.rio	

33. This is true except in cases of linking between words: see below, Section D, pages 354–356.

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Do not separate the consonant **b, c, f, g,** or **p** from a following **l** or **r,** or the combinations **dr** and **tr:**

ta.**bl**a	fe.**br**e.ro	te.**cl**a	re.**cr**e.o	a.**fl**o.jar
a.**fr**en.ta	re.**gl**a	a.**gr**io	re.**pl**e.to	de.**pr**i.mir
po.**dr**i.do	re.**tr**a.to			

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Three or more intervocalic consonants: with three or more consonants between vowels, only the last consonant joins the next vowel (unless it is **l** or **r**):

co**ns.t**a	i**ns.p**i.ra	i**ns.t**an.te	i**n.gl**és	co**m.pr**ar

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b. Multiple Vowels

When combined, vowels can form a single syllable, or more than one, depending on which vowels are combined, and which vowel is stressed. In combination, **a, e,** and **o** are categorized as strong vowels, whereas **i** and **u** are weak vowels.

MULTIPLE VOWELS		
STRONG VOWELS	**WEAK VOWELS**	**VOWEL COMBINATIONS**
a	i	**Hiato:** two vowels forming two syllables
e	u	**Diptongo:** two vowels forming one syllable
o		**Triptongo:** three vowels forming one syllable

Hiato *(Hiatus):* two vowels of equal strength represent two syllables. Each strong vowel represents one syllable; when combined with another strong vowel, they are separated:

c**a.e**.mos	l**e.e**n	em.pl**e.o**	em.pl**e.a**.do

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If a weak vowel before or after a strong vowel is stressed, there is a separation; a stressed weak vowel in combination with a strong vowel will always have an accent mark:

c**a.í**.da	r**e.í**.mos	m**a.ú**.lla	gra.d**ú.e**n	
t**í.o**s	sa.l**í.a**n	r**í.e**n	gr**ú.a**	r**e.ú**.no

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Diptongo *(Diphthong):* a combination into one syllable of two weak vowels or one strong and one weak represents a diphthong and is not separated:

I.ta.l**ia**	b**ai**.le	v**ie**.nen	r**ei**.no
re.me.d**io**	v**io**.lín	c**ua**n.do	**au**.la
r**ue**.da	d**eu**.da	r**ui**.do	es.ta.d**ou**.ni.den.se
c**uo**.ta	c**iu**.dad		

Stressed strong vowel: the same is true even when there is an accent on the strong vowel of the diphthong:

d**iá**.fa.no	tam.b**ién**	na.c**ió**	c**uó**.rum[34]
f**ué**.ra.mos	g**uár**.da.lo	bai.l**áis**	die.ci.s**éis**
ói.ga.me	c**áu**.sa.me	**Éu**.fra.tes	

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Triptongo *(Triphthong):* a triphthong is one syllable formed by three vowels:

a.ve.ri.g**uái**s	lim.p**iéi**s

More than one syllable occurs if there is more than one strong vowel or a stressed weak vowel in the combination:

s**e.ái**s	c**a.í.a**n	r**e.í.a.**mos

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34. Words imported from other languages follow the same accentuation rules as other Spanish words. Note that this word used to be written with a **q** in Spanish. It is now recommended for foreign words with the sound /k/ to be spelled as they would normally in Spanish (e.g. /ku/ = **cu**). It is also possible to spell the foreign word as it is in its original language, in which case it needs to be in italics and with no accent: *quorum*.

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The **h** in Spanish is not pronounced; if it is enclosed between two vowels, these two vowels will interact as if they were next to each other.

No accent required:

a.h**o**.rrar	r**e**.h**a**.cer	r**e**.h**o**.gar	**a**h**i**.ja.do
r**e**h**i**.lar	r**e**h**u**n.dir		

Accent required:

pr**o**.h**í**.bo **b**ú.h**o**

Ejercicio 9.25, página 532;
Ejercicio de repaso 9.26, página 533

2. Stress

Every word with more than one syllable in Spanish has one syllable with more stress than the rest. Depending on the type of word it is, or where the stress falls, the word may or may not require a written accent.

a. Categorization of Words by Stress

In Spanish, words with more than one syllable are categorized as follows:

WORD CATEGORIZATION BY STRESS		
TYPE	**STRESSED SYLLABLE**	**EXAMPLES**
Aguda	Last (última)	ca.mi.**né;** ca.mi.**nar**
Llana	Next-to-last (penúltima)	**lá**.piz; ca.**mi**.no
Esdrújula	Third-to-last (antepenúltima)	**quí**.mi.ca
Sobresdrújula	Fourth-to-last (anteantepenúltima)	**cóm**.pre.me.lo

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b. Rules for Written Accents

Agudas: this type of word needs a written accent only when the word ends in a vowel, **n,** or **s.**

Accent required:

a**mó**	vi**ví**	vi**vís**	fran**cés**	cai**mán**

No accent required:

a**mar**	vi**vir**	espa**ñol**	ciu**dad**	Je**rez**

Llanas: this type of word needs a written accent only when the word ends in a consonant other than **n** or **s.**

Accent required:

ca**rác**ter	im**bé**cil	**lá**piz	**tú**nel	ver**sá**til

No accent required:

hablo	a**cen**to	neces**i**ta	conso**nan**te	**bai**las
fran**ce**ses	**mar**gen	**lu**nes	e**xa**men	estu**dia**ron

Esdrújulas and **sobresdrújulas:** these types of words always require accent marks.

Esdrújulas:

ca**rá**tula	es**tú**pido	lu**ciér**naga

Sobresdrújulas:

ven**dá**moselo	**dé**moselas	pon**gá**monoslas

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c. Special Cases

(1) Adverbs Ending in -mente

Adverbs formed from adjectives + **mente** require accents only when their original adjectives had them:

r**á**pido	is the adjective form of the adverb	r**á**pidamente
f**á**cil	is the adjective form of the adverb	f**á**cilmente
lento	is the adjective form of the adverb	lentamente

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(2) Monosyllables

Monosyllables (words consisting of only one syllable) must be left *without* written accent marks. There is only one part of the word that can be stressed: thus no accent is needed:

a al ti la le lo di da me fui fue dio Dios

Some monosyllables are homonyms (words with the same spelling or pronunciation but with different meanings). One of each pair will have an accent mark to distinguish it from the other:

MONOSYLLABLES WITH HOMONYMS							
el	*the*	**mas**	*but*	**se**	[pron.]	**te**	*you, yourself*
él	*he*	**más**	*more*	**sé**	*I know*	**té**	*tea*
de	*of, from*	**mi**	*my*	**tu**	*your*	**si**	*if*
dé[35]	*give*	**mí**	*me*	**tú**	*you*	**sí**	*yes, itself, oneself*

Me preguntó **el** nombre **de mi** profesora.	*She asked me the name of my professor.*
—¿A ti[36] **te** lo dijo? —**Sí,** a **mí** me lo dijo.	"*Did she tell you?*" "*Yes, she told me.*"
¿**Tú** también necesitas que **te dé** la llave?	*Do you also need me to give you the key?*
El problema en **sí** no es tan grave.	*The problem in itself isn't so serious.*

---

35. When the verb **dar** is conjugated in the imperative and has a pronoun attached, it loses the accent: **dele.** It is no longer a homonym of the preposition in this situation. Of course, it regains the accent when a second pronoun is added, due to the fact that the stress on the verb must be maintained and the new word is an **esdrújula: démelo.**

36. Beware of the temptation to place an accent over **ti** just because **mí** has one; **ti** is not a homonym, as is **mí**.

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Mas vs. más

With an accent, **más** means *more*. Without an accent, **mas** is used in literary contexts, and means *but*.

No **sé si él** quiere **más té.**	*I don't know if he wants more tea.*
Necesito **más** azúcar.	*I need more sugar.*
Lejos de ti, vivir no quiero, **mas** en aquel sombrío invierno, empecé el viaje sin rumbo, herida, y ahora regreso, tal cual ave perdida.	*Far from you, I do not wish to live,* *but in that somber winter,* *I began the journey with no end,* *injured, and I now return,* *just like a lost bird.*

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(3) Non-Monosyllabic Homonyms

Although they are not monosyllables, the following words are also homonyms: an accent mark is used in certain cases to distinguish one usage from another.

(a) **Aun**[37] vs. **Aún**

The word **aún** requires an accent when it means *still* **(todavía);** however, when it means *even*, it has no accent mark **(aun).**

Aun de día hace frío.	*Even during the day it is cold.*
Aún no hemos llegado.	*We still have not arrived.*

(b) **Solo**

The word **solo** may be an adjective (*alone*) or an adverb (*only*). An accent is never required, but it may be used on the adverb to distinguish it from the adjective in cases of possible confusion as to the meaning of the sentence.

Vivo **solo.**	*I live alone.*
Mi hermana **solo** come fruta.	*My sister only eats fruit.*
Mi tío viaja **solo** en tren.	*My uncle travels alone by train.*
Mi tío viaja **solo/sólo** en tren.	*My uncle travels only by train.*

---

37. Although **aun** is a monosyllable, we have placed it outside of the category because when it takes an accent, **aún,** it is not a monosyllable.

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In this last sentence, the accent on **solo** may be used to avoid confusion with "alone" but it is not required. It would be preferable to clarify the context by changing the word order:

Mi tío **solo** viaja en tren.	*My uncle only travels by train.*

(c) Demonstrative Pronouns

The words **ese, esa, esos, esas; este, esta, estos, estas; aquel, aquella, aquellos,** and **aquellas** may be adjectives or pronouns[38]. An accent is never required, but it may be used on the pronouns in cases of possible confusion in the meaning of the sentence:

Lograremos las dos metas en orden: **esta/ésta** mañana, y **esa** el lunes.	*We'll achieve both goals* *in order: this one tomorrow,* *and that one on Monday.*

In the above sentence, there are two demonstrative pronouns (**esta** and **esa**), but there is only one whose meaning could be muddled by the lack of accent, and that is **esta** because of its combination with **mañana.** The reason for this is that **mañana** can be a noun *(morning)* or an adverb *(tomorrow)*. If **esta** were an adjective, **esta mañana** would mean *this morning*. For this reason, an accent on **ésta** would be allowed.

The neutral forms of the pronouns, **eso, esto,** and **aquello,** have no adjective equivalents and thus do not require accents.

Mira **eso.**	*Look at that.*

(d) Exclamative and Interrogative Adjectives, Pronouns, and Adverbs

Exclamative and interrogative adjectives, pronouns, and adverbs take accents. In exclamations and interrogations, there is not always an interrogative or exclamative pronoun or adverb. You might, for example, ask: **¿Me dijiste la verdad?** or exclaim: **¡Bien dicho!** None of these words has an accent. You might also exclaim: **¡Que te vaya bien!** Here the **que** is a conjunction, not a pronoun or adjective, and has no accent.

Some examples of exclamative pronouns and adverbs follow:

¡**Qué** día!	*What a day!*
¡**Cómo** trabajas!	*How you work!*
¡**Cuánto** comes!	*How much you eat! (i.e., You eat a lot!)*

---

38. For more information on demonstrative adjectives, see Chapter 2.B.2.a., page 34. For more on demonstrative pronouns, see Chapter 3.C.1., pages 78–79.

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Some examples of interrogative adjectives, pronouns, and adverbs are found in the following chart:

INTERROGATIVES vs. NONINTERROGATIVES		
INTERROGATIVE[39] (ACCENT)		NONINTERROGATIVE (NO ACCENT)
DIRECT DISCOURSE[40]	INDIRECT DISCOURSE	
¿Qué? = *What?*		**Que** = *That, which, who*
¿Qué quieres? *What do you want?*	**No sabía qué hacer.** *I did not know what to do.*	**Quiero que estudies.** *I want you to study.* (literally: *I want that you study.*) [that = conjunction] **El libro que quiero es azul.** *The book that I want is blue.* [that = relative pronoun]
¿Por qué? = *Why?*		**Porque** = *Because*
¿Por qué llamaste? *Why did you call?*	**No sé por qué llamó.** *I do not know why he called.*	**Llamé porque quise.** *I called because I wanted to.*
¿Cómo? = *How?*		**Como** = *Like*
¿Cómo llegó? *How did she get here?*	**No sé cómo llegó.** *I do not know how she got here.*	**Trabaja como yo.** *He works like me.*
¿Cuánto? = *How much/many?*		**Cuanto** = *As much/many as*
¿Cuántos libros tienes? *How many books do you have?*	**No sé cuántos tengo.** *I do not know how many I have.*	**Te di cuantos pude.** *I gave you as many as I could.*
¿Dónde? = *Where?*		**Donde** = *Where, in which*
¿Dónde está? *Where is it?*	**Me dijo dónde estaba.** *He told me where it was.*	**Es la casa donde me crie.** *It is the house in which I grew up.*
¿Cuándo? = *When?*		**Cuando** = *When*
¿Cuándo llega? *When does it arrive?*	**Me dijo cuándo venía.** *She told me when she was coming.*	**Lo vi cuando entró.** *I saw him when he came in.*
¿Quién? = *Who(m)?*		**Quien** = *Who(m), he who*
¿Quién es? *Who is it?*	**Me dijo quién era.** *He told me who it was.*	**Ese es el hombre con quien llegó.** *That is the man with whom she arrived.*

39. **Interrogative** vs. **noninterrogative.** This distinguishes words that are used in questions, whether directly stated or indirectly related, from words that are not interrogative at all, such as conjunctions, relative pronouns, and adverbial phrases.

40. **Direct** vs. **indirect discourse.** This distinguishes questions that are asked directly (e.g., *What is your name?*) from reported questions (e.g., *He asked me what my name was.*).

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Que

Please note that the "noninterrogative" column for **Que** contains conjunctions and relative pronouns that frequently have no translations into English, whereas the columns to the left, "interrogative," contain interrogative words that will always be stated in English. Notice the translations of the following sentences:

Quiero **que** estudies.	*I want you to study.*
El libro **que** quiero es azul.	*The book (that) I want is blue.*

Por qué vs. **Porque** • **Cómo** vs. **Como** • **Cuánto** vs. **Cuanto**

It is not difficult to remember when these words require accent marks because of their differences in meaning.

por qué = *why*	**cómo** = *how*	**cuánto** = *how much/many*
porque = *because*	**como** = *as, like*	**cuanto** = *as much/many*

Dónde vs. **Donde**

Whereas in most cases you can see that the translations of the accented and unaccented words are different, in the case of **dónde** and **donde** there is not always a difference. It would help perhaps to think of the unaccented word as a relative pronoun that requires an antecedent: a noun prior to it and to which it refers.

Es la **casa donde** me crie.	*It is the **house in which** I grew up.* OR: *It is the **house** I grew up in.*

The interrogative **dónde,** whether in direct or in indirect discourse, never has an antecedent.

—¿**Dónde** está?	*"**Where** is she?"*
—No sé **dónde** está.	*"I do not know **where** she is."*

Cuándo vs. **Cuando**

With these two words, the distinction is perhaps even harder to make; for there to be an accent mark, there must be an explicit or implicit question involved. The non-interrogative *when* might be replaced by *at the time* without much change in meaning, whereas the interrogative could be replaced by *at what time*. Compare the following sentences:

No sé **cuándo** se fue.	*I do not know **when** (at what time) she left.*
Lloramos **cuando** se fue.	*We cried **when** (at the time) she left.*

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Frequently in indirect discourse in English, there is a greater stress on the word when it is interrogative in nature than when it is not; compare the following, reading them out loud.

Te vi **cuando** entraste.	*I saw you **when** you came in.*
No sé **cuándo** entraste.	*I don't know **when** you came in.*

Quién vs. **Quien**

Quién with an accent mark is used whenever there is a question, explicit or implicit. **Quien** without an accent mark is not interrogative. It is a relative pronoun, usually preceded by a noun (which is its antecedent). It may also be used with no antecedent at the beginning of a sentence. In such cases, it means "He who . . ." or "Whoever . . ."

¿**Quién** eres?	***Who** are you?*
No sé **quién** eres.	*I don't know **who** you are.*
El hombre con **quien** habla es un espía.	*The man with **whom** she is talking is a spy.*
Quien busca encuentra.	***He who** seeks shall find.*

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D. LINKING BETWEEN WORDS: SYNALEPHA

In oral communication in Spanish, words are linked to each other following certain syllabification rules. This linking is called *synalepha* (in Spanish, **sinalefa**) from the Greek for *to melt together.* For learners of Spanish, linking of words can create considerable frustration as to listening comprehension, because individual words may be difficult to detect. Heritage learners of the language, many of whom may have learned Spanish primarily by listening to it, tend to write the way they speak, which, because of the synalepha, can cause frequent mistakes in spelling. For example, if you hear [bea-sér-lo][41], can you transcribe it into a meaningful sentence?

41. In this section, the pronunciation of sentences between brackets uses hyphens to separate units of sound. Note that it does not coincide precisely with the syllabification of the individual words, due to the effects of linking.

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Consider these three types of linking:

1. Same Letter

In a sentence, when a word ends with the same letter that begins the following word, the two letters merge into a single sound.

¿Qué‿es eso?

would be pronounced [ke-sé-so]
in which the **é** in **qué** links to the **e** in **es.**

Mis‿sobrinos‿son simpáticos.

would be pronounced [mi-so-brí-no-son-sim-pá-ti-kos]
in which the **s** in **mis** links to the first **s** in **sobrinos** and the final **s** in **sobrinos** links to the **s** in **son.**

2. Vowel + Vowel

In a sentence, when a word ending with a vowel is followed by a word beginning with a different vowel, the two vowels link into a single syllable.

Llegó la fea‿infanta.

would be pronounced [ye-gó-la-fé-ain-fán-ta][42]
in which the **a** in **fea** links to the **i** in **infanta.**

Es un coco‿entero.

would be pronounced [é-sun-kó-koen-té-ro]
in which the final **o** in **coco** links to the first **e** in **entero.**

Dijo que lo‿hiciera.

would be pronounced [dí-jo-ke-loi-sié-ra] or [dí-jo-ke-loi-zié-ra]
in which the **o** in **lo** links to the first **i** in **hiciera.**

---

42. We are applying the pronunciation of regions of **yeísmo.** For more on this, see page 376 at the end of this chapter.

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3. Consonant + Vowel

In a sentence, when a word ending in a consonant is followed by a word that begins with a vowel, the consonant at the end of the first word is linked to the vowel of the word that follows.

A veces iban bailando.

would be pronounced [a-bé-se-sí-bam-bai-lán-do]
or [a-bé-ze-sí-bam-bai-lán-do]
in which the **s** in **veces** links to the **i** in **iban**. (Note that /n/ before /b/ is pronounced /m/.)

All this linking results in sentences in Spanish sounding like single words to non-Spanish speakers. This leads learners of the language, both heritage and not, to frequent spelling errors.

Consider the following three orders:

Vea hacerlo.	*See it being done.*
Ve a hacerlo.	*Go do it.*
Ve a serlo.	*Go be it.*

All three would be pronounced [bea-sér-lo] in regions of **seseo.** In regions that do not use the **seseo,** the first two sentences would be pronounced differently from the last: [bea-zér-lo] for the first two, and [bea-sér-lo] for the last.

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E. CAPITALIZATION

Capitalization in Spanish has some similarities with that in English, but is different in several ways. Following is a list of occurrences of capitalization:

- The first word in a sentence or of a title:

  La clase comienza a las diez.

  La novela se titula *Vivir para contarla*.

  Siempre consulto el *Diccionario de dudas*.

- Proper nouns, names of divinities, people's names, surnames, nicknames, pet names, personifications, etc:

  Juana, España, Gómez

  Acabo de leer el libro *La muerte de Artemio Cruz*.

  Alfonso el Sabio, Juana la Loca

  Dios, Alá, Júpiter

  la Muerte, el Mal

  —If a surname begins with a preposition, or a preposition and an article, these are not capitalized, unless the first name is omitted:

  María de Escovar, Juan de los Valles

  la señora De Escovar, el señor De los Valles

- Honorary titles of people, when used specifically in reference to individuals:

  El Papa estaba rezando.

  El Rey y la Reina estaban presentes.

  —When used generically, these words are not capitalized:

  Los papas no son santos.

  El rey es el jefe supremo de una monarquía.

- Abbreviations of titles of address and cardinal points are capitalized, whereas they are not normally capitalized when not abbreviated:

  Sr. (señor), Sra. (señora), Srta. (señorita)

  Ud. (usted), Uds. (ustedes)

N (norte)	NE (noreste)
S (sur)	NO (noroeste)
E (este)	SE (sureste)
O (oeste)	SO (suroeste)

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- Nouns and adjectives that form the names of administrative institutions, entities, organisms, departments or divisions, buildings, monuments, public establishments, political parties, etc., are capitalized:

  la Iglesia

  el Estado

  el Tribunal Supremo

  el Museo del Prado

  —The above would not be capitalized if referring to them as places, not as institutions:

  Los domingos vamos a la iglesia.

  Tenían que encontrarse en el tribunal.

  Ese museo fue mi favorito.

- Nouns and adjectives that are parts of the titles of periodicals, newspapers, or collections:

  La Vanguardia

  El Informador

  El País

  Nueva Revista

  La Gaceta de los Negocios

- Historical events:

  el Renacimiento

  la Primera Guerra Mundial

  la Reconquista

  —Adjectives accompanying **Revolución** or **Imperio** are not capitalized:

  la Revolución francesa

  el Imperio romano

- Geographical names:

  Estados Unidos

  Canadá

  —When the official name of the place includes an article, this article is capitalized:

  El Salvador

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—Note that in these cases the correct written form is:

Vamos a El Salvador (and not ☒~~Vamos al Salvador~~).

- Religious or civil holidays:

  Año Nuevo

  Feria de Abril

  Semana Santa

Note that the following, which are capitalized in English, are not capitalized in Spanish:

Adjectives referring to places and languages:

Es una palabra griega.	*It's a Greek word.*
Es alemán.	*He is German.*

Days of the week:

lunes, martes, etc.	*Monday*, *Tuesday*, *etc.*

Names of months and seasons:

mayo, verano	*May*, *Summer*, *etc.*

exceptions: historical events or holidays: el Cinco de Mayo

Note about accents on capital letters: Capital letters obey the same rules as lowercase letters in relation to accentuation. Hence, the word **África** requires an accent, as does **PERÚ.** Acronyms, even those pronounced as if they were words, do not have accents (e.g. **la CIA** /lasía/, not **la** ☒**~~CÍA~~**).

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F. NUMBERS

1. Cardinal Numbers

CARDINAL NUMBERS					
0	cero	30	treinta	1.000[43]	mil
1	uno/un/una*	31	treinta uno/un/una*	1.001	mil uno/un/una*
2	dos	32	treinta y dos	1.002	mil dos
3	tres	33	treinta y tres	1.010	mil diez
4	cuatro	40	cuarenta	1.020	mil veinte
5	cinco	50	cincuenta	1.021	mil veintiuno/-ún/-una*
6	seis	60	sesenta	1.100	mil cien
7	siete	70	setenta	1.101	mil ciento uno/un/una*
8	ocho	80	ochenta	1.200	mil doscientos/-as*
9	nueve	90	noventa	2.000	dos mil
10	diez	100	cien	10.000	diez mil
11	once	101	ciento uno/un/una*	20.000	veinte mil
12	doce	102	ciento dos	21.000	veintiún/-una mil*
13	trece	103	ciento tres	100.000	cien mil
14	catorce	110	ciento diez	200.000	doscientos/-as mil *
15	quince	120	ciento veinte	1.000.000	un millón
16	dieciséis	121	ciento veintiuno/-ún/-una*	1.000.001	un millón uno/un/una*
17	diecisiete	200	doscientos/-as*	1.000.100	un millón cien
18	dieciocho	300	trescientos/-as*	2.000.000	dos millones
19	diecinueve	400	cuatrocientos/-as*	10^{7**}	diez millones
20	veinte	500	quinientos/-as*	10^{8**}	cien millones
21	veintiuno/-ún/-una*	600	seiscientos/-as*	10^{9**}	mil millones
22	veintidós	700	setecientos/-as*	10^{10**}	diez mil millones
23	veintitrés	800	ochocientos/-as*	10^{11**}	cien mil millones
24	veinticuatro	900	novecientos/-as*	10^{12**}	un billón[44]

* The numbers with asterisks in the above table are variable, and agree with the nouns to which they refer:
¿Amigas? Solo tengo **una** (veinti**una,** treinta y **una,** doscient**as,** etc.)

**this superscripted number is an exponent (ten multiplied by itself the number of times indicated in the superscripted number; in this case it indicates the number of zeroes that follow the 1). We use this format merely to save space in the table.

---

43. In most Spanish-speaking countries, a period is used with numbers to separate thousands (except for numbers referring to years, in which no separator is used) and a comma is used to separate decimals. The inverse system, used in the English-speaking world, is used in some Spanish-speaking countries in Latin America. The numbers in this table are written the way they would be in Spanish.

44. Note that the translation of **billón** is *trillion*. *Billion* translates into Spanish as **mil millones.**

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In the case of **uno**, when it is used as an adjective rather than as a pronoun (i.e. with a noun after it), it becomes **un** for the masculine:

un libro, veinti**ún** libros, etc.

A common error is to make certain numbers plural, when they should remain invariable (as in ☒~~**cuatros años,**~~ which should be **cuatro años**).

Only the following can be made plural:

cien, cientos
mil, miles
millón, millones
billón, billones

Note that with **cien** and **mil** there is no article:

Vinieron cien pájaros.	*A hundred birds came.*
Tengo mil problemas.	*I have a thousand problems.*

The indefinite article **un** is required with **millón** and **billón:**

Había un millón de invitados.	*There were a million guests.*
Ganó un billón de pesos.	*She won a trillion pesos.*

Note the addition of the preposition **de** with **millón** and **billón:**

un millón **de** habitantes	*a million inhabitants*

but:

Tienen mil opciones.	*They have a thousand choices.*

If there is an additional number before the noun, **de** is not used:

un millón trescientos habitantes	*1,000,300 inhabitants*

In Spanish, years are said in the same manner as any other number, whereas in English, *nineteen hundred* (or simply *nineteen*) is used rather than *one thousand nine hundred:*

1945	mil novecientos cuarenta y cinco
2001	dos mil uno
2020	dos mil veinte

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Note that the definite article **el** may be used before a year within a context, especially from the year 2000 on; the article is required if the noun **año** is present:

Esta mejora se espera para **el** 2015.

Eso ocurrió en **el** año dos mil.

Decades are referred to differently in English and in Spanish. Compare the following:

Era un baile popular en la década de los noventa (OR: en los noventa [no **s** on **noventa**]).	*It was a popular dance in the nineties.*

Decimals are indicated with commas in most of the Spanish-speaking world, and are said as follows:

0,5 (cero coma cinco)	*.5 (point five)*
1,16 (uno coma dieciséis)	*1.16 (one point one six)*

Phone numbers are usually stated broken down into pairs of numbers:

52 31 38 24 27 05	cincuenta y dos, treinta y uno, treinta y ocho, veinticuatro, veintisiete, cero cinco

If there is a set of three digits in the number, it is usually stated split 1-11, as follows:

(212) 647-7016	dos, doce, seis, cuarenta y siete, setenta, dieciséis

Dates, when abbreviated, are listed in Spanish in the following order: day/month/year.

01/12/2012 = el primero de diciembre de/del 2012

12/01/2012 = el doce de enero de/del 2012

—¿Cuál es la fecha de hoy? OR: ¿A cuánto estamos?	*"What's today's date?"*
—Es el 15. (OR: Estamos a 15.)	*"It's the 15th."*

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Telling age:

¿Cuántos años tienes? ¿Qué edad tienes?	*How old are you?*
Tengo catorce años.	*I am fourteen.*
¿Cuándo cumples quince años?	*When will you be fifteen?*
Cumplió dos años la semana pasada.	*He was/turned two last week.*
Mañana cumplo veinte años.	*Tomorrow is my twentieth birthday.*
mi hija de ocho años	*my eight-year-old daughter*
una mujer de cuarenta años	*a forty-year-old woman*
Ingresó a la universidad a los dieciséis años.	*He entered the university* *at sixteen.*
Tendrá unos treinta años.	*She's about thirty.*
Tiene más de sesenta años.	*He's over sixty.*
Tiene treinta y pico años.	*She's thirty-something*
Tiene menos/más de treinta años.	*He's under/over thirty.*
Es un cincuentón/una cincuentona.	*(pejorative) He's a man in his fifties/* *She's a woman in her fifties.*
Es cinco años mayor que yo. OR: Me lleva cinco años.	*He's five years older than me.*
Es dos años menor que yo. OR: Le llevo dos años.	*He's two years younger than me.*

Telling time: Numbers used in telling time in Spanish may vary from those used in English (note the agreement of the verb and the article with the number):

Es la una y media.	*It's one thirty.*
Son las dos y cuarto.	*It's two fifteen* (OR: *quarter past two*).

After the half hour, Spanish time tends to be told by deducting the minutes remaining before the next hour:

Son las seis menos veinte.	*It's 5:40.*
Son (OR: Faltan) diez para las ocho.	*It's 7:50.*

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To the time you may add specifications such as **de la mañana** (from sunrise to noon, or from midnight to noon), **de la madrugada** (from midnight to sunrise), **de la tarde** (from noon to sunset), **de la noche** (from sunset to midnight), **mediodía** (noon), **medianoche** (midnight):

las diez de la mañana/de la noche	*10 A.M./P.M.*
las doce de la mañana, del mediodía	*12 noon*, *12 P.M.*
las doce de la noche, la medianoche	*12 A.M.*, *midnight*

Qualifications of the time may be indicated with **alrededor de** (about), **hacia** (about), **a eso de** (about), **y pico** (shortly after), **pasadas** (after), or **en punto** (exactly):

la una en punto	*exactly at one*
las dos y pico de la tarde	*shortly after two P.M.*
las tres pasadas	*past three*
a eso de las cuatro	*at around four*
casi las cinco	*almost five*

If the 24-hour system is used, you say:

El tren sale a las 13.10 h (trece horas diez minutos, OR: trece diez).	*The train leaves at one ten in the afternoon (1:10 P.M.).*
las cero horas	*midnight*

Either numbers (separated by a period or a colon) or letters can be used to tell time; it is, however, considered bad form to mix the two formats:

10.30 A.M./10:30 A.M.	*10:30 A.M.*
15.30 h	*3:30 P.M.*

las diez de la noche (not recommended: las 10 de la noche)

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Measurement systems will vary depending on the context. Most of the Spanish-speaking world uses the metric system. Following are some common conversions:

1 kilómetro = 0,62 millas *(miles)*

100 kilómetros por hora = 62 millas por hora *(miles per hour)*

1 metro = 1,09 yardas *(yards)* o 3,28 pies *(feet)*

1 centímetro = 0,38 pulgadas *(inches)*

1 metro cuadrado = 10,76 pies cuadrados *(square feet)*

Mide 1 metro 63 y pesa 54 kilos. *She's 5' 6" and weighs 120 lbs.*

Idiomatic expressions, sayings, etc. with numbers:

ser un cero a la izquierda	*to be totally useless*
empezar de cero	*to start from scratch*
¡Qué casualidad ni qué ocho cuartos!	*Yeah, right, a coincidence!/ This is no coincidence!*
Nos fue de mil maravillas.	*We had a wonderful time.*
Matar dos pájaros de un tiro.	*To kill two birds with one stone.*
Más vale pájaro en mano que cien volando.	*A bird in hand is worth two in the bush.*
No hay dos sin tres.	*These things always come in threes.*
Donde caben dos caben tres.	*Where there is room for two, there is room for three.*
Hombre precavido vale por dos.	*Forewarned is forearmed.*
No le busques tres (o cinco) patas al gato.	*Don't complicate things unnecessarily. Don't split hairs.*
Quien roba una vez roba diez.	*Once a thief, always a thief.*
Más vale un hoy que diez mañanas.	*One today is worth ten tomorrows.*
Martes trece ni te cases ni te embarques.	*On Tuesday the 13th, don't get married or travel.*

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2. Ordinal Numbers

ORDINAL NUMBERS		
ENGLISH	**SPANISH**	
1st	1.°, 1.er, 1.ª	primero/primer/primera
2nd	2.°, 2.ª	segundo/a
3rd	3.°, 3.er, 3.ª	tercero/tercer/tercera
4th	4.°, 4.ª	cuarto/-a
5th	5.°, 5.ª	quinto/-a
6th	6.°, 6.ª	sexto/-a
7th	7.°, 7.ª	séptimo/-a
8th	8.°, 8.ª	octavo/-a
9th	9.°, 9.ª	noveno/-a
10th	10.°, 10.ª	décimo/-a
11th	11.°,11.ª	undécimo/-a; décimoprimer/-o/-a; onceno/-a
12th	12.°,12.ª	duodécimo/-a; décimosegundo/-a
13th	13.°, 13.er, 13.ª	décimotercer/-o/-a
20th	20.°, 20.ª	vigésimo/-a
21st	21.°, 21.er, 21.ª	vigésimoprimer/-o/-a
30th	30.°, 30.ª	trigésimo/-a
40th	40.°, 40.ª	cuadragésimo/-a
50th	50.°, 50.ª	quincuagésimo/-a
60th	60.°, 60.ª	sexagésimo/-a
70th	70.°, 70.ª	septuagésimo/-a
80th	80.°, 80.ª	octogésimo/-a
90th	90.°, 90.ª	nonagésimo/-a
100th	100.°, 100.ª	centésimo/-a
101st	101.°, 101.ª	centésimo primer/-o/-a
144th	144.°, 144.ª	centésimo cuadragésimo cuarto/-a
200th	200.°, 200.ª	duocentésimo/-a
300th	300.°, 300.ª	tricentésimo/-a
400th	400.°, 400.ª	cuadringentésimo/-a
500th	500.°, 500.ª	quingentésimo/-a
600th	600.°, 600.ª	sexcentésimo/-a
700th	700.°, 700.ª	septingentésimo/-a
800th	800.°, 800.ª	octingentésimo/-a
900th	900.°, 900.ª	noningentésimo/-a
1000th	1000.°, 1000.ª	milésimo/-a
2000th	2000.°, 2000.ª	dosmilésimo/-a
3000th	3000.°, 3000.ª	tresmilésimo/-a

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Ordinal numbers usually precede nouns, and are variable in gender; **primero** and **tercero** drop the **-o** before masculine nouns:

el **primer** libro, el **tercer** voluntario

but: el **segundo** año

la **primera** clase, la **tercera** vez, la **segunda** parte

In dates, the first day of the month is usually ordinal, the rest are cardinal:

el primero de enero

el dos de marzo, el cinco de abril, el veintiuno de agosto

When referring to pages, chapters, etc., either a cardinal or an ordinal number is possible, up to ten. From eleven up, cardinals are preferred:

el primer capítulo, el capítulo uno	*the first chapter*
el décimo párrafo, el párrafo diez	*the tenth paragraph*
el siglo quinto	*the fifth century*
el siglo veintiuno	*the 21st century*

For titles of kings, the definite article is not used in Spanish with the number:

Carlos V (Carlos quinto)	*Charles the Fifth*

After the number ten, cardinal numbers are used in titles:

Alfonso XIII (Alfonso trece)	*Alfonso the Thirteenth*

Note the translation of the following:

la Primera Guerra Mundial	*World War I*
la Segunda Guerra Mundial	*World War II*

When referring to the floors of a building, what is called in American English the first floor is called **la planta baja,** and the second floor is **el primer piso.**
Following are some of the more common variations in the use of ordinals in English and in Spanish:

al alba	*at first light*
primeros auxilios	*first aid*
primogénito	*first born*

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primera, primera clase	*first class*
primo(a) hermano(a)	*first cousin*
primera dama	*first lady*
estreno	*first night (premiere)*
[persona que *(verbo)*] por primera vez	*first-time* (+ noun)
primerizo(a)	*first-timer*
interrogar, cuestionar	*give the third degree*
Noche de Reyes	*Twelfth Night*
estudiante de primer año	*freshman*
estudiante de segundo año	*sophomore*
estudiante de tercer año	*junior*
estudiante de cuarto año	*senior*
primera infancia	*early childhood*
primera plana	*front page*
primer plano	*foreground*, *close-up*
segundo plano	*background*

Note the following familiar expression:

por enésima vez	*for the n^{th}/umpteenth time*

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3. Fractions

FRACTIONS	
1/2	una mitad; medio/-a (adj.)
1/3	un tercio, una tercera parte
2/3	dos tercios
1/4	un cuarto, una cuarta parte
3/4	tres cuartos
1/5	un quinto, una quinta parte
1/6	un sexto, una sexta parte
1/7	un séptimo, una séptima parte
1/8	un octavo, una octava parte
1/9	un noveno, una novena parte
1/10	un décimo, una décima parte
1/11	un onceavo o undécimo, una onceava parte
1/12	un doceavo o duodécimo, una doceava parte
1/13	un treceavo, una treceava parte
1/14	un catorceavo, una catorceava parte
1/20	un veinteavo o vigésimo, una veinteava o vigésima parte
1/30	un treintavo o trigésimo, una treintava o trigésima parte
1/100	un centésimo, una centésima parte
1/1 000	un milésimo, una milésima parte
1/10 000	un diezmilésimo, una diezmilésima parte
1/100 000	un cienmilésimo, una cienmilésima parte
1/1 000 000	un millonésimo, una millonésima parte
1/10 000 000	un diezmillonésimo, una diezmillonésima parte
1/100 000 000	un cienmillonésimo, una cienmillonésima parte
1/1 000 000 000	un milmillonésimo, una milmillonésima parte

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Note that fractions corresponding to the numbers three to ten, as well as those corresponding to one hundred, one thousand, and their multiples, as well as a million and its multiples, coincide in their forms with the feminines of ordinal numbers: **tercera, cuarta, quinta, […] décima, centésima, milésima,** etc. The rest are currently formed with the cardinal number and the suffix **-avo(a):**

1/13 = un treceavo

1/21 = un veintiunavo

Fractions corresponding to eleven and twelve, as well as those relating to tenths, allow two forms, although there is a general preference for the first:

1/11 = un onceavo o undécimo

1/12 = un doceavo o duodécimo

1/20 = un veinteavo o vigésimo

1/30 = un treintavo o trigésimo

Fractions of less common use are said as follows:

5/32 = cinco sobre treinta y dos

89/520 = ochenta y nueve sobre quinientos veinte

Examples of usage:

Nos vemos dentro de un cuarto (tres cuartos) de hora.	*See you in a quarter (three quarters) of an hour.*
Salimos en media hora.	*We're leaving in half an hour.*
Deme medio kilo.	*Give me half a kilo.*
Bajó de un tercio de su peso.	*He lost a third of his weight.*
Reserve una tercera parte de la mezcla para la salsa.	*Save one third of the mix for the sauce (or gravy).*
El precio se redujo a la mitad.	*The price was reduced by half.*
Se desperdicia un cuarto del agua.	*A quarter of the water is wasted.*
Un kilómetro es casi cinco octavos de una milla.	*One kilometer is almost five eighths of a mile.*
Una pulgada es la doceava parte de un pie.	*One inch is a twelfth of a foot.*
dos quintas partes	*two fifths*

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una milésima de segundo	*a thousandth of a second*
un veinteavo del grupo	*one twentieth of the group*
una doceava parte	*one twelfth*

Fractions as percentages:

El sesenta y dos por ciento del público estaba a favor.	*Sixty-two percent of the audience was in favor.*
Había un recargo del quince por ciento.	*There was a fifteen percent surcharge.*
Gana un porcentaje de las ventas.	*She earns a percentage of the sales.*

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G. PUNCTUATION

1. Terminology

SIGNOS DE PUNTUACIÓN[45]					
.	**punto**	*period*	**[ ]**	**corchetes**	*brackets*
,	**coma**	*comma*	**{ }**	**llaves**	*curly brackets*
;	**punto y coma**	*semicolon*	**« »**	**comillas**	*guillemets*
:	**dos puntos**	*colon*	**“ ”**	**comillas inglesas**	*quotation marks*
—	**raya**	*dash*	**‘ ’**	**comillas simples**	*single quotation marks*
-	**guion**	*hyphen*	**¿ ?**	**signos de interrogación**	*question marks*
/	**barra**	*slash*	**¡ !**	**signos de exclamación**	*exclamation marks*
( )	**paréntesis**	*parentheses*	**…**	**puntos suspensivos**	*ellipsis*

45. Please note the vocabulary of symbols for the electronic age: **arroba [@]** *(at)*, **barra inversa [\]** *(backslash)*, **guion bajo [_]** *(underscore)*, **punto com [.com]** *(dot com)*.

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2. Differences between English and Spanish Punctuation

Spanish and English are similar in most regards when it comes to punctuation, but there are a few important differences.

a. Questions and Exclamations

In Spanish, questions and exclamations begin with inverted symbols:

> Disculpe, señorita, ¿dónde se encuentran los servicios?
> *Excuse me, miss, where is the restroom?*
>
> Para que lo sepas, ¡no vuelvo a dirigirte la palabra!
> *Just so you know, I am never speaking to you again!*
>
> ¡¿Cómo te atreves?! (OR: ¿¡Cómo te atreves!?)
> *How dare you?!*

When an exclamation or an interrogation mark is followed by a parenthesis or a quotation mark at the end of a sentence, a period is needed to close the sentence in Spanish:

> Entonces oyó la voz de su compañero de cuarto que le preguntaba:
> "¿Eres tú, Juan?".
> *Then he heard his roommate's voice asking him: "Is that you, Juan?"*
>
> La arañó el gato (¡estaba furioso!).
> *The cat scratched her (he was furious!)*

b. Dialogue

In Spanish, a dash is used to mark each instance of speech; a dash or a comma is used after the quoted speech if secondary information is added.

> —¿Cómo estás?— susurró su madre.
> —Bien. Estoy bien. No te preocupes por mí.
>
> *"How are you?" her mother whispered.*
> *"Fine. I'm fine. Don't worry about me."*
>
> —Esto es intolerable, dijo el juez.
> *"This is intolerable," said the judge.*

In correspondence, a colon and return is used after the greeting:

> Querida Georgina:
>
> Te escribo con gran alegría para informarte que…

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c. Quotations

In Spanish, guillemets are preferred for citing, and the other types of quotation marks are used for internal references. Compare in the examples below the locations of the periods after the quotation marks in Spanish, but before the quotation marks in English:

> «Sofía murmuró: "Vaya problema el que tenemos ahora con este 'cachivache' que nos metieron a la casa"».
> *"Sofía murmured: 'Some problem we have now with this 'junk' they put in our house.'"*

The example below illustrates how dashes may be used within a quotation to indicate the speaker:

> Los mineros, evidentemente agotados después de su experiencia, se pararon al lado de los reporteros mientras estos hablaban dirigiéndose a la cámara. : «No podemos ni empezar a imaginarnos lo que habrán sufrido estos hombres—dijo el reportero principal—los horrores que habrán pasado y que probablemente nunca querrán recordar»[1].
>
> **1.** Esta constatación tendría mayor pertinencia de lo que se imaginaba.
>
> *The miners, evidently exhausted after their experience, stood next to the reporters while these spoke facing the camera. "We cannot begin to imagine what these men must have suffered," said the main reporter, "the horrors they must have been through and that probably they will never want to remember."*[1]
>
> **1.** *This statement would have greater significance than he thought.*

Compare the locations of the note references (the superscript numbers that denote the footnotes) for the quote in the two examples above: in both cases the note reference is placed directly after the closing quotation mark. What is different is the placement of the period.

d. End of Line Word Division

When writing in Spanish, a word at the end of a line is divided with a hyphen, according to a syllable break[46], with some exceptions. We summarize below the more notable exceptions:

- Never split a word leaving a single vowel at the end of a line, unless it is preceded by an **h:**

  ani- / mal (not ☒a- / nimal)[47]

  but: he- / lenista

---

46. For information on the rules of syllabification, see earlier in this chapter, Section C.1., pages 344–347.

47. We indicate a line break in this section with a hyphen followed by a slash.

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- Never separate two vowels at the end of a line, even if there is hiatus, unless it is a compound word (note than an internal **h** behaves as if it were not present):

  escribi- / ríais (not ☒escribirí- / ais)

  al- / cohol (not ☒alco- / hol)

  but: hispano- / americano

- Never allow the combination **nh, sh, rh,** or **hl** at the start of a line:

  en- / harinar (not ☒e- / nharinar)

  des- / humanizar (not ☒de- / shumanizar)

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H. DIALECTAL VARIATION, NORM, REGISTER

Before we end this chapter on orthography, we think it is important to reiterate that the Spanish language is not identical in all regions of the world where it is spoken. In each region it is marked by the local history and culture; it evolves and merges with native languages as well as neighboring languages over time. It is also affected by the communicative context (e.g. an oral exchange tends to use less formal language than a written one) and sociocultural level of the speakers (e.g. language tends to become increasingly formal as the educational level of the individual rises).

These continually evolving language subsets share a strong common homogeneous base which can be seen at the level of formal communication, with variations primarily at the level of pronunciation and vocabulary. This common base is sometimes called **Standard Spanish** and is what is taught in school, what is used for formal writing and speech, and what allows Spanish speakers throughout the world to share a common means of formal communication.

Heritage learners as well as learners of Spanish as a second language will want to take a step back and become familiar with their own discourse, to learn to distinguish between standard and non-standard uses of the language, and to find a personally relevant linguistic level for their communications with friends, family, and others.

Below are some useful terms for analyzing discourse, whether it be your own or that of others.

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1. Dialectal Variation

The study of dialectal variation is a field in and of itself, which we do not intend to delve into here in any depth. We will only provide a very superficial sampling, and encourage the learner to seek more detailed information within ample existing resources.

Dialect can be roughly defined as a variant of a language that is observed as the norm within a specific region. Dialectal variation can be seen in pronunciation, vocabulary, and grammar. We provide examples of each below.

a. Pronunciation

Seseo.[48] One example of dialectal variation is the different pronunciation of the letter **c** (before **e** or **i**) and the letter **z,** which in regions of **seseo**[49] are pronounced /s/ (like the *s* in *stop*), and in the central peninsular region are pronounced /z/ (like the sound *th* in *thin*).

Ceceo. This is the pronunciation of the s as /z/ in certain areas of Andalucía (e.g. **casa** would be pronounced [káza] rather than [kása]). Unlike the **seseo,** which is considered perfectly acceptable, the **ceceo** is avoided by educated speakers.

Deletion and aspiration of /s/. This is a feature of Andalusian and Caribbean regions, as well as many parts of South America. It consists of omitting the /s/ sound at the end of syllables or words, or weakening it to the sound of an **h.** For example, in these regions, **gracias a la suerte** would be said /grásiahalasuérte/, **los niños hermosos** would be said /lohníñohermosoh/, **¿Qué es eso?** would be said /kehéso/. Note that the intervocalic /s/ and the initial /s/ are not affected.

Deletion of /d/. This is a feature of Andalusian and Caribbean regions, as well as parts of South America. It consists of reducing, for example, **anclado** to /ancláo/. The final /d/ may also be dropped; **usted** would be pronounced /uhté/, **amistad** /amihtá/. Similarly, in Andalucía, you might hear in flamenco singing **(cante flamenco)** the dropping of the /d/ sound in other parts of words: **madre** becomes /máre/, **quemadura** /kemaúra/.

Change of /l/ or /p/ to /r/. This occurs in Andalusian, in which **palmas** is pronounced /parmah/, **mi alma** /miárma/, **algo** /árgo/, and **precepto** may be pronounced /precérto/.

---

48. For more information on the **seseo,** see earlier in this chapter, Section B.2.b., page 322.

49. Regions of **seseo:** Latin America, Canarias, Andalucía, certain areas of Murcia and Badajoz, and in informal Spanish speech in Valencia, Cataluña, Mallorca, el País Vasco, as well as in certain rural areas of Galicia. Note that Basque, Catalan, and Galician are not dialects, but distinct languages.

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Change of /r/ to /l/. This can be heard in the Spanish of Puerto Rico, where **puerto** may be pronounced /puélto/, **carne** /kálne/, **hablar** /ablál/.

Variations of the sound /y/. Words spelled with **ll** used to be pronounced /ly/ in Peninsular Spanish (e.g. **calle** sounds almost like /kálye/), and /y/ in most of the rest of the Spanish speaking world. Nowadays, the /y/ pronunciation of **ll** (called **yeísmo**) has become predominant throughout the Spanish speaking world, including in most Peninsular Spanish. In Argentina and Uruguay, the sound /y/ is pronounced almost like the English sound *sh*, and so a word like **calle** is pronounced /káshe/, **lleno** /shéno/.

b. Vocabulary

It is in vocabulary usage that the strongest distinctions between dialects can be felt. Indeed, indigenous languages and neighboring languages over time have entered into the local dialects, causing them to diverge from each other.

Following is a sampling of dialectal variations for some common words. A good translation dictionary will provide specifics as to the regions where each term is used. The learner, when abroad, will need to become familiar with local terminology in order to be understood (i.e. if you ask for **chícharos** in Spain, you will not be understood, unless the listener is familiar with Mexican Spanish; likewise, in Mexico, not everyone will understand **arveja,** only those familiar with Peninsular Spanish).

ENGLISH	SPANISH
apartment	apartamento, departamento, piso
bean	alubia, frijol, habichuela, judía, poroto
bus	autobús, bus, camión, colectivo, ómnibus, micro, guagua
cake	pastel, tarta, torta, bizcocho, queque
computer	ordenador, computadora
green bean	habichuela verde, judía verde, ejote, chaucha verde, vainita
jacket	chaqueta, chaqueta americana, saco
omelette	tortilla, omelette
pea	arveja, guisante, chícharo
potato	patata, papa
sweater	suéter, pulóver, jersey, buzo, chompa
tray	bandeja, azafate, charola, cubetera, placa, chapa

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c. Grammar

In earlier chapters of the **Manual** we have already covered the major grammatical distinctions between dialects; below are the page references:

Leísmo, Chapter 3.A.3. Direct Object Pronouns, pages 57–60

Vosotros, Ustedes, Vos, Chapter 3.A.2. Subject Pronouns, pages 53–57

Present Perfect, Preterite, Chapter 6.B.13., The Preterite and the Present Perfect, page 189

Diminutives. Another feature of contrast is the more expansive use of diminutives in the Spanish of the Americas, as contrasted with Peninsular Spanish: in addition to using diminutives for nouns (e.g. **casita, amorcito…**) and adjectives (e.g. **blanquito, negrito…**), in Latin America even adverbs and interjections may be used in diminutive (e.g. **adiosito, ahorita, apenitas, despuesito…**).

2. Norm

This term, when referring to language, is used to describe what is of common usage within a particular group. This group may be anything from the residents of a particular region to the members of a specific societal echelon. When used with a qualifier such as *educated* (in Spanish, **la norma culta**) it refers to what is considered acceptable for formal communication, and coincides with **Standard Spanish.**

As an example of different applications of the term *norm*, note that whereas it has been observed to be the norm for large groups of native Spanish speakers to say ☒~~**comistes**~~ for **comiste,** ☒~~**habían**~~ **20 libros** for **había 20 libros,** ☒~~**cercas**~~ for **cerca,** ☒~~**naide**~~ for **nadie,** ☒~~**antier**~~ for **anteayer,** and ☒~~**más mejor**~~ for **mejor,** these expressions are grammatically incorrect, and therefore not deemed acceptable in educated speech **(norma culta).**

3. Register

Register, when related to language, refers to the range of formality of speech or writing, from the lowest vernacular to the highest formality.

The same individual may use a range of registers throughout a day, speaking in one register in informal settings with a spouse, another among friends of the same sex, yet another with friends of the opposite sex, a higher register with elders in the family, and then possibly switch to a more formal register at the place of business with employees, managers, etc. In the realms of academics, law, and religion can be found the registers of the highest formality.

The lower the level of formality used, the easier it is to identify an individual's dialectal background. The higher the level of formality used, the more similar is the Spanish of all regions.

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4. Useful Websites

If you find yourself wondering about the applications of a specific term, or wish to learn more about different dialects, you may find the following web resources useful:

Real Academia Española, Diccionario de la lengua española and Diccionario panhispánico de dudas: http://www.rae.es/rae.html

Asociación de Academias de la Lengua Española: http://asale.org/ASALE/asale.html

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I. SUMMARY OF 2010 *ORTOGRAFÍA* CHANGES

We provide here a summary of the revised rules and recommendations published in late 2010 in the new *Ortografía de la lengua española* by the Real Academia Española and the Asociación de Academias de la Lengua Española. We have selected only the most pertinent issues for this **Manual:**

- **Ch** and **ll** are no longer letters of the alphabet (but they do remain in use as digraphs producing each a distinct phoneme).
- For purposes of clarity, simplicity, and unification throughout the Spanish-speaking world, names or spellings of certain letters of the alphabet are recommended above others. This recommendation is made specifically for academic communications and teaching contexts:

Letter or Digraph	Recommended Name or Spelling	Variations (not recommended for academic communications or teaching contexts)
b	**be**	be alta, be grande, be larga
v	**uve**	ve baja, ve corta, ve chica, ve pequeña
w	**uve doble**	doble u, doble ve, doble uve, ve doble
r	**erre**	ere
rr	**erre doble, doble erre**	erre
y	**ye**	i griega
z	**zeta**	ceta

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- The letter **q** is only to be used in words in which it represents the sound /k/ followed by **e** or **i (queso, quiso).** Words thus far spelled **Iraq, Qatar, quórum** are now to be spelled **Irak, Catar, cuórum.** If one chooses to use the spelling with **q,** then the word needs to be italicized, as a foreign term, with no accent mark (e.g. **cuórum** or *quorum*).
- **Solo** and demonstrative pronouns (**este, ese,** and **aquel,** plus their feminine and plural forms) no longer require accents, even in cases of ambiguity. It will not be deemed an error to use an accent in ambiguous contexts, but it is not required.
- It is no longer recommended to accentuate the conjunction of coordination **o** *(or)* between numbers (e.g. **4 ó 5** is now **4 o 5**).
- Some words are pronounced by different speakers as either monosyllables or words with a hiatus (i.e. more than one syllable), and in their spelling were allowed with or without an accent mark. The new 2010 rules state that, regardless of how these words are pronounced, the following combinations of vowels are considered single syllables (diphthongs or triphthongs), and spelled accordingly:
  - a strong vowel (**a/e/o**) followed or preceded by a weak vowel (**i/u**).
  - two weak vowels (**i/u**).
  - a strong vowel (**a/e/o**) surrounded by weak vowels (**i/u**).

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Words affected by this new rule follow:

- Nouns like **guion** *(script, dash)*, **ion** *(ion)*, **truhan** *(knave)*.
- Certain proper names like **Ruan** and **Sion**.
- The following forms of the verbs **criar** *(to raise)*, **fiar** *(to trust)*, **fluir** *(to flow)*, **freír** *(to fry)*, **guiar** *(to guide, to drive)*, **huir** *(to flee)*, **liar** *(to tie up, to complicate)*, **reír** *(to laugh)*:

2010 NEW MONOSYLLABIC SPELLING					
SPELLING	**SOUND**	**SPELLING**	**SOUND**	**SPELLING**	**SOUND**
crie	[krié]	flui	[fluí]	hui	[uí]
crio	[krió]	fluis	[fluís]	huis	[uís]
criais	[kriáis]	frio	[frió]	lie	[lié]
crieis	[kriéis]	friais	[friáis]	lio	[lió]
fie	[fié]	guie	[guié]	liais	[liáis]
fio	[fió]	guio	[guió]	lieis	[liéis]
fiais	[fiáis]	guiais	[guiáis]	rio	[rió]
fieis	[fiéis]	guieis	[guiéis]	riais	[riáis]

Even if the user chooses to pronounce the above verb forms with a hiatus, they are deemed to be monosyllables in their spelling, and therefore to spell them with an accent now constitutes an error.

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Ejercicios

TO THE STUDENT: Unless otherwise indicated, the following exercises are designed for self-correcting. For information regarding access to the answer key, please refer to the following sections in the preface to this edition: *A Note about the Answer Key and Technology.* If you are enrolled in a course, consult with your instructor as to access to available online resources.

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Chapter 1 Overview

A. SENTENCE COMPONENTS

Chapter 1.A, pages 2–4

Ejercicio 1.1 Identifique las palabras en negrilla **(boldfaced)** en las frases siguientes.

MODELO: Me gusta **el** café **negro.**

***el:** artículo definido; **negro:** adjetivo calificativo*

1. Después **de** trabajar varias horas **en** la computadora, **se** me cansan los ojos. **2. Cuando** estudio, me gusta escuchar música **clásica.** **3. Ayer** fuimos al parque **a** jugar a la pelota con unos **amigos.** **4. Mi** abuela me llamó **por** teléfono ayer a **las** ocho de la mañana. **5.** Me gustan **tus** zapatos más que los **míos.** **6. Este** juego es más interesante que **ese.** **7. Algunos** profesores son más estrictos que **otros.** **8.** El abrigo **que** compré ayer me costó **mucho** dinero. **9.** Mi hermana me dijo **que** tú eras **un** futbolista famoso. **10.** Tengo dos dólares **y** veinte centavos, **pero** no es suficiente para ir al cine.

Ejercicio 1.2 Haga un análisis gramatical de las siguientes oraciones.

MODELO: Juan estudia español.

***Juan:** sustantivo propio, sujeto del verbo "estudia"; **estudia:** verbo estudiar, 3ª persona singular del presente del indicativo; **español:** sustantivo común, masc. sing., objeto directo del verbo "estudia"*

1. Estos ejercicios son fáciles. **2.** Los niños cantaron una canción. **3.** Marta me regaló este libro.

B. VERB STRUCTURE

Chapter 1.B, page 5

Ejercicio 1.3 Identifique el modo (MAYÚSCULA) y el tiempo (minúscula) de los verbos en negrilla.

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MODELO: El niño **llegó cantando** de la escuela; **estaba** contento porque le **habían dado** un premio por **portarse** bien.

llegó: *INDICATIVO pretérito;* ***cantando:*** *PARTICIPIO presente;* ***estaba:*** *INDICATIVO imperfecto;* ***habían dado:*** *INDICATIVO pluscuamperfecto;* ***portarse:*** *INFINITIVO*

Estábamos todos en la cocina **preparando** la cena cuando mi hermana **anunció** que tenía buenas noticias—**se había ganado** la lotería. Mi mamá le **dijo** que **pensara** con mucho cuidado en lo que quería **hacer** con el dinero, porque si no, lo **gastaría** todo y luego se arrepentiría. Pero mi hermana ya lo había planeado todo. —No te **preocupes,** Mami; a ti y a Papi les **daré** la mitad para que la **pongan** en el banco, y el resto lo usaré para comprarme ropa y otras cosas que **necesito.**

C. SENTENCE STRUCTURE

Chapter 1.C, pages 6–12

Ejercicio 1.4 Subraye los verbos conjugados en el texto siguiente.

MODELO: Ayer mis hermanos y yo nos levantamos temprano.

Ayer mis hermanos y yo nos <u>levantamos</u> temprano.

Para las vacaciones de Navidad, mi padre, mi hermana y yo íbamos a San Blas, y nos quedábamos en un hotel en la playa. La noche de Navidad, cuando todos los demás estaban celebrando en el hotel, nos íbamos a un lugar ya seleccionado en la playa oscura y hacíamos un fuego con leña que habíamos recogido el día anterior. Llevábamos comida para cocinar en el fuego, y pasábamos la noche allí, oyendo las olas del mar y mirando las estrellas.

Ejercicio 1.5 Subraye los verbos conjugados en el texto siguiente, usando como modelo el del ejercicio 1.4.

Juan, el protagonista de la película española "Celda 211" (ganadora del premio Goya a la mejor película), es un funcionario que sufre un accidente que lo hace perder el conocimiento dentro de una prisión. Por eso se encuentra tendido en la cama de una celda cuando se desencadena un motín de prisioneros. Los carceleros desaparecen del área y lo dejan solo: para protegerse, finge ser prisionero, y así comienza una serie de inquietantes y sorprendentes eventos.

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Ejercicio 1.6 Divida cada oración en cláusulas usando barras (/) y cuente el total de cláusulas en cada una.

MODELO: Tengo una hermana que vive en Costa Rica.
Tengo una hermana / que vive en Costa Rica. (2)

Pedro Soria López ganó el campeonato de la siesta al dormir a puro ronquido durante 17 minutos en medio de un ruidoso centro comercial madrileño.

El campeonato, organizado por la Asociación Nacional de Amigos de la Siesta, buscaba rescatar la costumbre de la siesta que muchos identifican con España pero que según los organizadores está en peligro de perderse por las presiones de la vida moderna.

Unas 360 personas participaron en el concurso, en que tenían 20 minutos para acostarse en un sofá e intentar dormir. Una médica les medía el pulso para determinar cuánto tiempo durmieron. Un juez en una silla elevada daba puntos extras por la posición, la capacidad de roncar y los pijamas más llamativos.

Soria dijo que su esposa lo convenció de que entrara al concurso y que lo ayudó mucho el almuerzo que acababa de comer antes de competir.

Ejercicio 1.7 Subraye todas las cláusulas independientes del texto siguiente.

MODELO: Me desperté a las tres y bajé a hacerme café sin que nadie me oyera.
Me desperté a las tres y bajé a hacerme café sin que nadie me oyera.

El invierno está casi terminado. Ya no hace frío, y la nieve se ha transformado en lluvia. Pronto tendremos que empezar a preparar el jardín para que podamos plantar las hortalizas. Estoy tan contento de que la primavera esté en camino porque me gusta el calor. El invierno aquí es tan gris y triste, y me canso de la ropa pesada que tengo que ponerme.

Ejercicio 1.8 Subraye todas las cláusulas principales del mismo texto.

MODELO: Me desperté a las tres y bajé a hacerme café sin que nadie me oyera.
Me desperté a las tres y bajé a hacerme café sin que nadie me oyera.

El invierno está casi terminado. Ya no hace frío, y la nieve se ha transformado en lluvia. Pronto tendremos que empezar a preparar el jardín para que podamos plantar las hortalizas. Estoy tan contento de que la primavera esté en camino porque me gusta el calor. El invierno aquí es tan gris y triste, y me canso de la ropa pesada que tengo que ponerme.

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Ejercicio 1.9 Subraye todas las cláusulas subordinadas del mismo texto.

MODELO: Me desperté a las tres y bajé a hacerme café sin que nadie me oyera.

Me desperté a las tres y bajé a hacerme café sin que nadie me oyera.

El invierno está casi terminado. Ya no hace frío, y la nieve se ha transformado en lluvia. Pronto tendremos que empezar a preparar el jardín para que podamos plantar las hortalizas. Estoy tan contento de que la primavera esté en camino porque me gusta el calor. El invierno aquí es tan gris y triste, y me canso de la ropa pesada que tengo que ponerme.

Ejercicio 1.10 Haga el análisis lógico de las frases siguientes.

MODELO: Quiero que me ayudes a preparar la cena.

Quiero: *cláusula principal;* ***que me ayudes… cena:*** *cláusula subordinada nominal, objeto directo de "quiero"*

1. Necesito un libro que describa la Revolución mexicana. **2.** Te prestaré dinero a condición de que me pagues mañana. **3.** Sé que siempre quieres participar.

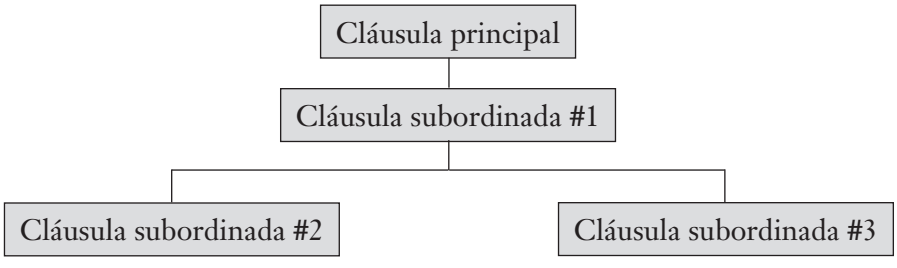
Ejercicio 1.11 Haga el diagrama de las frases siguientes, siguiendo el formato del modelo. (Use también los diagramas del capítulo en las páginas 9–12 para inspirarse.)

MODELO: El presidente dijo que era esencial que todos participáramos, y que nos mantuviéramos siempre al tanto.

Análisis:

El presidente dijo: *cláusula principal*
que era esencial: *cláusula subordinada #1*
que todos participáramos: *cláusula subordinada #2*
y que nos… tanto: *cláusula subordinada #3*

Diagrama:



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1. Quiero que veas el libro que conseguí sobre la Revolución mexicana. **2.** Es necesario que los norteamericanos comprendan que estas tierras les pertenecían a los mexicanos originalmente, y que antes eran de los indios que vivieron en ellas por siglos. **3.** Me pidió que le comprara pan y le contesté que no tenía dinero.

D. SUBJECT -VERB AGREEMENT

Chapter 1.D, pages 13–18

Ejercicio 1.12 Conjugue el verbo en el indicativo presente para concordar con el sujeto indicado.

1. Tú no (poder) imaginarte los problemas que (causar) cuando tu mal humor te (dominar). **2.** Los gatos (maullar) todas las noches cuando (haber) estrellas en el cielo y luna llena. **3.** Yo (ser) americano. Otros (decir) que los americanos (ser) inocentes en cuestiones de política internacional. ¿Tú y tus amigos (estar) de acuerdo? **4.** (Ser) yo la que les (dar) a sus amigos los mejores regalos. **5.** La pareja de recién casados (irse) de luna de miel al Caribe. (Ir/ellos) con ellos sus hijos de matrimonios anteriores. Algunos de nosotros (dudar) que la luna de miel sea ideal. **6.** (Llover) todos los días en este lugar. **7.** Lo que tus amigos te (contar) (ser) chismes sin ninguna base en la realidad. **8.** Tú y yo (comprender) la situación mejor que nadie. **9.** Tú y ella (saber) la verdad. **10.** Me (encantar) jugar y reír.

Ejercicio 1.13 Conjugue en el pasado las frases 2, 4 y 5 del ejercicio 1.12.

Ejercicio 1.14 Complete el diálogo de enamorados según las indicaciones.

EVITA: Buenos días, mi amor.

HÉCTOR: Hola, cariño.

EVITA: Vida mía, ¿(**1.** *are you ready*) para la boda?

HÉCTOR: Claro que sí, mi amor. ¿Y tú, cariño adorado, (**2.** *are you ready*)?

EVITA: Hace años que (**3.** *I am ready*) para este día, mi vida.

HÉCTOR: Lo sé, corazón, pero (**4.** *you don't look very excited* [verse emocionado]).

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Chapter 2 Nouns and Noun Determiners

A. NOUNS AND THEIR EQUIVALENTS

(Introduction)

Chapter 2.A.1, pages 20–22

Ejercicio 2.1 Conceptual questions

What is a noun? What types of grammatical functions can a noun have in a sentence? What other types of words can behave this way? What is a nominalized word? Give an example.

Ejercicio 2.2 Traduzca las oraciones siguientes, usando equivalentes de nombres para lo que está en **negrilla** (boldfaced).

1. "*Which of these towels is mine?*" "*That one is* ***yours.***" **2.** *I prefer* ***walking*** *in the morning.* **3.** ***Tall people*** *and* ***blonde people*** *always stand out here.* (*stand out* = sobresalir) **4.** *In the Hispanic world,* ***older people*** *live with their families.* **5.** ***Decent people*** *often lose.* **6.** ***The good guy*** *and* ***the bad guy*** *in this movie look alike* (se parecen). **7.** ***Good and evil*** *are enemies.* **8.** ***What is strange*** *is the color.* **9.** ***That foreigner*** *speaks Spanish.* **10.** *Sometimes* ***what is foreign*** *is frightening* (asusta) *because it's different.* **11.** *In this picture,* ***the one in the grey suit*** (traje) *is my father,* ***the one with the hat*** *is my brother, and* ***the ones above*** *are my cousins.*

Nouns and Their Equivalents (Nouns: Gender and Number)

Chapter 2.A.2.a–b, pages 23–25

Ejercicio 2.3 Use un artículo definido con cada palabra para indicar si es masculina o femenina.

Esa mañana cuando vio **(1)** _____ amanecer, renació en ella brevemente **(2)** _____ amor por **(3)** _____ vida. Recordó **(4)** _____ cena de aquella última noche,

(continued)

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(5) _____ sal y **(6)** _____ miel que había puesto en **(7)** _____ arroz exótico que había preparado para celebrar su aniversario; recordó **(8)** _____ poema que su marido le había leído; y también recordó **(9)** _____ metal helado de **(10)** _____ barandal en que se había recargado para no desmayarse, **(11)** _____ auto, **(12)** _____ barro, **(13)** _____ ataúd. Y luego revivió **(14)** _____ días que pasó en **(15)** _____ cama, sin salir nunca de **(16)** _____ casa en que habían vivido tantos años juntos; por **(17)** _____ mañana recogía **(18)** _____ periódico, hacía **(19)** _____ crucigrama, leía sobre **(20)** _____ problemas de **(21)** _____ capital, **(22)** _____ carril extra que iban a poner, **(23)** _____ catedral y **(24)** _____ cárcel que se tenían que reparar.

Miraba **(25)** _____ césped que no paraba de crecer, y todas **(26)** _____ hojas y **(27)** _____ ramas que se acumulaban porque había perdido **(28)** _____ costumbre de cuidar **(29)** _____ propiedad. Miraba **(30)** _____ televisión, buscaba **(31)** _____ dramas con **(32)** _____ tramas más simples, **(33)** _____ telenovelas, y **(34)** _____ programas sensacionalistas, como el que hablaba sobre **(35)** _____ hotel en que todos **(36)** _____ huéspedes tenían pesadillas. Se le estaba olvidando **(37)** _____ español, **(38)** _____ idioma que hablaba con él. Tenía frente a ella **(39)** _____ foto de su marido, y **(40)** _____ recorte de periódico con **(41)** _____ cara de **(42)** _____ juez que le había dado **(43)** _____ libertad a **(44)** _____ asesino. Pasó **(45)** _____ mano por **(46)** _____ papel como para tocar de nuevo al ser que había perdido; acercó **(47)** _____ imagen a **(48)** _____ luz. Sintió **(49)** _____ piel que le ardía por **(50)** _____ rabia.

(51) _____ lunes iría a **(52)** _____ corte, y llevaría **(53)** _____ lápiz que había encontrado y que serviría posiblemente de prueba; les hablaría de **(54)** _____ ruido que había oído que era como **(55)** _____ señal de **(56)** _____ radar de un coche. No podía aceptar que **(57)** _____ corrupción en **(58)** _____ sistema hubiera llegado a tal punto. No sabía si se atrevería a irse en **(59)** _____ moto de su marido, o si tomaría en vez **(60)** _____ tranvía. Miró **(61)** _____ mapa de **(62)** _____ ciudad para determinar **(63)** _____ distancia. Era increíble **(64)** _____ poder de **(65)** _____ mal, y **(66)** _____ imposibilidad de elevar **(67)** _____ moral después de semejante lección. Después de luchar por **(68)** _____ justicia, se daría **(69)** _____ viaje que habían planeado darse juntos a **(70)** _____ Pirineos.

Ejercicio 2.4 Escriba el equivalente femenino de cada una de las siguientes palabras.

1. el hombre **2.** el estudiante **3.** el joven **4.** el actor **5.** el modelo **6.** el turista **7.** el rey **8.** el policía **9.** el comunista **10.** los toros

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Ejercicio 2.5 Indique en español la diferencia de significado entre el masculino y el femenino de los siguientes nombres.

1. el cura/la cura **2.** el guía/la guía **3.** el papa/la papa **4.** el policía/la policía

Nouns and Their Equivalents (Personal a)

Chapter 2.A.3, pages 26–27

Ejercicio 2.6 Llene cada espacio en blanco con el **a** personal si se necesita.

1. Le gusta mirar _____ sus compañeros. **2.** Vimos _____ nuestros vecinos en el centro. **3.** No reconocieron _____ mi hermano. **4.** ¿_____ quién viste hoy? **5.** ¿_____ qué viste hoy? **6.** Estoy buscando _____ mis llaves. **7.** Esa compañía busca _____ empleados nuevos. **8.** El jefe buscaba _____ su secretaria. **9.** Tienen _____ tres gatos. **10.** Tiene _____ su hijo en una escuela privada. **11.** _____ ellas no las vieron hasta el final. **12.** No oímos _____ nadie. **13.** ¿Viste _____ alguien? **14.** ¿Quieres _____ algo?

Ejercicio 2.7 Sustituya el objeto directo en negrilla con las palabras entre paréntesis, y añada el **a** personal cada vez que se necesite. Fíjese que los verbos **mirar** *(to look at)* y **esperar** *(to wait for*; *to expect)* en español toman un objeto directo.

1. Miro **el libro.** (el jardín, mi hermanito, tus ojos, la pantalla, la película, los vecinos, el periódico, el espejo) *[I look at the book*, *the garden*, *my little brother*; *your eyes*, *the blackboard*, *the movie*, *the neighbors*, *the newspaper*; *the mirror.]*

2. No oye **el teléfono.** (Juan, mi gato, nadie, el gallo, el profesor, la música, tu voz, los niños en la calle, nada) *[He doesn't hear the telephone*, *Juan*, *my cat*, *anybody*, *the rooster*; *the professor*; *the music*, *your voice*, *the children in the street*, *anything.]*

3. Jorge tiene **un apartamento.** (un hermano, una computadora, dos coches, su abuelo en un asilo de ancianos) *[Jorge has an apartment*, *a brother*; *a computer*; *two cars*, *his grandfather in a home.]*

4. Quiero **dinero.** (amigos, felicidad, amor, comida, mis padres, mi familia, vivir bien) *[I want money*, *friends*, *happiness*, *love*, *food; I love my parents*, *my family; I want to live well.]*

5. Espera **mi llamada.** (la alarma, Luis, su respuesta, tus hermanos, tu padre, alguien, ¿Quién?, ¿Qué?) *[Wait for my call*, *the alarm*, *Luis*, *his answer*; *your brothers*, *your father*; *someone*, *Whom is (s)he waiting for? What is (s)he waiting for?]*

6. Vio **una casa.** (una amiga, la pantalla, el reloj, mi perro, la carta, la gente que quería, gente) *[He saw a house*, *a friend*, *the screen*, *the watch*, *my dog*, *the letter*; *the people he wanted*, *people.]*

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Ejercicio 2.8 Traduzca al español, usando el **a** personal cuando se necesite.

She looked at the mirror and then she looked at her fiancé (novio) *out in the garden. Then, she checked* (verificó) *her makeup* (maquillaje) *and her hairdo* (peinado) *and admired her dress. She had two sisters who had gotten married before her. She had her mother waiting outside while she spent one last moment alone. She loved Rodolfo. She had never met anyone like him. She wanted this wedding, but she was afraid. She didn't want to lose her childhood. She didn't want to lose her family. Suddenly, she heard her name. She heard her mother. And she remembered her mother and her father and their happiness. And she felt ready.*

B. NOUN DETERMINERS

(Articles: Definite Articles)

Chapter 2.B.1.a, pages 28–32

Ejercicio 2.9 Póngale a cada nombre el artículo definido correcto. Todos los nombres de la lista son femeninos, pero ¿usan **la** o **el**?

1. agua **2.** aguas **3.** águila **4.** aguja **5.** alarma **6.** alarmas **7.** alma **8.** almas **9.** ama **10.** aula **11.** autonomía **12.** avioneta **13.** atracción **14.** ave **15.** avenida **16.** avicultura **17.** habichuela **18.** habitación **19.** hacha **20.** hambre **21.** hambres **22.** hamburguesa **23.** hartura

Ejercicio 2.10 Llene cada espacio en blanco con un artículo definido si se necesita.

1. _____ vida debe disfrutarse. **2.** _____ señor Ruiz dice que _____ chocolate es malo para _____ salud, pero _____ doña Luisa sabe que él come _____ chocolate todos los días. **3.** Ayer compramos _____ verduras, pero no tenían _____ verduras que tú pediste. **4.** —_____ Señorita Guzmán, ¿le gusta _____ chocolate? **5.** _____ inglés es más difícil que _____ español. **6.** Hablo _____ español, pero sueño en _____ inglés. **7.** Mi clase de _____ español es la más divertida de todas. **8.** _____ miércoles vamos a tener una prueba. **9.** A mi padre le costó trabajo aprender _____ español. **10.** Salieron temprano de _____ escuela y, como su padre había salido de _____ cárcel ese día, fueron a _____ iglesia a dar gracias. **11.** Salimos de _____ clase y fuimos directamente a _____ casa porque teníamos que vestirnos para llegar a _____ misa a tiempo. **12.** Aprendí _____ español cuando tenía seis años. **13.** ¡Hasta _____ jueves! **14.** Hoy es _____ viernes.

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Ejercicio 2.11 Traduzca, usando artículos definidos donde se necesiten.

1. *Happiness is found in love.* **2.** *Family and friends are the basis of a good life.* **3.** *I speak Spanish. I read French easily.* **4.** *Let's go home.* **5.** *See you Monday!* (Hasta…) **6.** *People who need people are lucky.* **7.** *When we came out of the museum, we put on our gloves.* **8.** *News in the papers is mostly bad news.* **9.** *I told Mr. Betancourt that we were able to remove the bullet* (bala). **10.** *I washed my hands.* **11.** *Digital journalism* (periodismo) *doesn't make* (ganar) *money.* **12.** *They put him in jail.* **13.** *On Friday there's no class.* **14.** *Wikileaks has shown how many have violated human rights.* **15.** *Democrats united to win the election.* **16.** *According to that economist, financial crises are creatures of habit.* **17.** *Efforts to restore sanity* (cordura) *reveal an idealistic goal* (meta).

Noun Determiners (Articles: Indefinite Articles)

Chapter 2.B.1.b, pages 32–34

Ejercicio 2.12 Llene cada espacio en blanco con un artículo indefinido si se necesita.

1. Jorge es _____ arquitecto. **2.** Carlitos es _____ argentino. **3.** Rafael es _____ hombre interesante. **4.** Es _____ cantante mexicano. **5.** Georgina es _____ protestante muy severa. **6.** ¡Qué _____ dilema! **7.** ¡Qué _____ lindo día! **8.** Esa viejita acaba de cumplir _____ cien años. **9.** Vamos a discutir _____ otro tema ahora. **10.** — Tomaría _____ mil años corregir el daño que se ha hecho. — Lo dudo. Yo creo que tomaría _____ millón. **11.** Dentro de _____ media hora nos iremos. **12.** No tengo _____ bicicleta, tengo dos. **13.** Ese pobre chico no tiene ni _____ amigo. **14.** Se fue sin _____ gabardina.

Ejercicio 2.13 Traduzca.

Margarita was Puerto Rican. She was a student at the University of Puerto Rico. She was a hardworking student, and she had a certain style in the way she expressed herself that her professors considered original. She once won a prize of a hundred dollars for an analytic essay. She wrote one hundred words on one topic, with three and a half pages of references. She wrote without a computer; she didn't even have a typewriter. What a writer! Nobody had ever seen such a thing. There hasn't been another writer of her quality since she graduated.

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Noun Determiners (Adjectives: Demonstrative Adjectives)

Chapter 2.B.2.a, page 34

Ejercicio 2.14 Llene cada espacio en blanco con todas las posibilidades.

este, esta, estos, estas, ese, esa, esos, esas, aquel, aquella, aquellos, aquellas

1. ¿De quién es _____ automóvil? **2.** ¿Para quién son _____ mensajes? **3.** ¿Por qué viajan por _____ carreteras? **4.** ¿Te acuerdas de _____ mañana? **5.** ¿Por qué no paramos en _____ gasolinera? **6.** _____ mapa no nos sirve para nada: deberíamos conseguirnos un GPS. **7.** ¿Ves _____ montañas? No paremos hasta llegar allá.

Ejercicio 2.15 Traduzca.

1. *Are those books new?* **2.** *These apples are for you (fam. sing.).* **3.** *That class does not cover these topics.* **4.** *These students are very good.* **5.** *That man is a friend.* **6.** *Those days are unforgettable.* **7.** *Temperatures will drop this week.*

Noun Determiners (Adjectives: Possessive Adjectives)

Chapter 2.B.2.b, pages 35–36

Ejercicio 2.16 Llene cada espacio en blanco con todas las posibilidades apropiadas.

mi, mis, mío, mía, míos, mías;
tu, tus, tuyo, tuya, tuyos, tuyas;
su, sus, suyo, suya, suyos, suyas;
nuestro, nuestra, nuestros, nuestras;
vuestro, vuestra, vuestros, vuestras

1. Esa es _____ casa. **2.** _____ coche es más económico que el mío. **3.** _____ problemas no se pueden resolver en un día. **4.** _____ manos son más grandes que las mías. **5.** ¿Tienes las llaves _____ ahí? **6.** ¿Cuántos amigos _____ vienen? **7.** Espero que _____ familia haya pasado un fin de semana fantástico.

Ejercicio 2.17 Traduzca.

1. *My cousins are coming today.* **2.** *Did your brother call (fam. sing.)?* **3.** *His theory is reasonable.* **4.** *Each vote of ours is essential.* **5.** *She gave me her ring.* **6.** *She is a friend of mine.* **7.** *This cell phone is mine.*

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Noun Determiners (Adjectives: Forms of Descriptive Adjectives)

Chapter 2.B.2.c, pages 36–38

Ejercicio 2.18 Haga los cambios necesarios para que el adjetivo concuerde con el nombre.

1. la casa (verde) **2.** la casa (blanco) **3.** la casa (azul) **4.** el político (respetable) **5.** el político (izquierdista) **6.** el político (prometedor) **7.** la profesora (severo) **8.** la maestra (comunista) **9.** los niños (feliz) **10.** los vecinos (gritón)

Noun Determiners (Adjectives: Position of Descriptive Adjectives)

Chapter 2.B.2.d, pages 38–42

Ejercicio 2.19 Vuelva a escribir las frases siguientes usando el adjetivo entre paréntesis para modificar el nombre en negrilla. Luego traduzca la frase al inglés.

1. Esa fue la **vez** que fui a San Juan. (primera) **2. ¡Gracias!** (Muchas) **3.** Luisito no tiene **dinero.** (tanto) **4.** Somos **hermanos.** (medio) **5.** Dame una **razón,** por favor. (otro)

Ejercicio 2.20 Vuelva a escribir las frases siguientes usando el adjetivo entre paréntesis para modificar el nombre en negrilla. Puede haber más de una posibilidad en algunos casos. Haga todos los cambios necesarios.

1. Ese hombre vende **muebles.** (antiguos) **2.** La **gente** no siempre es infeliz. (pobre) **3.** A esa **millonaria** la persiguen los periodistas. (pobre) **4.** Te presento a Guzmán, un **amigo;** hoy es su cumpleaños—cumple dieciocho años. (viejo) **5.** Desde que construyeron el **garaje,** ya no usan el viejo. (nuevo) **6.** Te presento a mi **vecino.** (nuevo) **7.** Mi **esposa** está de viaje. (linda) **8.** Cornell es una **universidad.** (grande) **9.** Charlie Chaplin fue un **actor.** (grande) **10.** En esta tina, el **agua** se abre aquí. (caliente) **11.** Subimos a la **torre** de la biblioteca. (alta) **12.** Está enamorado de tu **hermana.** (bella) **13.** Cruzaron el **río** Amazonas. (ancho) **14.** Visitaron la **catedral** de Gaudí. (impresionante) **15.** Esta es la **oportunidad** que tendremos. (única) **16.** Me gustan las **casas.** (blancas) **17.** Las **nubes** flotaban como algodón por el valle. (blancas) **18.** Era un cielo extraño: abajo había **nubes (1),** y arriba **nubes (2).** [**(1)** blancas, **(2)** negras] **19.** Esa película es de un **director.** (español) **20.** Se le veía un **aire**

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de inseguridad. (cierto) **21.** Sabían que eran **acusaciones.** (ciertas) **22.** Tenía la **capacidad** de hacer que todos se sintieran a gusto. (rara) **23.** Era un **sonido** que nadie podía identificar. (raro) **24.** Te voy a decir la **verdad.** (pura) **25.** Es un disco de **fidelidad.** (alta) **26.** Querían estar en Sevilla para la **Semana.** (Santa) **27.** La mejor solución es usar nuestro **sentido.** (común)

Ejercicio 2.21 Traduzca al inglés de una manera que explique claramente la diferencia entre los dos usos del adjetivo en cada caso.

1. Fuimos a diferentes lugares. Fuimos a lugares diferentes. **2.** Es un buen político. Es un político bueno. **3.** Tenemos raros momentos de satisfacción. Es un platillo raro. **4.** Ese auto me causó puros problemas. Busca la vida pura. **5.** Me tomó media hora. Eso se hacía en la Edad Media. **6.** Es el único problema. Es un problema único.

Noun Determiners (Adjectives: Comparisons)

Chapter 2.B.2.e, pages 43–46

Ejercicio 2.22 Llene cada espacio en blanco con lo necesario para establecer una comparación. Cada espacio puede necesitar más de una palabra.

1. Beto come más ruidosamente _____ nadie. **2.** Sabina es más lista _____ Raúl. **3.** Elsa gana menos dinero _____ tú. **4.** Hay más _____ veinte árboles aquí. **5.** Me diste menos _____ la mitad. **6.** Mi bicicleta es mejor _____ la tuya. **7.** Hace más frío _____ esperaba. **8.** Llovió menos _____ creíamos. **9.** Nunca ganaré tanto dinero _____ Héctor. **10.** Ese coche es _____ bello como este. **11.** Esa niña grita más _____ las demás. **12.** Había menos _____ cinco jugadores en la cancha. **13.** Ese examen no fue tan fácil _____ los otros. **14.** Compré más servilletas _____ necesitábamos. **15.** Hay más servilletas _____ invitados. **16.** Tengo menos trabajo _____ esperaba. **17.** Elvira trabaja _____ como su hermano, pero no gana _____ dinero como él. Y a mí me parece que él no es _____ listo como ella.

Ejercicio 2.23 Escriba tres comparaciones para cada serie de dos elementos, una con **más,** otra con **menos** y otra de igualdad (con **tan** o **tanto**).

1. Argentina y Cuba **2.** los Estados Unidos e Hispanoamérica **3.** las culturas hispanas y las culturas anglosajonas **4.** el amor y el odio **5.** la televisión y el cine **6.** la escuela y la universidad **7.** los niños y los adultos **8.** el periodismo electrónico y los periódicos **9.** mi partido político y el tuyo **10.** el verano y el invierno

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Chapter 2 Review

Ejercicio 2.24 Complete el texto siguiente lógicamente, usando lo que está entre paréntesis como guía. Si no debe ponerse nada en un espacio en blanco, use el símbolo **Ø.**

Hace como veinte años yo fui a estudiar a **(1)** _____ *(the)* Estados Unidos para obtener **(2)** _____ (un/una/**Ø**) licenciatura en **(3)** _____ (un/una/**Ø**) universidad allá. **(4)** _____ *(The)* primer año lo pasé con muchísimos contratiempos causados por **(5)** _____ inglés *(caused by English)*, idioma que en **(6)** _____ entonces *(at that time*, *back then)* yo casi no comprendía y mucho menos hablaba. Tuve que tomar **(7)** _____ (un/una/**Ø**) examen para demostrar cuánto inglés sabía, y qué clases necesitaba tomar para poder comprender **(8)** _____ (los/las) conferencias y hacer todos **(9)** _____ (los/las) trabajos escritos durante **(10)** _____ *(my)* futuros estudios en **(11)** _____ *(that)* universidad. Se me hizo muy difícil comprender **(12)** _____ (estas/aquellas) conferencias de biología, dadas en **(13)** _____ (un/una/**Ø**) enorme salón con otros cientos de estudiantes que, al igual que yo, estaban en **(14)** _____ *(their)* primer año. Recuerdo que casi no podíamos ver **(15)** _____ *(the)* profesor si no teníamos **(16)** _____ *(the)* suerte de sentarnos hacia **(17)** _____ *(the)* frente del salón, cosa que yo siempre trataba de hacer pues se me facilitaba así entender mejor lo que él decía.

(18) _____ *(Some of my)* recuerdos más gratos de **(19)** _____ *(that first year)* fueron de **(20)** _____ *(my new friends)* allá, por medio de los cuales pude comprender y aprender un poco sobre **(21)** _____ *(the culture of that country)* donde iba a vivir durante **(22)** _____ *(so much time)*. No es por nada, pero de verdad que la mía fue **(23)** _____ *(a unique experience)* comparada con **(24)** _____ *(the one)* de muchos que **(25)** _____ *(were better prepared than I was)*. Imagínate **(26)** _____ *(that type)* de estudiante que se la pasa perdiendo el tiempo, yendo a fiestas cada semana, y dejando **(27)** _____ *(their)* trabajo para último minuto, **(28)** _____ (ese/este) mismo que se queja **(29)** _____ *(more strongly than anyone)*. En realidad puedo decir que aproveché **(30)** _____ *(my)* tiempo en Estados Unidos. El último año ya **(31)** _____ *(English)* era parte de **(32)** _____ *(my daily life);* podía hacer todos los trabajos **(33)** _____ *(without a problem)* y salí **(34)** _____ *(as well as my friends)* en todas las clases que tomé.

¿Qué fue **(35)** _____ *(the best [thing])* de haber estudiado allá? Creo que fue el haber conocido **(36)** _____ *(another culture)* y el haber compartido **(37)** _____ *(mine)* con **(38)** _____ *(many other foreign students)* cuyos intereses y experiencias eran a veces diferentes y otras similares a los míos. **(39)** _____ **(**El/Lo**)** bueno fue

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haber visto en persona **(40)** _____ *(the great melting pot* [crisol]*)* de razas y culturas en un ámbito estudiantil y con todos nosotros llenos de esperanzas para **(41)** _____ *(a better international future)*. Por eso, hija mía, yo estoy contentísima de **(42)** _____ *(your)* interés en estudiar **(43)** _____ *(abroad)* y apoyo tu decisión.

Ejercicio 2.25 Usando el texto en inglés como base, llene los espacios en blanco con un artículo definido (**el, la, los, las;** si hay contracción: **al, del)**, o con un artículo indefinido **(un, una).** Si no se necesita nada, use el símbolo **Ø.**

I love dogs.

I remember when my family and I went to get my first dog. It was Sunday, and my parents took me to the park. Sundays the park had a special event for people who wanted to adopt animals that had been victims of some misfortune. What a surprise! There were more than a hundred animals in the park that Sunday.

In the first hour, I identified ten dogs I liked, but my parents told me I had to choose only one. After another half an hour I was sure I wanted either a small white one or a large black one. In the end, I chose the white one, and I called and I called him Coco because he seemed to be covered in shredded coconut. The only things that didn't look white were his ears; they looked a bit dirty.

When we were about to leave, we saw our neighbor, Mr. Ricardo, who was a bachelor, and wanted a dog to keep him company. He didn't like small dogs so he ended up adopting a big, caramel-colored, very sweet dog. Our neighbor looked happy with his new companion, who was wagging his tail non-stop.

As soon as my parents and I got home, we bathed Coco, and washed his ears well. He ended up all white and happy. And that's how life with Coco began.

Now I know that life without a dog would be sad, and I believe in the saying: "Dog is man's best friend."

Me encantan **(1)** ____ perros.

Recuerdo cuando mi familia y yo fuimos a conseguir mi primer perro. Era **(2)** _____ domingo, y mis padres me llevaron a **(3)** _____ parque. **(4)** _____ domingos, **(5)** _____ parque tenía **(6)** _____ evento especial para **(7)** _____ gente que quería adoptar animales que habían sido víctimas de alguna desgracia. ¡Qué **(8)** _____ sorpresa! Había más de **(9)** _____ cien animales en **(10)** _____ parque ese domingo. En **(11)** _____ primera hora, identifiqué a diez perros que me gustaban, pero mis padres me dijeron que tenía que escoger solo uno. Después de **(12)** _____ otra **(13)** _____ media **(14)** ___ hora estaba seguro de que quería ya sea uno pequeño blanco, o uno grande negro. En fin de cuentas, escogí **(15)** _____

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blanco, y lo llamé Coco porque parecía estar cubierto de coco rallado. Lo único que no se le veía blanco eran **(16)** _____ orejas, que se le veían un poco sucias.

Cuando estábamos a punto de irnos, vimos a nuestro vecino, **(17)** _____ señor Ricardo, que era **(18)** _____ soltero, y quería **(19)** _____ perro que le hiciera compañía. No le gustaban **(20)** _____ perros chicos; terminó adoptando uno grande, de color caramelo, muy cariñoso. Se veía feliz con su nuevo compañero, que meneaba **(21)** _____ cola sin parar.

Tan pronto regresamos a **(22)** _____ casa, mis padres y yo le dimos un baño a Coco, y le lavamos bien **(23)** _____ orejas. Quedó todo blanquito y contento. Y así empezó **(24)** _____ vida con Coco.

Ahora sé que **(25)** _____ vida sin **(26)** _____ perro sería triste y creo en **(27)** _____ dicho: "**(28)** _____ perro es **(29)** _____ mejor amigo de **(30)** _____ hombre".

Ejercicio 2.26 Temas de ensayo y de práctica oral

a. Ensayo

Prestando atención al uso de artículos y adjetivos, y a la forma, género y número de los nombres, escriba un párrafo sobre uno de los temas siguientes:

1. describa a su mejor amigo

2. compare a dos de sus amigos

3. describa a su familia

b. Práctica oral

1. Hable con un amigo hispano, y pídale que le describa a los diferentes miembros de su familia. Preste atención para oír cómo los describe, qué adjetivos y artículos usa, cómo usa la **a** personal, y si nominaliza algunos adjetivos. Luego, hágale preguntas más específicas para comparar a los miembros de su familia, practicando sus adjetivos, comparativos y superlativos. Por ejemplo: De tus hermanos, ¿cuál es el más atlético (o la más atlética)? ¿qué deportes le gustan al (a la) menor? ¿y al (a la) mayor? ¿En tu familia, hay alguien que sea más valiente, más original, más listo, más orgulloso, etc. que los demás? ¿Qué miembro de tu familia baila/canta/cocina mejor? etc.

2. En clase, descríbales a sus compañeros la familia de su amigo hispano. Preste atención a los adjetivos, artículos, **a** personal, comparativos y superlativos.

3. Conversación informal: Comparen en grupos sus experiencias de viaje. Presten atención a los adjetivos, artículos, **a** personal, comparativos y superlativos.

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4. Debate: La mejor mascota. Hagan un debate en clase sobre los gatos y los perros. Comparen las cualidades de estos animales y lo que hace que unos sean mejores que otros como mascotas. Presten atención a los adjetivos, superlativos y comparativos.
5. Encuesta: Fuera de clase, haga una encuesta *(poll)* informal entre estudiantes y profesores hispanos sobre el racismo y el etnocentrismo que han presenciado en su vida. Tome apuntes para preparar un informe *(report)* para la clase. Preste atención a los adjetivos, artículos, **a** personal, comparativos y superlativos.

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Chapter 3 Pronouns

A. PERSONAL PRONOUNS

(Grammatical Functions)

Chapter 3.A.1, pages 50–53

Ejercicio 3.1 Conceptual Questions

What is a pronoun? What is its relationship with a noun? What types of grammatical functions can it have in a sentence? What different types of pronouns exist?

Personal Pronouns (Subject Pronouns)

Chapter 3.A.2, pages 53–57

Ejercicio 3.2 Decida si se necesita pronombre sujeto o no.

1. —¿Cuándo salieron? —[Nosotros/**Ø**] salimos a las siete. **2.** —¿Quién está ahí? —Soy [yo/**Ø**]. **3.** —¿Qué hacen? —[Ellos/**Ø**] están comiendo. **4.** Mis vecinos sacaron la basura, pero [yo/**Ø**] no me acordé. **5.** ¿Tendrías [tú/**Ø**] tiempo de ayudarme? **6.** —¿Por qué no está Luis? —[Él/**Ø**] está enfermo.

Ejercicio 3.3 Traduzca, prestando atención al sujeto: ¿necesita pronombre en español? Para *you*, use el informal singular (tú).

1. *I bought a book.* **2.** *It is in José's room.* **3.** *We are going to study together this afternoon.* **4.** *You have to start your assignments* (tareas) *for tomorrow.* **5.** *They [your assignments] are long.* **6.** *I know you studied, but I have not finished yet.* **7.** *María is here; she wants to talk to you.* **8.** *In Andalusia, they have access to stem cell research* (investigación con células madre).

Ejercicio 3.4 En el próximo párrafo hay varios momentos de ambigüedad y de repetición innecesaria. Añada *(Add)* los pronombres que faltan y tache *(cross out)* los innecesarios.

Mike y Luisa han sido novios desde hace ya cinco años. Ellos se quieren mucho y ellos se van a casar. Tiene seis años más que ella, pero parece más madura que él.

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Desde niña había soñado con una boda maravillosa, con toda su familia y sus amigos presentes. Pero no quiere lo mismo que ella: prefiere una boda muy privada, en que solo estén ellos dos, y dos testigos.

Personal Pronouns (Direct Object Pronouns)

Chapter 3.A.3, pages 57–60

Ejercicio 3.5 Reemplace **la comida** con un pronombre y vuelva a escribir cada frase.

1. Traigan la comida. (mandato) **2.** Quiero guardar la comida. **3.** He guardado la comida. **4.** Están cocinando la comida. **5.** Compramos la comida. **6.** No toques la comida. (mandato) **7.** Mira la comida y huele la comida, pero no quiere comer la comida.

Ejercicio 3.6 Vuelva a escribir cada frase reemplazando el objeto directo con un pronombre.

1. Veo a mi vecina por esta ventana. **2.** Llevé a mis hijas al banco. **3.** No conocen a la maestra. **4.** Josefina es un poco extraña; nadie entiende a Josefina. **5.** Los vecinos miraban a la muchacha mientras barría la calle. **6.** El vendedor llamó a la clienta. **7.** Oían a la niña cantar. **8.** Oían a la niña cantar la canción. **9.** Buscaron a la asesina. **10.** Encontraron a la doctora. **11.** Invitaron a Anita al baile. **12.** Extraño a mi hermana.

Ejercicio 3.7 Vuelva a escribir cada frase reemplazando el objeto directo con un pronombre.

1. Veo a mi vecino por esta ventana. **2.** Llevé a mis hijos al banco. **3.** No conocen al maestro. **4.** Roberto es un poco extraño; nadie entiende a Roberto. **5.** Los vecinos miraban al muchacho mientras barría la calle. **6.** El vendedor llamó al cliente. **7.** Oían al niño cantar. **8.** Oían al niño cantar la canción. **9.** Buscaron al asesino. **10.** Encontraron al doctor. **11.** Invitaron a Panchito al baile. **12.** Extraño a mi padre. **13.** Lloraron al ver salir al primer minero.

Ejercicio 3.8 En el próximo párrafo hay mucha repetición innecesaria. Encuentre los nombres que son objetos directos, tache *(cross out)* los que son innecesarios y reemplácelos con pronombres.

Tengo la costumbre de observar a mis vecinos. Ayer vi a mis vecinos llegar en su coche: habían comprado plantas nuevas; sacaron las plantas del coche y dejaron las plantas en la tierra cerca de la casa porque no podían ponerse de acuerdo sobre

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dónde poner las plantas. Ella quería meter las plantas en la casa. Él le dijo que prefería las plantas afuera. Ella dijo que el frío de la noche iba a matar las plantas, y él le contestó que era necesario acostumbrar las plantas a los cambios de temperatura. La situación era típica, y terminó como siempre: ella miró mal a su marido y se fue, y él se encogió de hombros y siguió con lo que hacía como si nada. Después de una hora ella llamó a su marido para que entrara a cenar. Yo podía oír sus risas mientras platicaban durante la cena.

Personal Pronouns (Direct and Indirect Object Pronouns)

Chapter 3.A.3–4, pages 57–62

Ejercicio 3.9 Junte las partes para formar frases completas. Reemplace los nombres en negrilla con los pronombres adecuados.

1. los turistas / miraban / **a los indígenas** **2.** el policía / dijo / **al vagabundo** / que se tenía que ir **3.** regaló / **sus libros viejos / al asilo** **4.** mandaron / **el paquete / a su familia** **5.** el abuelo / contó / **el cuento / a sus nietos** **6.** hicieron / **la cama / a los huéspedes** **7.** el padre / quitó / **la llave / a su hijo** **8.** mi amigo / pidió / **el dinero / a su tía** **9.** otorgaron / **el premio / a Vargas Llosa**

Ejercicio 3.10 Traduzca lo que no está entre paréntesis.

1. *I beat him (in a game or competition).* **2.** *I won it* (*it = the money* = el dinero). **3.** *They robbed him.* **4.** *They stole it* (*it = the money* = el dinero). **5.** *We believe him.* **6.** *We believe it.* **7.** *They hit him.* **8.** *They glued it* (*it = the map* = el mapa). **9.** *I paid her.* **10.** *I paid it* (*it = the bill* = la cuenta).

Ejercicio 3.11 Siga escribiendo sobre el tema con el contexto indicado en la primera frase, usando los elementos entre paréntesis y haciendo las transformaciones necesarias para evitar la repetición.

MODELO: El candidato dio su presentación ayer. (observamos / al candidato mientras hablaba, / reconocimos / al candidato / como el mejor / y / dijimos / al candidato / que recomendaríamos / al candidato / para el puesto)

El candidato dio su presentación ayer. ***Lo*** *observamos mientras hablaba,* ***lo*** *reconocimos como el mejor y* ***le*** *dijimos que* ***lo*** *recomendaríamos para el puesto.*

1. Luisa es una amiga mía que va a Chile a estudiar durante un año. (conozco / a Luisa / desde hace cuatro años. / vi / a Luisa / ayer / y / hablé / a Luisa / de su año en el extranjero; prometí / a Luisa / que / escribiría / a Luisa / durante su ausencia)

(continued)

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2. El hijo de la señora Ruiz no llegó a su casa en toda la noche. (La señora Ruiz / llamó / a su hijo / a su teléfono celular / y / preguntó / a su hijo / por qué no / había hablado / a ella / de sus planes; / regañó / a su hijo / por su irresponsabilidad; / él / pidió / a ella / que / perdonara / a él)

3. Su adorado perrito nuevo había desaparecido. (Habían estado buscando / al perrito / desde hacía varias horas / cuando por fin oyeron / al perrito / llorando / y / encontraron / al perrito / medio enterrado en el barro; / sacaron / al perrito / y / llevaron / al perrito / a casa donde / dieron / al perrito / un baño)

Ejercicio 3.12 Vuelva a escribir el próximo párrafo usando los pronombres correctos.

Conocí a Elena el primer día que llegué a la universidad, cuando vi (a ella) en el cuarto que íbamos a compartir como compañeras de cuarto. Saludé (a ella) y dije (a ella) que estaba contenta de conocer (a ella). Ella abrazó (a mí) y contó (a mí) con mucho entusiasmo sus planes para la universidad. Poco a poco llegué a conocer (a ella) y cada vez encontraba (a ella) más simpática. Hasta el día en que entró en nuestra vida Julio. Yo vi (a él) primero, un día de frío intenso, en la cafetería, y me enamoré a primera vista. Conté (a ella) de mi experiencia, y lo único que ella quería era conocer (a él), supuestamente por mi bien, para animarme más. Pues no fue así: cuando ella vio (a él) por primera vez, ella quiso (a él) también, y él parecía querer (a ella) de la misma manera. Yo me quedé congelada, mirando (a ella) primero, luego (a él), en unos segundos que parecieron durar una eternidad. Después, dije (a ella) que yo había visto (a él) primero, y que ella no tenía el derecho de quitarme (a él). Como yo nunca había dicho (a él) lo que sentía, sin embargo, y ellos dos evidentemente compartían el mismo sentimiento de amor, yo ya había perdido. Y lo sabía. Ahora, después de muchos años, quiero (a ellos) a los dos, y visito (a ellos) y a su familia cada vez que puedo: están casados y tienen cuatro hijos. Yo nunca me casé, y así me gusta.

Personal Pronouns (Required Repetitive Object Pronouns)

Chapter 3.A.5, pages 62–63

Ejercicio 3.13 Llene cada espacio en blanco con un pronombre repetitivo de objeto directo o indirecto si se necesita. Si no se necesita nada, use el símbolo **Ø.**

1. Ayer _____ compré el pan. **2.** El pan _____ compré ayer. **3.** Esta tarde _____ vi a Juan en la tienda. **4.** A Juan _____ vi en la tienda esta tarde. **5.** El correo _____ llegó hace media hora. **6.** Hace media hora que _____ llegó el correo. **7.** Marta _____ bañó al niño. **8.** Al niño Marta _____ bañó. **9.** Toda la gente _____ vio el globo. **10.** Anoche _____ terminé todos. **11.** Mañana _____

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enviaremos el regalo a Marieta. **12.** No _____ digas a Juan el secreto. **13.** Nunca _____ cuentes todo a tus amigos. **14.** Ese día _____ regañaron a todos nosotros. **15.** Con esa lluvia _____ crecerán todas las plantas. **16.** Dicen que a ese presidente _____ eligieron los jóvenes.

Personal Pronouns (Order of Object Pronouns When Combined)

Chapter 3.A.6, pages 63–64

Ejercicio 3.14 Conteste afirmativamente, reemplazando las palabras en negrilla con pronombres, y haciendo los demás cambios necesarios.

1. ¿Te dio **los regalos**? **2.** ¿Les enseñaste **la cosecha a los vecinos**? **3.** ¿Te contó **la noticia**? **4.** ¿Le dijiste **el secreto a Socorro**? **5.** ¿Se limpiaron ustedes **las botas**? **6.** ¿Os enviaron **la carta**?

Personal Pronouns (Position of Object Pronouns)

Chapter 3.A.7, pages 64–65

Ejercicio 3.15 Conteste las preguntas siguientes en el afirmativo, reemplazando las palabras en negrilla con el pronombre adecuado si se necesita pronombre. No use los nombres en negrilla en sus respuestas. No use pronombre si no se necesita.

1. ¿Están preparando **la cena**? **2.** ¿Le pudieron vender **la casa a ese cliente**? **3.** ¿Le va a hacer **los mandados a su suegra**? **4.** ¿Te has enviado **el mensaje a ti mismo**? **5.** ¿**La casa** está pintada? **6.** ¿Te gustó **el restaurante**? **7.** ¿**Joaquín** le dio **las flores a Marina**? **8.** ¿Se habla **español**?

Personal Pronouns (Prepositional Object Pronouns)

Chapter 3.A.8, pages 66–67

Ejercicio 3.16 Traduzca al español. Para *you*, use el informal singular (tú).

1. *This is for you.* **2.** *According to her, it was wrong.* **3.** *They were looking at him.* **4.** *They were looking for him.* **5.** *This is between him and me.* **6.** *Her children are like her.* **7.** *I am talking about you.* **8.** *Sing with me.* **9.** *I will sing with him.* **10.** *She took it away with her.* **11.** *Are you speaking for me?*

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Ejercicio 3.17 Escoja la opción correcta entre paréntesis.

1. Elsa no quería ir con (yo, mí, -migo, me) al cine, pero sin (yo, mí, -migo, me) no tendría forma de llegar. A (yo, mí, -migo, me) no me molestaba su actitud, aunque prefería ir sola a ir con (ella, sí, -sigo, se). **2.** Este dilema lo tendremos que resolver entre (tú y yo, te y me, ti y mí). Nadie más va a hacerlo por (nos, nosotros). **3.** Tuvieron que presentarse en la corte con su abogado, porque según (él, lo, le, se, sí), si no lo hacían, terminarían en la cárcel. **4.** No sé dónde está mi iPod. Ayer estuve jugando con (él, lo, le, -sigo) y pensé que lo había dejado aquí. **5.** Parece que todos menos (tú, te, ti) se enteran de las noticias. **6.** Mira, hazlo como (yo, me, mí): primero pon tus pies así, luego da un paso con el pie derecho.

Personal Pronouns (Review 1)

Ejercicio 3.18 El párrafo siguiente contiene mucha repetición: tache *(cross out)* los pronombres repetitivos innecesarios, ya sean sujeto, objeto directo u objeto indirecto.

Para Navidad yo siempre he querido ir a la playa, porque desde niña mi padre me acostumbró a mí a celebrar este día lejos de la sociedad materialista, en un rito de comunión con la naturaleza y el universo. Mi hermana, mi padre y yo nosotros íbamos a quedarnos una semana en la playa, y desde el día en que nosotros llegábamos, nosotros empezábamos a juntar leña en un lugar que mi padre escogía en la playa, donde hubiera un enorme tronco para descansar. Nosotros juntábamos leña por toda la playa cada día antes de la Nochebuena, y esa noche, cuando el resto de la gente en el hotel estaba celebrando con grandes banquetes y bailes, nosotros salíamos a escondidas por detrás, nosotros íbamos en la oscuridad a encontrar nuestro sitio escogido, y allí nosotros nos instalábamos para pasar la noche en la playa. Nosotros encendíamos la hoguera con la leña que nosotros habíamos juntado, y nosotros nos recargábamos contra el tronco a mirar el cielo y el mar. En el cielo brillaban las estrellas, y en el mar se veían las luces que echaban unos pececitos minúsculos. Era un espectáculo realmente impresionante. Las olas producían un ritmo que nos calmaba a nosotros. De vez en cuando mi padre rompía el silencio, y él nos contaba a nosotros de sus experiencias como vaquero, o él nos recitaba a nosotros uno de sus poemas, o él nos cantaba a nosotros una canción y él nos pedía a nosotros que nosotros cantáramos también. Son momentos que yo jamás olvidaré. Y por eso ahora que ya yo soy mayor y que mi padre ha muerto, cada vez que llega la época de Navidad, yo me dirijo hacia una playa.

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Personal Pronouns (Review 2)

Ejercicio 3.19 El párrafo siguiente contiene mucha repetición: tache *(cross out)* los pronombres repetitivos innecesarios, ya sean sujeto, objeto directo u objeto indirecto.

En ese cuento de fantasía, la protagonista, una joven tímida y bella que se encuentra de visita en el pueblo de su padre, ella se enamora de un joven misterioso. En la escuela, todos sus compañeros ellos los tratan al joven misterioso y a sus hermanos como si ellos fueran extranjeros. De la misma manera, él y sus hermanos ellos se mantienen aparte del resto. La protagonista siente una atracción irreprimible hacia él, pero al principio él no parece tener los mismos sentimientos: la rechaza a ella, le huye a ella, hasta parece sentir repugnancia cuando ella se le acerca a él. Pero en fin de cuentas terminan los dos enamorados, y poco a poco se van desapareciendo los obstáculos y los secretos de la vida de cada uno de ellos. Ella descubre que la familia de él es diferente—es una familia de hijos adoptivos, y ellos tienen costumbres raras y poderes sobrenaturales. Ellos no parecen dormir ni comer nunca, y ellos no salen cuando está asoleado. Por fin ella se da cuenta de que ellos son vampiros, y que el joven a quien ella quiere le huye a ella por temor a sus sentimientos por ella, que podrían empujarlo más allá de los límites que él quiere respetar. Se complica la trama cuando ella descubre que un amigo de la infancia que él vive en el mismo pueblo, y que también él está enamorado de ella, él pertenece a un antiguo clan de licántropos, enemigo de los vampiros.

B. Se

(Reflexive Pronouns)

Chapter 3.B.2, pages 68–71

Ejercicio 3.20 Traduzca, usando verbos reflexivos. Para *you*, use el informal singular (tú).

1. *We noticed his smile.* **2.** *He fell in love with her.* **3.** *We worry about you.* **4.** *They found out about the accident the next day.* **5.** *I took off my clothes.* **6.** *She stayed there.* **7.** *We complained about the time.* **8.** *He said good-bye to his family.* **9.** *They realized it was late.* **10.** *They never got used to the weather.* **11.** *He does not dare knock at the door.* **12.** *They look like their mother.*

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Ejercicio 3.21 Reemplace el nombre objeto directo de cada una de las siguientes frases con un pronombre, y luego añada una segunda parte de la frase que sea reflexiva. Use los pronombres que necesite para marcar el énfasis.

MODELO: Veo **a mi hermano.** (…y a mí también…)
Lo veo a él y me veo a mí mismo también.

1. Conocemos **a nuestros amigos.** (…pero a nosotros mejor…) **2.** Oyes **al cantante.** (…y a ti al mismo tiempo…) **3.** Roberto respeta **a sus padres.** (…y a Roberto también…)

Ejercicio 3.22 Escoja la opción correcta entre paréntesis. Un guion [-] antes de un pronombre significa que el pronombre va conectado al verbo anterior.

Esa mañana los pájaros **(1. Ø/la/se)** despertaron a Marisol. Después de estirar **(2. Ø/-la/-se/),** ella **(3. Ø/la/se)** levantó, **(4. Ø/la/se)** cepilló los dientes y **(5. Ø/la/se)** bañó. Después del baño, **(6. Ø/la/se)** secó **(7. Ø/a ella/a sí misma), (8. Ø/la/se)** maquilló con mucho cuidado, y **(9. Ø/la/se)** peinó **(10. Ø/a ella/a sí misma)** de la manera más sencilla. **(11. Ø/Ella/Se)** miró **(12. Ø/a ella/a sí misma)** en el espejo por buen rato, para asegurar **(13. Ø/-la/-se)** de que todo estuviera perfecto: este día iba a tener la entrevista de trabajo más importante de su vida, y **(14. Ø/la/se)** sentía muy nerviosa. **(15. Ø/Ella/Se)** conocía **(16. Ø/a ella/a sí misma)** muy bien, y **(17. Ø/la/se)** sabía que si no estaba perfectamente presentable, no estaría cómoda en la entrevista. La compañía que **(18. Ø/la/se)** iba a entrevistar **(19. Ø/la/se)** había llamado **(20. Ø/a ella/a sí misma)** la semana anterior para hacer cita para ese día. La madre de Marisol y la dueña de la compañía **(21. Ø/las/se)** conocían **(22. Ø/a ellas/a sí mismas/la una a la otra)** desde antes de que ella naciera, y fue así que Marisol consiguió la cita. Ahora tenía miedo de quedar mal con su madre, porque **(23. Ø/la/se)** sentía que si no conseguía el trabajo, iba a desilusionar **(24. Ø/-la/-se).** Ambas eran mujeres fuertes: Marisol y su madre **(25. Ø/las/se)** conocían bien a sí mismas, pero no **(26. Ø/las/se)** conocían **(27. Ø/a ellas/a sí mismas/la una a la otra).**

Se (Se me Construction: Accidental se)

Chapter 3.B.3, pages 71–74

Ejercicio 3.23 Vuelva a escribir estas frases usando el **se** accidental.

1. Olvidas que me quieres. **2.** Quemé los plátanos. **3.** Perdí la cadenita que me regalaste. **4.** Mojaron su pelo. **5.** Rompiste tu taza.

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Ejercicio 3.24 Traduzca las frases siguientes usando el **se** accidental y los verbos indicados. Para *you*, use el informal singular (tú).

1. *He left his book.* (quedársele a uno) **2.** *Our clothes got wet.* (mojársele a uno) **3.** *I ran out of coffee.* (acabársele a uno) **4.** *Your papers fell.* (caérsele a uno) **5.** *She forgot her notes.* (olvidársele a uno) **6.** *Their plates broke.* (rompérsele a uno)

Ejercicio 3.25 Llene cada espacio en blanco con lo que falta para completar la frase, usando el modelo como base.

MODELO: A Marta se **le** olvidó el libro.

1. A Jorge se _____ perdió el paraguas. **2.** A mí se _____ rompió el jarro. **3.** A ella se _____ cayó el guante. **4.** Se _____ quemaron los frijoles a ti. **5.** A los niños se _____ cierran los ojos.

Ejercicio 3.26 Conjugue cada verbo en la forma correcta del pretérito.

1. Se nos (olvidar) los regalos. **2.** A ti se te (olvidar) las llaves. **3.** A la niña se le (bajar) los calcetines. **4.** A mí se me (romper) la silla. **5.** A los vecinos se les (ir) la electricidad. **6.** Se os (agotar) la pila.

Ejercicio 3.27 ¿Qué pasó? Describa las situaciones siguientes usando el **se** accidental.

MODELO: Ayer compraste un reloj, pero ahora no lo encuentras.
Se te perdió el reloj.

1. Ayer teníamos una cita, pero no fuimos porque no la habíamos marcado en el calendario. **2.** El plato que compraste lo dejaste caer accidentalmente al piso y ahora está roto. **3.** La cena que estaba preparando Beto está ahora toda negra, carbonizada. **4.** Ayer no pude cargar la batería de mi computadora: no había electricidad en mi casa. **5.** Estabas jugando al fútbol y ahora tus zapatos están todos sucios. **6.** No tenemos nuestro paraguas: lo dejamos por error en casa.

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Personal Pronouns (Review 3)

Ejercicio 3.28 *(Subject, Direct Object, Indirect Object, Prepositional Object, Reflexive, Accidental Se)* El siguiente texto está lleno de repetición excesiva: decida cuáles de las palabras en negrilla necesitan guardarse o no, o sustituirse con un pronombre. Tache *(cross out)* los pronombres innecesarios.

Yo fui estudiante de intercambio hace unos años en México, y cuando **yo** estuve allá, **yo** viví con los Rodríguez, una familia muy simpática y generosa que **yo** nunca olvidaré. Un día cuando **yo** estaba viviendo con **los Rodríguez, ellos se** ganaron la lotería, y la vida **se** puso de repente más compleja. Cada uno de **los Rodríguez** quería algo diferente.

Don Carlos, el padre, **él** quería jubilarse porque **él** quería poder pasar más tiempo con la familia; **a él se le** había ocurrido también comprar un yate para que todos pudieran divertir**se** paseándo**se** por el mundo.

Doña Julia, la madre, **ella** nunca había trabajado más que para su familia, y en realidad **ella** no tenía ambiciones. **Ella** deseaba que no **le** faltara nada a ninguno de sus hijos, y **ella** esperaba que el dinero sirviera ese propósito. **Ella** prefería no gastar **el dinero** en nada, sino más bien depositar **el dinero** en el banco. En realidad, **a ella** no **le** gustaba el dinero, **el dinero** representaba para **Doña Julia** una maldición, y **ella** hasta **le** tenía un poco de miedo **al dinero.**

Los hijos, Carlitos, Matilde y Rosita, **ellos** tenían cada uno un plan distinto.

Carlitos, el mayor, **él** ya **se** había graduado de la universidad, y **él** estaba buscando trabajo en diferentes bufetes de abogados, pero **él** no había conseguido nada aún. **Él** seguía viviendo con la familia. **Él** se imaginaba que el dinero **le** podría servir **a él** para abrir su propio bufete, y así **él** podría empezar a trabajar solo y ganar suficiente dinero para poder casar**se.**

Matilde estaba todavía en la universidad: **ella** estudiaba medicina. **Ella** era modesta, y **ella** no tenía ningún plan personal para el dinero, sino que veía **el dinero** como un premio para sus padres. **Ella** esperaba que con **este dinero sus padres** pudieran vivir más a gusto. **Sus padres** habían sacrificado tanto para **Matilde** y sus hermanos, que ahora **ellos** se merecían un descanso. **Ella** siempre había sido muy generosa, y **ella** pensaba en los problemas de otros en vez de los suyos. Por ejemplo, una vez, cuando **ella** trabajaba de voluntaria en una escuela de niños pobres, un niño no tenía bastante dinero para comprar**se a sí mismo** los zapatos del uniforme de la escuela, y entonces **ella** usó su propio dinero para comprarle **los zapatos al niño.**

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Rosita era la más ambiciosa de todos: para **Rosita** este dinero representaba la liberación posible de toda dependencia. **Ella** quería su parte del dinero para conseguir**se a sí misma** un apartamento y vivir lejos de la familia, independiente y libre. **Yo** conocía mejor **a Rosita** que a los demás, porque **ella** era compañera mía en el colegio y **nosotros** compartíamos la misma habitación en su casa. **Rosita me** contaba **a mí** sus planes de manera muy emocional. Cuando **yo la** escuchaba **a ella, yo** podía ver la pasión que **la** impulsaba **a ella.**

Se (Impersonal se)

Chapter 3.B.4, pages 74–78

Ejercicio 3.29 Traduzca usando el **se** impersonal.

1. *The house was sold. When was it sold?* **2.** *If you make a mistake, it's not the end of the world.* **3.** *The employees were fired. Why were they fired?* **4.** *They were not told.* **5.** *You do not say that in public.*

Ejercicio 3.30 Las frases que siguen usan la estructura impersonal; escoja la forma correcta del verbo.

1. En algunas partes del mundo hispano se (toma/toman) una siesta por la tarde. **2.** En esa tienda se (habla/hablan) español. **3.** A los niños se les (dijo/dijeron) que no salieran de noche. **4.** En esa época, se (mataba/mataban) a los criminales. **5.** Al presidente se le (recibió/recibieron) con gran aplauso. **6.** A los estudiantes se les (mandó/mandaron) la información en verano. **7.** Al gerente se le (anunció/anunciaron) los cambios hace mucho. **8.** Se (vende/venden) libros. **9.** Aquí no se (acepta/aceptan) cheques personales. **10.** A la jefa ya se le (dio/dieron) las noticias.

Ejercicio 3.31 Traduzca haciendo los cambios necesarios para usar las estructuras más naturales en español.

1. *He was awakened by the noise.* **2.** *Naps are taken at noon.* **3.** *We were brought up* (criar) *by our mother.* **4.** *You were rescued* (rescatar) *by the lifeguard* (salvavidas). **5.** *I was moved by the speech.* **6.** *She was sent to the hospital.* **7.** *Bread was made at home in those days* (en aquel entonces). **8.** *The passive is hardly ever* (casi nunca) *used in Spanish.* **9.** *The pizza was just delivered.* **10.** *A text message was left on her cell phone.*

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Ejercicio 3.32 Complete el diálogo siguiente conjugando en el presente del indicativo los verbos entre paréntesis para el **se** impersonal según el contexto lo requiera.

JOSEFA: ¿Qué se (**1.** necesitar) para la cena de mañana? ¿Lo tienes todo? Pienso salir en unos minutos y puedo comprarte lo necesario.

MARTA: Creo que lo tengo todo pero no sé cómo se (**2.** preparar) una tortilla de patatas a la española.

JOSEFA: Bueno, pues se (**3.** necesitar) como ocho huevos, un kilogramo de patatas y poco menos de medio litro de aceite.

MARTA: ¿Cuánto es un kilogramo?

JOSEFA: Como 2.2 libras.

MARTA: Déjame apuntarlo todo en un papel.

JOSEFA: Según recuerdo, primero se (**4.** lavar) las patatas ya peladas, luego se (**5.** secar) y se (**6.** cortar) en láminas bien finitas. Se (**7.** poner) a calentar el aceite en tu sartén más grande y entonces se (**8.** freír) las patatas. Se les (**9.** poder) echar un poco de sal. Cuando ya estén fritas o casi doradas, se (**10.** separar) y se (**11.** poner) a escurrir en un colador. Se le (**12.** sacar) el aceite que sobre en el sartén.

MARTA: ¿Puedo usar otra sartén en vez?

JOSEFA: Seguro, si tienes más de uno. Continúo con la receta, en un tazón aparte se (**13.** batir) los huevos y se (**14.** poner) un poco de sal; en el mismo tazón de los huevos se (**15.** echar) las patatas y se (**16.** mover) con una cuchara o un tenedor. En la sartén que decidas usar se (**17.** poner) como siete cucharadas de aceite para que solo se cubra el fondo. Cuando se caliente la sartén, se (**18.** vertir) la mezcla de huevos y patatas. Se (**19.** mover) la sartén, y así no se (**20.** pegar) la tortilla. Cuando esté bien dorada, se (**21.** poner) una tapa encima, se (**22.** volcar) la sartén y se (**23.** escurrir) la tortilla de nuevo en la sartén. Hazlo poco a poco y con cuidado de no quemarte.

MARTA: Eso me suena difícil y se me puede caer la tortilla al suelo.

JOSEFA: Esa es la parte más difícil pero ve con cuidado y ya verás. ¿Por dónde iba?

MARTA: Cuando ya se (**24.** haber) cocinado por un lado.

JOSEFA: Bien, entonces se (**25.** volver) a mover la sartén y cuando la tortilla esté lista se (**26.** servir) en un lindo recipiente y eso es todo.

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MARTA: Se (**27.** poder) servir fría, ¿verdad? porque la quiero preparar de antemano y guardarla.

JOSEFA: Sí, sí. ¿Tienes los ingredientes? Si quieres, regreso a ayudarte con la tortilla cuando termine lo que tengo que hacer.

Ejercicio 3.33 Traduzca lo que falta, usando el **se** impersonal. *(Note that the English verb forms are personal, whereas in Spanish they will be rendered by the impersonal. The translation will not be literal.)*

Questions and Answers about obtaining passports and official documents

Preguntas y Respuestas sobre la obtención de pasaportes y documentos oficiales

*Q. Where **can I** get a passport application?*

*A. **You get them** at public offices like Post Offices, City Hall, or municipal offices where passport applications **are accepted.***

[Q] ¿Dónde (**1**) _____ conseguir una solicitud para un pasaporte?

[A] (**2**) _____ en las oficinas públicas, como el correo, el ayuntamiento u oficinas municipales donde (**3**) _____ solicitudes para pasaportes.

*Q. Where **are** the instructions for filling out the passport forms?*

*A. They **are** on the back of the forms.*

[Q] ¿Dónde (**4**) ____ las instrucciones para llenar los formularios?

[A] (**5**) ____ al dorso de los formularios.

*Q. What **should I** do in case of a life or death emergency?*

*A. **Call** the National Passport Information Center (NPIC).*

[Q] ¿Qué (**6**) ____ hacer en caso de emergencia de vida o muerte?

[A] (**7**) ____ al NPIC.

*Q. How **do I renew** my passport?*

*A. **You bring in** your expired one, and **we prepare** a new one **for you.***

[Q] ¿Cómo (**8**) ____ un pasaporte?

[A] (**9**) ____ el caducado, y (**10**) ____ uno nuevo.

*Q. My passport was lost or stolen. How **do I get** another one?*

*A. **You apply** in person. **You MUST** turn in Form DS-11. **Do not sign** the form until so **informed. You have to** submit a copy of a document of proof of U.S. citizenship.*

(continued)

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[Q] En caso de pérdida o de robo del pasaporte, ¿cómo (**11**) ____ otro?

[A] (**12**) ____ en persona. (**13**) ____ entregar el formulario DS11. (**14**) ____ hasta que (**15**) ____. (**16**) ____ entregar una copia de un documento de prueba de ciudadanía estadounidense.

Q. How long does it take to get a new one?

A. ***You can*** *get a new one in a day or two.*

[Q] ¿Cuánto tiempo toma conseguir uno nuevo?

[A] (**17**) ____ obtener uno nuevo en uno o dos días.

Q. When ***I renew*** *my passport,* ***do I get*** *the old one* ***back****?*

A. Yes, ***we give you*** *the old, cancelled passport.* ***It is a good idea*** *to keep it in a safe place as it is considered proof of your U.S. citizenship.*

[Q] Cuando (**18**) ____ un pasaporte, ¿ (**19**) ____ el viejo?

[A] Sí, (**20**) ____ el viejo pasaporte ya cancelado. (**21**) ____ mantenerlo en un lugar seguro pues sirve de prueba de su ciudadanía.

Q. How ***do I find out about*** *the status of my passport application?*

A. ***Contact*** *the NPIC.*

[Q] ¿Cómo (**22**) ____ el estado de la solicitud?

[A] (**23**) ____ en contacto con el NPIC.

Q. How ***do I get*** *a certified copy of my birth certificate?*

A. ***Call*** *the Vital Statistics office in the state in which you were born.*

[Q] ¿Cómo (**24**) ____ una copia certificada del acta de nacimiento?

[A] (**25**) ____ a la oficina del Vital Statistics de su estado natal.

Q. What if there is an error in the passport ***I just*** *received?*

A. Passport Services ***sends you*** *apologies for the error in your passport.* ***You must*** *return the new passport and evidence to document the correct information.*

[Q] ¿Qué pasa en caso de error en el pasaporte que (**26**) ____ de recibir?

[A] (**27**) ____ disculpas por los errores cometidos. (**28**) ____ devolver el pasaporte nuevo junto con toda evidencia necesaria como prueba para rectificar el error.

Ejercicio 3.34 Temas de ensayo y de práctica oral

a. Ensayo

Escriba un párrafo sobre algunos aspectos de su cultura, y cómo se contrasta con otra. Indique lo que se hace y lo que no se hace en su cultura, prestando atención al uso correcto del **se** impersonal. No use la voz pasiva con **ser.**

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b. Práctica oral

Hable con un(a) compañero(a) sobre sus observaciones de diferencias culturales. Indique lo que se hace y lo que no se hace en su cultura, prestando atención al uso correcto del **se** impersonal. No use la voz pasiva con **ser.**

C. DEMONSTRATIVE AND POSSESSIVE PRONOUNS

Chapter 3.C.1–2, pages 78–80

Ejercicio 3.35 Traduzca.

1. *That application was more expensive than this one.* **2.** *"Which printer do you prefer?" "I liked that one better."* **3.** *"Give me that." "What? This?"* **4.** *My sister is as brave as yours.* **5.** *"My parents are coming for graduation. What about yours?"* (*What about* = ¿Y… ?) *"Mine are not coming."* **6.** *That medicine is his.* **7.** *"Which towel is yours?" "This one is mine and that one is yours."* **8.** *"Whose keys are these?" "These are yours (formal sing.), these are his, and these are hers."* **9.** *I'll take this pill today, and that one tomorrow.*

Ejercicio 3.36 Indique las opciones entre paréntesis que NO podrían usarse.

1. Me gusta la otra casa más que (ésa, ésta, esa, esta, la suya, suya). **2.** Ese programa no es tan divertido como (el mío, tuyo, éste, este). **3.** No quiero esta computadora. Prefiero la pantalla de (aquélla, esa, la) que vimos en la otra tienda. **4.** ¿Qué es (ese, eso) postre? Parece mejor que (éste, este, el nuestro, nuestros). **5.** (Ese, Aquello, Eso) es algo que se vería en el Cirque du Soleil.

D. INTERROG ATIVES

Chapter 3.D, pages 81–85

Ejercicio 3.37 Traduzca usando los pronombres interrogativos. Para *you*, use el informal singular (tú).

1. *How did they arrive?* **2.** *How much sugar do you use?* **3.** *Which color do you like?* **4.** *Which one do you want?* **5.** *How far is the store from here?* **6.** *Which one is your name? (on a list)* **7.** *What is your name?* **8.** *How many books did you buy?* **9.** *How often do you go?*

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Ejercicio 3.38 Siguiendo el modelo, haga una pregunta que tenga como respuesta la palabra o las palabras que aparecen en negrilla en cada una de las siguientes frases.

MODELO: Me llamo **Héctor.**
¿Cómo te llamas?

1. Es un **programa.** **2.** Lo ganó **Vargas Llosa.** **3.** Tengo **veinte** años. **4.** Vivo en **Bolivia.** **5.** Soy de **Perú.** **6.** Cerré la ventana **porque tenía frío.** **7.** Llegamos **a las diez de la noche.** **8. Este** es el mío. **9. La diferencia entre las dos películas** es que una es más vieja que la otra. **10. Bien, gracias,** ¿y tú?

Ejercicio 3.39 Transforme las preguntas directas en indirectas, empezando la frase con lo que hay entre paréntesis. No se olvide de mantener el orden correcto de verbo y sujeto.

1. ¿De dónde son los aztecas? (Quieren saber…) **2.** ¿Cuál es la religión? (Me pregunto…) **3.** ¿Dónde vivían los incas? (Les interesa saber…) **4.** ¿Cuánto dinero gana un arqueólogo? (Quieren averiguar…) **5.** ¿Cómo conoció Romeo a Julieta? (Se le olvidó…) **6.** ¿Quién era el actor? (No recordaba…)

E. EX CLAMATIVES

Chapter 3.E, pages 85–88

Ejercicio 3.40 Traduzca, usando los exclamativos.

1. *What a scandal!* **2.** *How original!* **3.** *What an amusing game!* **4.** *What good coffee!* **5.** *How fast you run!* **6.** *How the birds sing!* **7.** *We loved her so much!* **8.** *I am so hungry!* **9.** *We visited so many countries!* **10.** *I wish I could fly the way they do!*

Ejercicio 3.41 Llene cada espacio en blanco con el exclamativo correcto.

1. ¡_____ agua más fría! **2.** ¡_____ se ríen! **3.** ¡_____ delicioso! **4.** ¡_____ ojos tan verdes tienes! **5.** ¡_____ me alegro de que puedas venir a la fiesta! **6.** ¡ _____ hermanos tienes! **7.** ¡_____ blanca se ve la nieve! **8.** ¡_____ buena película! **9.** ¡_____ comen esos niños! **10.** ¡_____ suerte!

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F. INDEFINITES AND NEGATIVES

Chapter 3.F, pages 88–91

Ejercicio 3.42 Traduzca. Para *you*, use el informal singular (tú).

1. *Something fell.* **2.** *Someone spoke.* **3.** *I do not see anyone.* **4.** *Do you need anything?* **5.** *I do not want anything.* **6.** *"Maybe one of the neighbors saw him." "No, none of them saw him."* **7.** *"I went to the movies yesterday." "I did too."* **8.** *"John could not see." "We could not either."* **9.** *"Have you ever been to Peru?" "No, I have never been there. Someday I will go. My sister went there once and liked it."* **10.** *I cannot find my earphones anywhere. I know they are somewhere in this room.*

Ejercicio 3.43 Escoja la mejor opción de cada grupo entre paréntesis.

1. Jorge llamó esta mañana para preguntar si (alguien, algún, cualquiera, nadie) podría llevarlo al aeropuerto. **2.** Me gustaría encontrar (algo, alguien, algún) para ponerme que no me dé calor. **3.** Aquí no hay (alguien, cualquiera, nadie, ningún) que sepa bailar el tango. **4.** Ese pintor es terrible; (alguien, cualquiera, nadie) podría hacer un mejor trabajo que él. **5.** La fotógrafa de la boda sacó fotos maravillosas, pero yo no aparezco en (alguna, cualquiera, ninguna) de ellas.

G. RELATIVE PRONOUNS

Chapter 3.G, pages 92–98

Ejercicio 3.44 Llene cada espacio en blanco con el pronombre relativo que mejor convenga.

1. Hay momentos en la vida _____ no se olvidarán nunca. **2.** La mujer _____ vive ahí es famosa. **3.** El libro _____ nosotros compramos era caro. **4.** _____ me atrae de la universidad es el ambiente intelectual. **5.** Natalia es _____ sabe bailar el merengue. **6.** Esa es la casa en _____ filmaron la película. **7.** El actor _____ aparece en esa película es muy arrogante en la vida real. **8.** El político _____ fue elegido no era muy popular, _____ sorprendió a muchos extranjeros. **9.** Llegó y apagó el televisor, _____ estaba a todo volumen. **10.** La razón por _____ hice eso fue que sabía que no me iban a dejar en paz. **11.** Esta es la estatua frente a _____ nos besamos por primera vez, ¿te acuerdas? **12.** Ese es el pueblo _____ calles son las más limpias. **13.** _____ busca, encuentra. **14.** _____ me cae bien es Roberto. **15.** Esa música es _____ tocaban en la película.

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Ejercicio 3.45 Traduzca.

1. *The person who called asked for you.* **2.** *What he gave you was stolen.* **3.** *I do not like what they do.* **4.** *That is the result I was waiting for.* **5.** *The one who sang that song was Lady Gaga.*

Ejercicio 3.46 Elimine todos los paréntesis, y junte la información en frases completas, usando pronombres relativos cada vez que se necesite para evitar la repetición.

Un amigo mío (se llama Ernesto) me llamó de Florida. Me contó de su perrito (había comprado el perrito hacía tres semanas) (el perrito estaba dormido a su lado). Ernesto me contó que Chico (Ernesto le dio este nombre al perrito) estaba destruyendo el apartamento (¡Ernesto había conseguido el apartamento con tanta dificultad!) (Ernesto había gastado todo su dinero en el apartamento). Pero Ernesto no quería deshacerse de este perrito (el perrito ahora era su mejor amigo). Por eso Ernesto me pidió que le mandara el dinero (él me había prestado el dinero hacía más de un año).

Chapter 3 Review

Ejercicio 3.47 Vuelva a escribir el texto que sigue, llenando los espacios en blanco con pronombres personales, relativos, demostrativos, posesivos, interrogativos, negativos o indefinidos; si no necesita nada para un espacio en blanco, use el símbolo **Ø;** algunos espacios en blanco pueden tener más de una palabra. Si el pronombre va conectado al verbo anterior, escríbalo todo junto.

Los conquistadores llegaron a las Américas a partir del siglo XV. Al ver **(1)** _____ acercarse a sus costas, los indígenas salieron a recibir **(2)** _____ con los brazos abiertos. Nunca se imaginaron que las decoraciones que usaban para adornar sus cuerpos casi desnudos **(3)** _____ interesarían tanto a estos hombres blancos. Tampoco comprendieron por qué **(4)** _____ eran tan agresivos ni qué causaba esas fiebres que **(5)** _____ daban a tantos de los suyos y que **(6)** _____ mataban eventualmente.

Bajo el manto de la religión estos forasteros blancos **(7)** _____ dijeron a los indígenas que tenían que creer en otro Dios, **(8)** _____ obligaron a escuchar toda la retórica sobre el bien y el mal que **(9)** _____ imponía la religión católica a cambio de donaciones de sus metales preciosos.

Poco a poco los conquistadores **(10)** _____ llevaron todos los tesoros **(11)** _____ encontraron en su camino, **(12)** _____ destruyeron la naturaleza y el espíritu

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de los indígenas; a **(13)** _____ quitaron el poder **(14)** _____ tenían, la tierra en **(15)** _____ vivían, las creencias **(16)** _____ practicaban, y muchas veces hasta la vida. **(17)** _____ dejaron sin **(18)** _____, o peor aún, **(19)** _____ impusieron otra existencia, en **(20)** _____ de reyes se transformaban en esclavos y en **(21)** _____ tenían que construir iglesias para practicar una religión diferente a **(22)** _____, murallas para proteger los nuevos gobiernos establecidos por los conquistadores para dominar **(23)** _____ a ellos y edificios en **(24)** _____ estos nuevos gobernadores controlarían el continente que antes fue **(25)** _____.

El idioma **(26)** _____ hablaban los nuevos **(27)** _____ convirtió en el idioma **(28)** _____ todos debían hablar, y poco a poco los indígenas fueron perdiendo hasta su identidad con su lengua y la pureza de su raza.

Esta historia dejó marcado el espíritu de esta gente, **(29)** _____ se transformó de una gente saludable y fuerte con ideas claras sobre el universo en una gente **(30)** _____ único deseo era derrotar a los que **(31)** _____ habían derrotado a ellos. Los siglos fueron marcando la historia con guerras de independencia seguidas de gobiernos tiránicos **(32)** _____ imitaban al enemigo **(33)** _____ habían echado.

Hoy en día, cuando existe la posibilidad de que **(34)** _____ formen gobiernos pacíficos y tolerantes, la ambigüedad permanece muchas veces en el alma de estos pueblos **(35)** _____ nunca podrán olvidar por completo las crueldades a **(36)** _____ fueron sometidos.

En fin de cuentas, ¿**(37)** _____ somos? Algunos de nuestros antepasados fueron ya sea aztecas, o incas, o mayas, o tahínos o de algún otro pueblo; y **(38)** _____ fueron europeos de sangre conquistadora; y **(39)** _____ fueron africanos de sangre real convertida a la esclavitud. Ahora somos una mezcla, somos hispanos, latinos, americanos, hispanoamericanos, latinoamericanos, mestizos. Y con cada continente **(40)** _____ se añadía a la mezcla, venían sus cargas espirituales, sus tradiciones; y en la unión se formaba la multiplicidad de seres **(41)** _____ todos llevamos dentro.

Ejercicio 3.48 Temas de ensayo y de práctica oral

a. Ensayo

1. Escriba un brevísimo resumen de una película que trata de relaciones entre individuos.
2. Escríbale una cartita a un amigo (o amiga), contándole los chismes más recientes de un amigo (o amiga) de ambos.
3. Describa su relación con su(s) compañero(s) de cuarto, o con su(s) hermano(s) o con sus amigos.

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4. Escriba la biografía de un personaje famoso, como por ejemplo de un conquistador, de un libertador o de un gran revolucionario o político. Ejemplos: Cristóbal Colón, Hernán Cortés, Simón Bolívar, Che Guevara, Evita Perón.
5. Describa de manera paralela a dos individuos famosos, por ejemplo: Penélope Cruz y Salma Hayek, Juan Luis Guerra y Alejandro Sanz, Javier Bardem y Benicio del Toro.

b. Práctica oral

1. Pídale a un amigo hispano que le describa su película favorita. Preste atención, y escuche cómo usa los pronombres personales para referirse a los diferentes personajes, si usa pronombre relativo (el actor que…, el edificio en que…, no sabía lo que…, etc.), demostrativo (ese, aquel, etc.) o posesivo (la suya, el suyo, etc.), indefinido (alguien, unos, etc.) o negativo (nadie, ninguno, etc.). Usando los interrogativos y exclamativos, mientras su amigo describe la película, comente (¡qué extraño!,¡qué horror! etc.), y hágale preguntas (¿qué edad tenía ese personaje? ¿de dónde era? etc.).
2. En clase, cuénteles a sus compañeros la película favorita de su amigo hispano. Preste atención a sus pronombres personales, relativos, demostrativos, posesivos, indefinidos y negativos.
3. Conversación informal: Hablen en grupos sobre sus héroes favoritos. Que cada quien cuente lo que le interesa de la vida de su héroe, y justifique por qué lo considera un héroe. Presten atención a todos sus pronombres.
4. Debate: La fama y la pérdida de privacidad. Discuta con sus amigos los problemas que tienen hoy en día los actores y la gente famosa con la persecución de los reporteros, usando ejemplos específicos. Presten atención a todos sus pronombres.
5. Encuesta: Películas hispanas favoritas. Fuera de clase, haga una encuesta *(poll)* informal entre estudiantes y profesores hispanos sobre sus películas hispanas favoritas, y sus actores favoritos. Pregúnteles sobre lo que consideran de mayor importancia hoy en día como progreso de la presencia hispana en los diferentes medios (cine, televisión, etc.). Tome apuntes para preparar un informe *(report)* para la clase. Preste atención a todos sus pronombres.

Analicen los diversos informes de sus compañeros, haciendo comparaciones y contrastes entre sus datos.

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Chapter 4 Prepositions, Adverbs, Conjunctions, and Transitions

A. PREPOSITIONS

(Function of Prepositions)

Chapter 4.A.1, pages 100–102

Ejercicio 4.1 Conceptual Questions

What is a preposition? Explain its name. What is its relationship with a noun? What is a conjunction? Explain its name. What is the difference between a conjunction of coordination and a conjunction of subordination?

Prepositions (Individual Prepositions: a, con, de, en)

Chapter 4.A.3.a–d, pages 103–113

Ejercicio 4.2 Llene cada espacio en blanco con **a, al, de, del, en, con** o **Ø** (nada), según parezca más lógico.

1. Asistiré _____ clase _____ cuanto me alivie. **2.** Comenzaron _____ cocinar ayer. **3.** Creo que _____ lo mejor se encuentre _____ Margarita _____ la ciudad. **4.** Decidieron caminar _____ vez de manejar; nunca llegarán _____ pie. **5.** Dudo que puedan influir _____ su decisión. **6.** El mercado está _____ dos kilómetros. **7.** El programa consiste _____ varios segmentos; en el primero, se trata _____ la Revolución mexicana. **8.** Ella me gana _____ veces, y se burla _____ mí. **9.** Este bordado está hecho _____ mano; este otro, _____ cambio, está hecho _____ máquina. **10.** Fuimos _____ la tienda _____ el coche _____ mi padre _____ mis cuatro hermanitos.

Ejercicio 4.3 Llene cada espacio en blanco con **a, al, de, del, en, con** o **Ø** (nada), según parezca más lógico.

1. Iremos al trabajo _____ pesar de la tormenta. **2.** La gente _____ barrio estaba _____ mal humor. **3.** La mujer _____ ojos verdes trabaja _____ la tienda _____

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la esquina. **4.** Llegarán _____ eso de las cinco _____ tal de que no nieve. **5.** Lo mediremos _____ ojo. **6.** Me detuve _____ echarle gasolina al carro. **7.** Me acosté _____ las diez _____ coraje. **8.** Me enojé _____ ellos porque los dos estaban hablando _____ la vez. **9.** Me gusta montar _____ caballo _____ vez en cuando. **10.** Me invitaron _____ cenar _____ un restaurante que se especializa _____ comida mexicana.

Ejercicio 4.4 Llene cada espacio en blanco con **a, al, de, del, en, con** o **Ø** (nada), según parezca más lógico.

1. Nadie se había fijado _____ el cambio que ocurrió desde que se habían quejado _____ su horario. **2.** Necesitamos tratar esto más _____ fondo, pero _____ este momento no tengo tiempo. **3.** No veo _____ mis amigos _____ estos lentes. **4.** Nos pusimos _____ llorar cuando nos enteramos _____ terremoto que hubo _____ Los Ángeles. **5.** Nunca se resignará _____ ser menos famoso. **6.** Por favor, lleguen _____ tiempo *(puntualmente)*. **7.** Quisiera que se rieran _____ mis chistes, y no _____ mí. **8.** _____ cuanto empezó a ir a la escuela, Roberta aprendió _____ defenderse. **9.** Sabemos que tardan mucho _____ llegar a su destino. **10.** Se casó _____ ella _____ los tres años de ser su novio.

Ejercicio 4.5 Llene cada espacio en blanco con **a, al, de, del, en, con** o **Ø** (nada), según parezca más lógico.

1. Se enamoró _____ ella cuando le enseñó _____ bailar el tango. **2.** Se negó _____ tomarse la píldora. **3.** Se quedaron _____ mis propuestas _____ vez de las suyas. **4.** Si esos niños no dejan _____ meterse _____ mi hijo, tendré que hablar _____ sus padres. **5.** Soñé _____ mi novia. **6.** Su hijo le pidió _____ dinero porque pensaba _____ comprarle un regalo a su madre. **7.** Subían _____ la montaña _____ frecuencia. **8.** Van _____ regalarle una novela _____ misterio. **9.** Ves a tus padres _____ menudo, y ellos siempre se alegran _____ verte. **10.** Volvieron _____ sentarse _____ frente de mí.

Ejercicio 4.6 Llene cada espacio en blanco con **a, al, de, del, en, con** o **Ø** (nada), según parezca más lógico.

1. Ya empezaron _____ salir las flores. **2.** _____ fuerza de hacer tanto ejercicio, bajó de peso. **3.** _____ niña, se acostumbró _____ desayunar temprano. **4.** _____ repente tuvieron que entrar _____ causa de la tormenta. **5.** _____ respecto a ese asunto, parece que lo resolvieron ayer. **6.** ¿Me podrían ayudar _____ terminar este trabajo? **7.** —¿Qué haces? —Estoy buscando _____ mi libreta _____ direcciones. **8.** ¿Te atreverás _____ jugar? **9.** Le presté el libro _____ mi amigo _____ buena gana. **10.** Estudiamos _____ Miami.

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Ejercicio 4.7 Llene cada espacio en blanco con **a, al, de, del, en, con** o **Ø** (nada), según parezca más lógico.

1. Iremos _____ tal de que no llueva. **2.** —Anoche nevó. —¿_____ veras? **3.** Mis hijos aprenderán _____ tocar el piano desde muy jóvenes. **4.** Pienso _____ ti _____ menudo. **5.** ¿Qué piensan tus padres _____ mis amigos? **6.** No te olvides _____ traerte las llaves. **7.** Nunca dejarán _____ quererte. **8.** Pronto se acostumbrarán _____ la comida picante. **9.** Decidí ir de compras _____ vez de estudiar. **10.** La tormenta empezó _____ repente. **11.** _____ veces es saludable no hacer nada. **12.** ¿Tú te atreves _____ hablarle? **13.** No pudimos ir _____ causa de la lluvia. **14.** Mis padres nunca consentirán _____ dejarme ir contigo.

Prepositions (Individual Prepositions: para, por)

Chapter 4.A.3.e–f, pages 114–117

Ejercicio 4.8 Llene. cada espacio en blanco con **por, para** o **Ø** (nada), según parezca más lógico.

1. Fueron al centro ____ visitar el museo. **2.** Fueron al mercado ____ verduras. **3.** Toma: este regalo es ____ ti. **4.** Viajaron ____ toda la isla. **5.** Hay ____ lo menos quinientas personas aquí. **6.** Prometieron que terminarían toda la construcción en el edificio ____ el semestre entrante. **7.** Me gusta pasearme ____ la mañana. **8.** Pasaremos ____ casa de tu abuelita en camino al partido. **9.** Lo dijeron ____ que sus vecinos lo oyeran ____ lo que implicaba sobre sus hijos. **10.** ____ fin llegó el cartero.

Ejercicio 4.9 Llene cada espacio en blanco con **por, para** o **Ø** (nada), según parezca más lógico.

1. Buscó _____ el documento en su disco duro, pero no lo encontró. **2.** ¡Cálmate! ¡No es _____ tanto! **3.** Necesito medicina _____ curarme. **4.** Lo tomaron _____ idiota. **5.** Espera _____ mi mensaje. **6.** Fueron a la tienda _____ comprar lo necesario. **7.** Te agradezco _____ la ayuda. **8.** No pudieron salir _____ la tormenta. **9.** La llamaremos _____ teléfono. **10.** Saldrán _____ Madrid en la madrugada.

Ejercicio 4.10 Llene cada espacio en blanco con **por, para** o **Ø** (nada), según parezca más lógico.

1. —¿Quieres bailar? —¡_____ supuesto! **2.** No estaba _____ bromas. **3.** _____ lo general no me gusta levantarme tarde. **4.** _____ más dinero que gane, no es feliz. **5.** Tendremos que comprar _____ lo menos cuatro docenas. **6.** Le queda un trabajo _____ escribir. **7.** Se enfermó _____ comer tanto.

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8. _____ llegar al museo, hay que pasar _____ el parque. **9.** Acabo de entrar; _____ eso tengo frío. **10.** Jorge se esfuerza _____ sacar las mejores notas de la clase.

Prepositions (Review)

Ejercicio 4.11 Traduzca las oraciones, prestando atención a las preposiciones. Puede ser cualquier preposición, o ninguna. Para *you*, use el informal singular (tú).

1. *They worry about you.* **2.** *He fell in love with her.* **3.** *It consists of two sections.* **4.** *The decision depends on all of us.* **5.** *They laughed at him.* **6.** *I dream about you every night.* **7.** *They said good-bye to her.* **8.** *I do not want my ideas to influence your decision.* **9.** *She married my brother.* **10.** *He stopped drinking.*

Ejercicio 4.12 Traduzca las oraciones, prestando atención a las preposiciones. Puede ser cualquier preposición, o ninguna. Para *you*, use el informal singular (tú).

1. *We arrived in Santa Cruz de Tenerife at two.* **2.** *She opposes everything I say.* **3.** *I try to help.* **4.** *I realized my mistake.* **5.** *She thanked me for the favor.* **6.** *We got onto the bus.* **7.** *Their house is five miles away.* **8.** *I met my friends at the restaurant.* **9.** *She studies at the university.* **10.** *They will be the first to leave.*

Ejercicio 4.13 Traduzca las oraciones, prestando atención a las preposiciones. Puede ser cualquier preposición, o ninguna. Para *you*, use el informal singular (tú).

1. *We must think about the environment* (el medio ambiente) *every day.* **2.** *The solution proposed by the president is debatable* (discutible). **3.** *I noticed the change.* **4.** *At this moment I am helping another customer.* **5.** *They became angry at me because of my mistake.* **6.** *We looked at the clock.* **7.** *He saw his sister.* **8.** *I asked you for money, not for advice.* **9.** *I just ate.* **10.** *They work for me.*

Ejercicio 4.14 Traduzca las oraciones, prestando atención a las preposiciones. Puede ser cualquier preposición, o ninguna. Para *you*, use el informal singular (tú).

1. *I sent it airmail.* **2.** *They went to the store for bread.* **3.** *I have two papers left to write.* **4.** *We will have finished by ten.* **5.** *For a child, he knows a lot.* **6.** *They left for Guatemala yesterday.* **7.** *They are looking for their keys.* **8.** *They talked for three hours.* **9.** *She worries about you.* **10.** *What is this for?*

Ejercicio 4.15 Llene cada espacio en blanco con la preposición adecuada; si no se necesita nada, use el símbolo **Ø.**

Cuando primero llegué **(1)** _____ Guadalajara, viví **(2)** _____ un apartamento con mi esposa María y mis dos hijas. Fuimos **(3)** _____ esa ciudad porque María es **(4)** _____ allí, y **(5)** _____ esta manera ella podía estar cerca **(6)** _____ su familia.

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Al principio yo daba clases **(7)** _____ el instituto cultural, pero el salario no era suficiente **(8)** _____ pagar el alquiler de una casa. **(9)** _____ eso empecé a buscar **(10)** _____ otros trabajos, y después de unos años alquilé una casa, y pudimos entonces vivir más cómodamente.

Ejercicio 4.16 Llene cada espacio en blanco con la preposición adecuada; si no se necesita nada, use el símbolo **Ø.** Si es necesaria una contracción de **a** o **de** con el artículo, ponga **al** o **del.**

Esta mañana llegué **(1)** _____ la cancha **(2)** _____ tenis **(3)** _____ mi mejor amiga, Sofía, porque queríamos practicar **(4)** _____ un poco antes **(5)** _____ tener que irnos **(6)** _____ el trabajo. Ambas trabajamos **(7)** _____ el centro y nos preocupamos **(8)** _____ llegar **(9)** _____ tiempo; **(10)** _____ eso tuvimos que empezar **(11)** _____ temprano nuestra práctica. **(12)** _____ poder jugar ahí tenemos que pagarle **(13)** _____ una mensualidad **(14)** _____ el club pero no es mucho. También, tenemos que vestirnos **(15)** _____ blanco porque así son las reglas **(16)** _____ el club. La cancha se encuentra **(17)** _____ una localidad muy lejos **(18)** _____ el centro. Hoy nos hubiera gustado quedarnos **(19)** _____ buena gana todo el día porque no teníamos ganas **(20)** _____ regresar **(21)** _____ el centro.

Ejercicio 4.17 Llene cada espacio en blanco con la expresión preposicional más apropiada para traducir lo que se encuentra entre paréntesis.

a caballo, a eso de, a la vez, a pesar de, a pie, de pie, a veces, al menos, en cambio, enseguida, por lo general

Los vecinos de la finca tenían toda clase de vehículos, y **(1)** _____ *(generally)* venían en camioneta, aunque **(2)** _____ *(sometimes)* también venían **(3)** _____ *(on foot)*, **(4)** _____ *(in spite of)* la distancia; ese día, **(5)** _____ *(however)*, vinieron a visitarnos **(6)** _____ *(on horseback)*. **(7)** _____ *(Around)* las cuatro de la tarde los vimos de lejos, todos **(8)** _____ *(at once)*, y **(9)** _____ *(immediately)* entramos a preparar algo de comer, porque así es en el campo, cuando viene alguien, hay que ofrecerle de beber y de comer, y darle la hospitalidad que se merece. **(10)** _____ *(At least)* hay que tener algo para ofrecerles. Entraron, y se sentaron en la sala. Algunos se quedaron **(11)** _____ *(standing)*, pero todos se veían muy contentos.

Ejercicio 4.18 Llene cada espacio en blanco con la expresión preposicional más apropiada para traducir lo que se encuentra entre paréntesis.

con tal de que, de esta manera, de vez en cuando, de modo que, con respecto a, de nuevo, de veras, de mala gana

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(1) _____ *(Regarding)* la cuestión de los salarios, el patrón está de acuerdo que se les aumente el salario a los empleados, **(2)** _____ *(so long as)* no se pase del tres por ciento, aunque en realidad tengo que decirle que el patrón aceptó esta idea **(3)** _____ *(unwillingly)*. En el futuro empleará gente nueva cada año, y **(4)** _____ *(this way)* se evitará tantos aumentos que **(5)** _____ *(really)* no se puede costear. **(6)** _____ *(Once in a while)* tendrá que aumentar **(7)** _____ *(again)* el sueldo de base **(8)** _____ *(so that)* no haya quejas demasiado extremas.

Ejercicio 4.19 Llene cada espacio en blanco con la expresión preposicional más apropiada para traducir lo que se encuentra entre paréntesis.

a tiempo, en cuanto, en cuanto a, enfrente de, en vez de, para siempre, por eso, por fin, por lo menos, por otra parte, por poco, por más que, por supuesto

¡**(1)** _____ *(Almost)* nos perdemos el concierto! **(2)** _____ *(Instead of)* tomar un taxi, decidimos viajar en autobús, y **(3)** _____ *(for that reason)* no teníamos ningún control sobre el tiempo. **(4)** _____ *(On the other hand*, *Besides)*, ninguno de nosotros había comprado boletos, **(5)** _____ *(however much)* hubiéramos discutido la necesidad de hacerlo temprano. **(6)** _____ *(In regard to*, *As far as . . . is concerned)* Roberto, pues **(7)** _____ *(of course)* no nos va a dejar olvidar que **(8)** _____ *(as soon as)* decidimos ir al concierto él nos dijo que consiguiéramos los boletos antes de ir porque si no tendríamos que esperar horas haciendo cola. **(9)** _____ *(Finally)* entramos justo **(10)** _____ *(on time)*, y pudimos disfrutar con el concierto. Pero tuve la mala suerte de tener **(11)** _____ *(in front of)* mí a un tipo con tanto pelo que yo no podía ver nada. Pero **(12)** _____ *(at least)* pude oír la música. Este será un recuerdo que guardaremos **(13)** _____ *(forever)*.

Ejercicio 4.20 Llene cada espacio en blanco con la preposición correcta o con el símbolo **Ø** (nada) si no se necesita preposición.

Acabo **(1)** _____ acordarme **(2)** _____ mi cita con el nuevo dentista. Le agradezco muchísimo **(3)** _____ la ayuda que me da. Él siempre se alegra **(4)** _____ verme, y se apresura **(5)** _____ atenderme con cuidado. Pero a fin de cuentas no me acostumbro **(6)** _____ este nuevo dentista: el problema es que no deja **(7)** _____ hablar, y yo, claro, no puedo contestar porque tengo la boca llena de instrumentos: hasta platica conmigo en español, se avergüenza **(8)** _____ sus errores, se burla **(9)** _____ sí mismo porque se da cuenta **(10)** _____ su falta de práctica. Aprendió **(11)** _____ hablar español en la universidad, y luego se casó **(12)** _____ una colombiana; convinieron **(13)** _____ hablar inglés la mayor parte del tiempo porque querían que sus hijos hablaran el idioma del país, y que no se convirtieran

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(14) _____ extranjeros en su propio país. Sin embargo, cada vez que puede, ella lo ayuda **(15)** _____ practicar su español para que no se le olvide.

Yo lo dejo **(16)** _____ hablar porque no me queda otra opción, pero francamente ya no puedo más. Mis amigos creen que estoy exagerando, e insisten **(17)** _____ que no es para tanto. Pero yo quiero comenzar **(18)** _____ buscar **(19)** _____ otro dentista, pero no sé si me voy a atrever **(20)** _____ explicarle por qué me voy.

Ejercicio 4.21 Llene cada espacio en blanco con la preposición correcta, con el **a** personal o con el símbolo **Ø** si no se necesita nada.

Pensó que estaba enamorado **(1)** _____ Blanca hasta que se encontró **(2)** _____ Victoria y se enamoró **(3)** _____ ella a primera vista. Desde ese momento su vida dependía **(4)** _____ ella, y no se detuvo **(5)** _____ pensar en el efecto que tendría en Blanca el que él se despidiera **(6)** _____ ella así, sin motivo, sin siquiera enojarse **(7)** _____ ella.

Cuando Blanca supo lo que había pasado, se empeñó **(8)** _____ quedarse **(9)** _____ su novio, y empezó **(10)** _____ hacer planes de toda clase para enterarse **(11)** _____ todos los movimientos de ambos. La vida le había enseñado **(12)** _____ ser fuerte, y pensaba **(13)** _____ que si se esforzaba **(14)** _____ obtener algo, lo conseguiría. En la universidad, se había especializado **(15)** _____ sicología, y se había fijado **(16)** _____ las injusticias que podían surgir si uno no insistía **(17)** _____ conseguir lo mejor para uno mismo.

Decidió **(18)** _____ llamar **(19)** _____ Victoria y pedirle que no se metiera **(20)** _____ su novio. La invitó **(21)** _____ cenar con ella en un restaurante esa noche: llegó temprano y esperó **(22)** _____ el gran momento. Por fin, cuando hablaron, vio que Victoria se interesaba mucho **(23)** _____ su novio, y se negó **(24)** _____ dejarlo.

Pero ese no sería el final de sus esfuerzos. Pensaría **(25)** _____ otro plan.

Ejercicio 4.22 Llene cada espacio en blanco con la preposición correcta o con el símbolo **Ø** (nada) si no se necesita preposición.

¿Conoces el cuento que se trata **(1)** _____ un trencito que no podía subir la cuesta? Esta es una versión un poco modificada de la tradicional.

Había una vez un trencito que quería subir por una montaña y no podía: llegaba hasta la mitad de la cuesta y ya no podía más: tenía que volver **(2)** _____ bajar. Todos los otros trenes se burlaban **(3)** _____ él. Lo tomaban **(4)** _____

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incompetente. Su mamá le decía que no se preocupara **(5)** _____ lo que los otros pensaban **(6)** _____ él, pero él no podía resignarse **(7)** _____ una vida de mediocridad. Soñaba **(8)** _____ poder subir esa cuesta y llegar hasta la cima. Un día decidió tratar **(9)** _____ llegar hasta la cima, pero sabía que necesitaría toda la suerte del mundo **(10)** _____ lograr su sueño: **(11)** _____ eso fue a la casa del brujo, y cuando le abrió su hija, preguntó **(12)** _____ el brujo, y ella fue a buscarlo. Cuando llegó el brujo, el trencito le pidió **(13)** _____ un favor: que le diera un talismán o algo **(14)** _____ ayudarlo a subir hasta la cima. El brujo se rio **(15)** _____ él y le dijo que se olvidara **(16)** _____ talismanes, que no podría subir nunca.

El trencito se enfureció y le gritó: "¡Sí que puedo, ya verás!" Rabiando, fue a la base de la cima, y se puso **(17)** _____ correr con todo el coraje que le había causado esta última vergüenza. Llegó hasta la mitad de la cuesta, pero esta vez no paró: olvidó **(18)** _____ su miedo y siguió subiendo; cuando le quedaba solo un metro **(19)** _____ llegar a la cima, se sintió sin fuerzas, pero se dijo "¡Sí que puedo! ¡Yo sé que sí puedo!", y poco a poco, usando toda su energía para cada vuelta de sus ruedas, terminó **(20)** _____ subir la cuesta.

Y así fue que el trencito logró lo que quería: convirtió la energía de su rabia en fuerza positiva.

B. ADVERBS

(Adverbs Ending in **-mente**, Word Order, Multiple-Function Words)

Chapter 4.B.2–4, pages 121–123

Ejercicio 4.23 Traduzca usando la palabra más apropiada de la lista en español y el orden correcto de palabras.

bien, derecho, distinto, duro, hondo, igual, limpio, rápido, raro

I used to get along (llevarse) *with my neighbors well, but the other day our relationship changed. I saw that their son wasn't playing fairly: whenever my daughter won, he would hit her, and he hit her hard. After seeing that twice, I decided I had to do something fast. I went straight to my neighbors' house, and told the mother what I had seen. She took a deep breath, and looked at me in a strange way. She told me she knew this: her son was short, but highly competitive. He couldn't play the same way as the rest: he had to play differently. It was natural.*

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Ejercicio 4.24 Reescriba las oraciones siguientes con el adverbio que corresponda al adjetivo entre paréntesis.

1. Terminaron de preparar el salón para la fiesta. (rápido) **2.** Mi abuela camina a la tienda y al correo. (lenta) **3.** Hablas el español. (bueno) **4.** Lleva una vida moral. (alto) **5.** Es necesario que el paciente respire. (hondo)

Adverbs (Adverbs of Time)

Chapter 4.B.5, pages 124–126

Ejercicio 4.25 Junte las oraciones usando adverbios de tiempo como transición.

(1) _____ *(Always)* he querido escribir una autobiografía, y **(2)** _____ (*the day before yesterday)* decidí que la iba a empezar. Sin embargo, **(3)** _____ *(when)* me senté a escribir, no podía decidir **(4)** _____ *(when)* debía comenzar la acción. Me preguntaba: ¿Empiezo **(5)** _____ *(now)*? ¿Empiezo en el pasado? Dieron las once de la noche y **(6)** _____ *(still not)* había escrito ni una palabra. **(7)** _____ *(So then)* decidí acostarme porque **(8)** _____ *(already)* era tarde.

(9) _____ *(Yesterday)* volví a sentarme para ver si podía inspirarme. Estuve tres horas tratando de escribir algo, pero no me gustaba nada. **(10)** _____ *(While)* escribía me sentía tonta, y sabía que **(11)** _____ *(never ever)* querría que nadie viera lo que estaba escribiendo. **(12)** _____ *(Soon)* decidí parar.

(13) _____ *(Last night)* soñé con mi autobiografía, y **(14)** _____ *(today)*, al despertarme, **(15)** _____ *(already)* estaba claro en mi mente lo que iba a escribir. **(16)** _____ *(Still not)* sabía las palabras exactas que usaría, pero sabía que escribiría sobre mis dudas. Y así fue que comencé a escribir mi autobiografía: estas son mis primeras palabras. Me siento como un **(17)** _____ *(newborn)* nacido, pero sé que **(18)** _____ *(tomorrow)*, cuando empiece a escribir de nuevo, me sentiré un poco más fuerte. Poco a poco, será lo más natural del mundo, y **(19)** _____ *(no longer)* tendré vergüenza ni dudas. **(20)** _____ *(Sooner or later)* saldrá una novela de todo esto.

Ejercicio 4.26 Llene cada espacio en blanco usando **ya, ya no, todavía** o **todavía no.**

(1) _____ *(Still)* recuerdo la primera noche en que vinieron a cenar mis suegros. Me dijeron que **(2)** _____ *(already)* habían comido, y claro que **(3)** _____ *(no longer)* tenían hambre. Yo no podía creerlo; pero como **(4)** _____ *(still not)* había terminado de preparar la cena, decidí no cocinar más, y sentarme a hablar con ellos sin comer nada. Esa noche mi marido no iba a poder llegar hasta la hora del postre, así que no importaba.

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Adverbs (Adverbs of Manner)

Chapter 4.B.6, pages 126–127

Ejercicio 4.27 Llene cada espacio en blanco con el adverbio de modo correcto.

—¿Cómo se prepara una tortilla española?

—Mira, se prepara **(1)** _____ *(like this):* bates **(2)** _____ *(well)* dos huevos, los pones a cocinar en un sartén con cebollas y papas cortadas en trozos y ya **(3)** _____ *(thoroughly)* cocinadas.

—Y ¿**(4)** _____ *(how)* la volteas?

—Esto es un arte. Tienes que hacerlo bien, porque si lo haces **(5)** _____ *(badly)*, la tortilla puede terminar en el piso. Necesitas algo del tamaño del sartén, **(6)** _____ *(like)* una tapa de olla.

—¿Y cuánto se cocina?

—Depende. A algunos les gusta más seca que a otros.

—Suena **(7)** _____ *(really)* fácil. ¿Hacemos una ahora?

—Está **(8)** _____. *(Okay.)*

Adverbs (Adverbs of Quantity)

Chapter 4.B.7, pages 128–129

Ejercicio 4.28 Llene cada espacio en blanco usando el adverbio de cantidad correcto.

Estoy **(1)** _____ *(rather)* cansada hoy. Dormí **(2)** _____ *(barely)* cuatro horas anoche, y no es **(3)** _____ *(enough)*. **(4)** _____ *(Almost)* no tengo fuerza. Además, hace **(5)** _____ *(too)* calor para trabajar, y me duele **(6)** _____ *(so much)* la cabeza que no puedo hacer nada. Quizás si camino **(7)** _____ *(a bit)*, me sienta mejor. Siempre como **(8)** _____ *(little)* para el desayuno, **(9)** _____ *(only)* pan o cereal, y por eso estoy **(10)** _____ *(half)* cansada todo el tiempo. El médico me dijo que debo ejercitarme **(11)** _____ *(more)* y tomar vitaminas. Me dijo que no debo tomar café, ni cenar **(12)** _____ *(too)* tarde. A veces creo que la salud exige **(13)** _____ *(too much)*, pero en realidad, si se pudieran ver los resultados de inmediato, no sería **(14)** _____ *(so much)*. ¿**(15)** _____ *(How much)* tengo que hacer para sentirme bien? Ahora mismo no estoy **(16)** _____ *(not at all)* satisfecha.

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Adverbs (Adverbs of Confirmation, Doubt, or Negation)

Chapter 4.B.8, pages 129–131

Ejercicio 4.29 Traduzca usando el adverbio de confirmación, duda o negación correcto. Para *you*, use el informal singular (tú).

"You are going to pay for our tickets, ***aren't you****?"*
"Yes, *but I am missing one dollar. Tony, do you* ***by any chance*** *have one you can lend me?"*
"No, *I don't have a dollar, but* ***I do*** *have 75 cents. Do you want it?"*
"Okay. Maybe *Julio or Vicky has the other 25 cents. Julio, do you have 25 cents?"*
"No."
"What about you, Vicky?"
"No, I don't ***either.***
"Well, *then,* ***maybe*** *we won't go to the movies. Do you want to go for a walk in the park?"*
"Oh, ***no****!* ***No way!"***

Ejercicio 4.30 Llene cada espacio en blanco con la palabra más apropiada de esta lista (use cada palabra solo una vez):

bueno, no, sí, tal vez, también, tampoco, ya

No sé por qué no puedo comer temprano en la mañana. Es un misterio. A todos mis hermanos les da hambre temprano y para cuando yo me levanto, ellos **(1)** _____ han desayunado. **(2)** _____ sea porque ceno muy tarde, pero ellos **(3)** _____ cenan tarde. **(4)** _____, el problema no es grave. ¿Acaso me estoy muriendo de hambre? ¡De ninguna manera! Como cuando quiero, y cuando **(5)** _____ tengo ganas, no como. Lo que **(6)** _____ he notado como diferencia entre mis hermanos y yo es que ellos tienen más energía que yo durante todo el día. Pero no voy a dejar que eso me preocupe, ni **(7)** _____ voy a dejar que me preocupe la falta de apetito. A cada quien lo suyo, como dicen.

Adverbs (Adverbial Phrases)

Chapter 4.B.9, pages 132–133

Ejercicio 4.31 Llene cada espacio en blanco usando la locución adverbial correcta.

Ayer fui al cine por primera vez en años y vi una película que me encantó. Había mucha gente y **(1)** _____ *(often)* había partes de mucho miedo y todos gritaban.

(continued)

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Yo descansaba muy **(2)** _____ *(comfortably)* en mi butaca, tanto que **(3)** _____ *(almost)* me duermo. Me parece que la segunda mitad de la película solo la entendí **(4)** _____ *(halfway)*, y **(5)** _____ *(as a matter of fact)*, me perdí el final. Sin embargo, estoy seguro de que sé lo que pasó **(6)** _____ *(at the end)*, aunque no estaré satisfecho **(7)** _____ *(until)* verificarlo con alguien. **(8)** _____ *(Oh well)*, yo estoy contento porque **(9)** _____ *(finally)* fui al cine, y **(10)** _____ *(all in all)*, me gustó la experiencia. Solo quisiera encontrar **(11)** _____ *(sometime)* **(12)** _____ *(somewhere)* un cine que no fuera tan caro.

Adverbs (Adverbs of Place)

Chapter 4.B.10, pages 133–136

Ejercicio 4.32 Llene cada espacio en blanco con el adverbio de lugar correcto.

—Nos acabamos de mudar a un edificio de apartamentos de dos pisos: hay cuatro apartamentos, dos **(1)** _____ *(below)* y dos **(2)** _____ *(above);* dos de estos están **(3)** _____ *(in front)* y dos **(4)** _____ *(in back)*. **(5)** _____ *(Outside)* hay un jardín precioso. ¿**(6)** _____ *(Where)* vives tú?

—Yo vivo **(7)** _____ *(here)*, en este edificio. Mi apartamento se encuentra **(8)** _____ *(inside)* a la derecha. ¿Quieren entrar?

—Sí, gracias.

—Vengan (**9**) _____, pues. Déjenme enseñarles el apartamento. **(10)** _____ *(There)* está la sala, **(11)** _____ *(across)* están las recámaras, **(12)** _____ *(over there)* está el baño.

—¡Qué bello apartamento! Bueno, gracias por todo. Ya nos tenemos que ir.

—¿**(13)** _____ *(Where)* van?

—Tengo una cita con el médico.

—¿Tienen que ir **(14)** _____ *(far)*? Si quieren, los llevo.

—No, muchas gracias. El consultorio del médico solo queda a dos cuadras.

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Adverbs (Related Adverbs and Prepositions)

Chapter 4.B.11, pages 136–137

Ejercicio 4.33 Subraye la selección correcta para el contexto.

Mis vecinos de (**1.** abajo/bajo/debajo de) son recién casados y llevan una vida muy romántica, pero extraña a la vez. Los dos son estudiantes universitarios, y ella toma una clase conmigo. Siempre se sienta (**2.** adelante/delante de) mí. Ella y su marido se pasan los fines de semana (**3.** afuera/fuera de), trabajando (**4.** atrás/detrás de/tras) su garaje en motores de diferentes tipos. Es muy común verlos trabajar juntos en un mismo coche: recuerdo una mañana cuando él estaba parado (**5.** enfrente/frente a) un coche, trabajando con la cabeza metida (**6.** adentro/dentro de) el capó [*the hood*], y ella estaba acostada (**7.** abajo/bajo/debajo de) el mismo coche, haciendo algo con el aceite, creo. Yo tenía miedo que algo fuera a pasarles, pero nunca les pasa nada. A veces se pelean porque los dos quieren la misma herramienta, y terminan con carreras, en que uno corre (**8.** atrás/detrás de/tras) el otro para quitarle algo. De vez en cuando se sientan (**9.** abajo/bajo/debajo de) un árbol para descansar. El sábado pasado él salió solo; yo supuse que ella se había quedado (**10.** adentro/dentro de) porque estaría enferma, o algo así.

C. CONJUNCTIONS

(Usage, Conjunctions of Coordination)

Chapter 4.C.1–2, pages 138–139

Ejercicio 4.34 Llene cada espacio en blanco con la conjunción de coordinación correcta: **y, e, o, u, pero, ni… ni, no solo,** o **sino.**

Rafael Correa entró al cuartel donde los policías sublevados agredieron (**1**) _____ hirieron al presidente; su escolta tuvo que sacarlo para llevarlo al hospital. Él quiso salir del hospital de inmediato, (**2**) _____ su escolta se lo impidió. Cuando le preguntó un periodista si sintió miedo durante el incidente, el presidente contestó lo siguiente: "No sentí miedo, (**3**) _____ indignación y tristeza". Luego añadió: "No me creo (**4**) _____ héroe (**5**) _____ mártir: hice lo que creí que tenía que hacer en ese momento." Más tarde, explicó: "Para nosotros el golpe no ha terminado: tenemos que estar atentos porque hay muchos grupos que intentan atentar contra el proceso de cambio, (**6**) _____ en Ecuador, sino en toda la región." De un modo (**7**) _____ otro, el presidente se empeñaría en reducir la corrupción en su país.

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Ejercicio 4.35 Traduzca, usando **pero, sino** o **sino que** para traducir *but.*

1. *I was afraid but I did it.* **2.** *It wasn't blue, but red.* **3.** *It wasn't blue, but I bought it anyway.* **4.** *I didn't buy a red car, but a blue one.* **5.** *I didn't want a red car, but I bought one anyway.* **6.** *I wanted a red car, but instead I bought a blue one.* **7.** *I didn't buy the car, but rather I sold it.*

Ejercicio 4.36 Junte la información que sigue para formar un párrafo; use conjunciones de coordinación donde se necesiten.

Norberto me llamó. Norberto me contó de su viaje a México. Me contó de su viaje a Puerto Rico. Le gustó mucho México. Se enfermó con la comida. Le encantó Puerto Rico. Sufrió del calor. El lugar que más le gustó no fue México: fue Puerto Rico. Le gustó más no solo porque tiene muchas playas; también porque es una isla. Pudo conocerla mejor en el poco tiempo que tenía.

Conjunctions (Conjunctions of Subordination)

Chapter 4.C.3, pages 139–140

Ejercicio 4.37 Llene cada espacio en blanco con la conjunción de subordinación **que** cuando se necesite. Si no se necesita nada, use el símbolo **Ø.**

Yo no sabía **(1)** _____ iban a venir todos juntos a **(2)** _____ cenar. Pensé **(3)** _____ solo venías tú, Julio, y **(4)** _____ los demás se encontrarían con nosotros en el bar para **(5)** _____ celebrar. Pero ahora **(6)** _____ están aquí, pues bienvenidos. No quiero **(7)** _____ se vayan sin **(8)** _____ comer. Creo **(9)** _____ tengo suficiente, y si no, entre todos preparamos algo. También Laura me dijo **(10)** _____ venía. Bueno, pues, déjenme **(11)** _____ servirles un vinito o algo para **(12)** _____ pueda ya empezar la fiesta.

Ejercicio 4.38 Traduzca las oraciones siguientes usando las conjunciones de coordinación y de subordinación apropiadas.

You said you were going to the store to buy milk. I told you we didn't need just milk, but bread as well. I see you bought neither bread nor milk, but instead you rented a video.

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D. TRANSITIONS

Chapter 4.D, pages 140–145

Ejercicio 4.39 Llene cada espacio en blanco con la transición correcta.

(1) _____ *(In general)*, me gusta más el teatro que el cine. **(2)** _____ *(In the first place)*, el teatro es más emocionante **(3)** _____ *(because)* los actores están allí mismo frente a uno; **(4)** _____ *(secondly)*, el acto de ir al teatro es un evento en sí. **(5)** _____ *(However)*, me parece que además de lo divertido que es ver una obra desarrollarse, existe un suspenso especial en el teatro, que es el de la posibilidad de que alguno de los actores cometa un error. **(6)** _____ *(In fact)*, a veces me pregunto si **(7)** _____ *(actually)* no vamos al teatro no tanto con el propósito de ver una obra maravillosa, sino **(8)** _____ *(perhaps)* para sentir una comunión humana con los actores que la representan. ¿**(9)** _____ *(By chance)* no sienten otros lo que siento yo, que al escuchar cada palabra que enuncian los actores, en vez de perderme en la ilusión de la obra, me la paso esperando bajo tensión la próxima palabra, siempre con la duda de que se le vaya a olvidar, o que se vea que solo es un acto? Cuando **(10)** _____ *(unfortunately)* un actor comete algún error, se confirma en mí la necesidad original de mi presencia allí: la de ser testigo de la humanidad que se esfuerza por alcanzar la perfección fuera de sí misma, pero que no siempre lo logra, y **(11)** _____ *(as a result)* nos recuerda nuestra propia humanidad. Si la obra tiene defectos, la aplaudo **(12)** _____ *(in spite of)* todo; aplaudo en ella el esfuerzo humano, y me siento un poco mejor, **(13)** _____ *(maybe)* por haber logrado ver estos defectos. **(14)** _____ *(On the other hand)*, cuando **(15)** _____ *(fortunately)* la obra sale perfecta, aplaudo más ruidosamente, aplaudo el logro de los actores; y **(16)** _____ *(yet)*, me queda una leve sensación de inferioridad, al menos hasta el momento en que pienso en la noche siguiente, cuando estos actores tendrán que volver a actuar con la misma perfección, y que existe todavía la posibilidad de que alguno de ellos se equivoque.

(17) _____ *(Regarding)* las películas, el placer es totalmente distinto: casi siempre logran eliminar los defectos antes de mostrar la película, y **(18)** _____ *(for the most part)* lo que queda está mecánicamente perfecto. Han perfeccionado **(19)** _____ *(more and more)* la tecnología visual y el arte de manipular al público. Como público de cine, ya no somos testigos de la humanidad de los actores, sino clientes que han comprado dos horas de distracción. Yo al menos me pierdo en la ilusión dramática de las películas, o **(20)** _____ *(in any case)* es lo que trato de hacer. No me concentro **(21)** _____ *(almost ever)* en las palabras que enuncian los actores ni en su arte. **(22)** _____ *(In the end)*, si una película no me deja disfrutarla sin distracciones, me da coraje, y no pienso para nada en la humanidad sino en el dinero que desperdicié.

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Ejercicio 4.40 Añada la transición más lógica de la lista para cada espacio en blanco.

a fin de cuentas, a pesar de, además, casi siempre, con respecto a, de hecho, por consiguiente, por ejemplo, por eso, por lo tanto, por otro lado, porque, según, ya que

Mi sobrina acaba de cumplir los quince años: es muy bonita, y **(1)** _____ ha decidido tratar de hacerse modelo, **(2)** _____ los peligros que esa profesión conlleva. **(3)** _____ sus padres, es aceptable que se haga modelo, **(4)** _____ es una joven muy madura para su edad. **(5)** _____, puede reconocer la malicia de otros, y **(6)** _____ no cae en las trampas tradicionales como tantas jóvenes hoy en día.

(7) _____ el trabajo en sí, no es tan fácil como parece. **(8)** _____, es posible que sea uno de los más agotadores. Las sesiones de fotografía, **(9)** _____, pueden tomar hasta seis horas corridas, y las modelos deben mantenerse bellas y frescas, sin ningún rasgo de cansancio ni de mal humor. **(10)** _____, deben comer con muchísimo cuidado para mantener su cutis impecable. Y, **(11)** _____ los fotógrafos pueden pedirles en una misma sesión que se vean de playa o de románticas moribundas, deben evitar el sol y todo lo que pueda afectar su color.

(12) _____, el trabajo tiene aspectos divertidos. La modelo es el centro de atención, la visten y la maquillan para transformarla todo el día. Y **(13)** _____ tienen que viajar a diferentes partes del mundo.

(14) _____, la experiencia tiene que ser buena.

Chapter 4 Review

Ejercicio 4.41 Llene los espacios en blanco con preposiciones, conjunciones, adverbios o expresiones; si no necesita nada para un espacio en blanco, use el símbolo **Ø;** algunos espacios en blanco pueden tener más de una palabra.

El debate sobre la igualdad de los hombres **(1)** _____ las mujeres nunca va **(2)** _____ terminar, y en el mundo hispanohablante es un debate que para algunos lucha contra la cultura misma **(3)** _____ manera brutal. Hay dos preguntas básicas que nunca se han contestado bien: **(4)** _____, ¿qué hay de malo con que haya diferencias? **(5)** _____, ¿cuáles son las diferencias que realmente deberían de cambiar?

(6) _____ la primera pregunta, vamos a ver qué puede haber de malo. **(7)** _____ yo, es malo que haya dominación de cualquier individuo, mujer **(8)** _____ hombre. Es malo también que haya maltrato físico **(9)** _____ mental, y que algunos tengan más

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derechos humanos que otros. **(10)** _____, no sé si es malo reconocer que **(11)** _____ hay ciertas diferencias puramente físicas que no se pueden cambiar: la mujer tolera el dolor mejor que el hombre, **(12)** _____ puede alzar menos peso que él; la mujer tiene más aguante que el hombre en todos los sentidos, pero el hombre es probablemente mejor **(13)** _____ la guerra **(14)** _____ su agresividad. Claro que, en un mundo de paz, eso no importaría **(15)** _____ nada; **(16)** _____, uno se pregunta si habría tanta guerra si las mujeres gobernaran el mundo.

(17) _____ la segunda pregunta, **(18)** _____ empezamos a contestarla arriba: debemos insistir **(19)** _____ eliminar las diferencias que le quitan a la mujer los derechos humanos. Es fácil decir esto, **(20)** _____ las implicaciones son inmensas. En la cultura hispana, donde la mujer y el hombre tienen papeles **(21)** _____ claramente marcados en la vida cotidiana, uno pensaría **(22)** _____ un cambio de este tipo podría representar un peligro, y que habría que resignarse **(23)** _____ las diferencias con tal de no perder la base cultural que nos identifica. Algunos dicen que si la mujer se empeña **(24)** _____ ser igual al hombre en la vida profesional, y deja **(25)** _____ dedicarse al doble oficio de madre y cuidadora del hogar, **(26)** _____ el núcleo familiar, que **(27)** _____ es el centro de ese mundo, se desintegraría como ha pasado con la familia estadounidense. Pero hemos visto que **(28)** _____ existe en el mundo hispano una liberación femenina que no solo no ha destruido la cultura, **(29)** _____ la ha enriquecido: la mujer hispana moderna es profesional, instruida y madre y esposa **(30)** _____. El hombre hispano moderno **(31)** _____ es profesional, instruido y padre y marido. Ambos se esfuerzan **(32)** _____ apoyar al otro en estos cambios, y **(33)** _____ las dificultades, han logrado crear un nuevo mundo donde la cultura hispana, que **(34)** _____ de por sí era un modelo por el énfasis que le daba a la familia, se ha vuelto **(35)** _____ más poderosa internacionalmente.

(36) _____, este debate nunca se resolverá **(37)** _____ nunca se eliminarán las diferencias entre dos seres naturalmente diferentes. Lo que **(38)** _____ se puede resolver es lo que el ser humano creó como diferencias, y, **(39)** _____, eso es lo único que merece nuestra atención.

Ejercicio 4.42 Temas de ensayo y de práctica oral

a. Ensayo

Prestando atención al uso de preposiciones, adverbios, conjunciones y transiciones, escriba un párrafo sobre uno de los temas siguientes:

1. las aventuras de un gato que atrapa a un pájaro y lo mete en la casa de su dueño para jugar.

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2. las aventuras de un ratoncito que se encuentra un enorme queso suizo.

3. las aventuras de un niño que se pierde en el bosque.

4. una experiencia ambigua, que fue buena por ciertas razones pero mala por otras. Elabore al máximo la ambigüedad de sus sentimientos.

b. Práctica oral

1. Pídale a un amigo hispano que le cuente su cuento de niños favorito. Escuche con cuidado para ver cómo usa las preposiciones, los adverbios, las conjunciones y las transiciones. Usando preposiciones, adverbios, conjunciones y transiciones, haga algunas preguntas mientras su amigo cuenta, para aclarar más (por ejemplo: Y ¿el niño ya no estaba con ellos? ¿Todavía estaba de pie? Pero, ¿iban a pie o a caballo? ¿Cuánto se tardaron en llegar? Entonces, ¿se estaba burlando descaradamente de ella? Cuando llegó, ¿no se fijó en el cambio? Y después, ¿no preguntó por su padre? Según ellos, ¿la desconocida era mala o buena? ¿Es por eso que lo mató? etc.).

2. Pídale instrucciones a un amigo hispano para llegar a algún lugar (escoja un lugar al que usted ya sepa llegar, para asegurarse de comprender bien el uso de preposiciones, adverbios y conjunciones). Usando preposiciones, adverbios, conjunciones y transiciones, haga algunas preguntas para asegurarse de comprender las direcciones.

3. Conversación informal: Comparen entre ustedes sus lugares de residencia y su dormitorio en la casa de sus padres. Presten atención a su uso de preposiciones, adverbios, conjunciones y transiciones.

4. Debate: La mejor jugada. Comparen maldades o travesuras *(tricks*, *practical jokes)* que ustedes les han hecho a otros, o que saben que otros han hecho, y decidan cuál se gana el premio. Presten atención al uso de preposiciones, adverbios, conjunciones y transiciones.

5. Encuesta: Tradiciones culturales. Fuera de clase, haga una encuesta *(poll)* informal entre estudiantes y profesores hispanos sobre sus tradiciones culturales favoritas. Preste atención a su uso de preposiciones, adverbios, conjunciones y transiciones, y haga preguntas para practicar. Tome apuntes para preparar un informe *(report)* para la clase.

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Chapter 5 Verbs: Formation

A. INDICATIVE MOOD

(Present Indicative)

Chapter 5.A.1, pages 148–154

Ejercicio 5.1 Conjugue cada verbo en la primera persona singular del presente del indicativo **(yo).**

Cariño mío, te (**1.** amar). Todos los días (**2.** escuchar) tu música, y solo (**3.** comer) lo que te gusta. Ahora (**4.** vivir) por ti; cuando (**5.** hablar) con otros, es contigo en mente; y si (**6.** caminar) por el pueblo, es contigo a mi lado. Ya no (**7.** hacer) nada para mí ni para nadie. Ya no (**8.** beber) más que agua fresca, tu bebida favorita. Cuando (**9.** abrir) la puerta para salir, estás ahí. Aún cuando (**10.** apagar) la luz en la noche, tu presencia me da fuerza.

Ejercicio 5.2 Conjugue cada verbo en la primera persona singular del presente del indicativo **(yo).**

No sé por qué (**1.** mentir) tanto, y (**2.** seguir) mintiendo. Les (**3.** pedir) a mis amigos y a mi familia que me perdonen, pero luego (**4.** repetir) el mismo error. Siempre les (**5.** comentar) a ellos que (**6.** mezclar) la verdad con la fantasía, y así (**7.** impedir) que olviden mis mentiras. Si me critican, no (**8.** defenderse) nunca porque en realidad (**9.** querer) el castigo que me da su crítica. Cada vez que puedo, (**10.** elegir) criticarme yo mismo primero, y así (**11.** conseguir) mi propio castigo. Creo que es mejor si (**12.** revelar) mi crimen, y así me (**13.** servir) yo mismo de juez. Pero luego (**14.** cansarse) de tanto luchar conmigo mismo, y (**15.** cerrar) los ojos y (**16.** sentir) que (**17.** comenzar) a olvidarlo todo. A veces (**18.** pensar) que si (**19.** perderse) en el sueño, todo lo malo desaparecerá.

Ejercicio 5.3 Conjugue cada verbo en la tercera persona singular del presente del indicativo **(él/ella).**

Como cada día al despertarse, este día especial del año, Roberto, que es un hombre de hábitos muy establecidos, (**1.** pensar) en lo que (**2.** querer) hacer. Antes de levantarse, se (**3.** hacer) la lista de sus actividades: (**4.** recordar) que este día siempre (**5.** recoger) las hojas y (**6.** podar) las ramas largas, luego, cuando ya le (**7.** doler) el cuello, va al pueblo y (**8.** votar), porque hoy (**9.** ser) el día de las

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elecciones. Después (**10.** volver) a su casa, va al patio que (**11.** oler) a aire fresco y (**12.** acostarse) en el sofá a tomar la siesta. Después de la siesta (**13.** ir) al club y (**14.** jugar) al tenis con sus amigos.

Pero cuando (**15.** levantarse) y (**16.** mirar) por la ventana, (**17.** ver) que hoy es diferente: (**18.** llover) sin parar. Roberto apenas (**19.** dominar) su frustración lo suficiente para llamar a su madre. Le (**20.** contar) de sus frustraciones, hasta que ella lo (**21.** interrumpir) para decirle del accidente de la noche anterior en que la tormenta destruyó el techo de su casa: ella (**22.** llorar), porque no (**23.** poder) imaginarse cómo se va a resolver su problema. Roberto (**24.** salir) corriendo a casa de su madre, bajo la lluvia que ni siquiera (**25.** sentir), y en camino, (**26.** jurar) ya no darle tanta importancia a sus pequeños hábitos y tratar de poner las cosas en perspectiva.

Ejercicio 5.4 Conjugue cada verbo en la tercera persona singular del presente del indicativo **(él/ella).**

Sentado en una silla central, con la pierna izquierda doblada sobre la derecha y con la sonrisa vivaracha del que (**1.** recordar) sus travesuras, el nonagenario les (**2.** contar) de su rutina diaria a unos quince párvulos del colegio infantil.

Antes de comenzar, (**3.** sentir) en el aire el interés de su público infantil que (**4.** jugar) nerviosamente con sus lápices y papeles. Los (**5.** mirar) cariñosamente y les (**6.** decir): "¿qué desean saber de mí?"

(**7.** Pensar) en sus biznietos mientras (**8.** ver) las manitas que se levantan tímidamente para llamar su atención. Cada uno (**9.** participar) a su debido tiempo: que si se (**10.** acostar) temprano, que si se (**11.** levantar) tarde, que si (**12.** poder) caminar sin ayuda del bastón, que si (**13.** salir) de noche, que si (**14.** dormir) a la intemperie, que si le (**15.** doler) la rodilla izquierda, que si (**16.** ser) de la ciudad, que si (**17.** oír) los pájaros, que si (**18.** oler) las flores, que si (**19.** asistir) a la escuela, que si (**20.** tener) que estudiar, y así se desarrolla su presentación, hasta el último alumno, que (**21.** recortar) una lámina de una revista mientras (**22.** hacer) su pregunta: "¿Por qué es imposible estornudar con los ojos abiertos?"

Así termina su mañana nuestro nonagenario, se (**23.** ir) a la biblioteca, (**24.** reanudar) su lectura y al terminar, (**25.** escoger) otro libro para mañana mientras (**26.** fingir) caminar bien sin bastón. (**27.** Merecer) todo nuestro respeto.

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Ejercicio 5.5 Conjugue cada verbo en la primera persona singular del presente del indicativo **(yo).**

1. Siempre (proteger) a mis hijos primero. **2.** Sé que si (seguir) trabajando sin parar, voy a terminar a tiempo. **3.** Creo que (obedecer) demasiado a mis superiores. **4.** Cuando (traducir) del inglés al español, a veces uso anglicismos sin darme cuenta. **5.** Cada vez que patino, me (torcer) un tobillo. **6.** Si (recoger) mi ropa todos los días, hay menos desorden. **7.** De vez en cuando (conseguir) lo que quiero, pero no siempre. **8.** No sabes cuánto te (agradecer) tu ayuda. **9.** Temprano en la mañana (producir) más. **10.** No me (convencer) de la necesidad de comprar un auto nuevo.

Ejercicio 5.6 Conjugue cada verbo en la segunda persona singular del presente del indicativo **(tú)**.

1. Si (enviar) la carta esta mañana, te contestarán más rápido. **2.** Veo que (continuar) con el mismo trabajo. **3.** ¿No crees que (actuar) con demasiada precipitación? **4.** ¿Siempre (reunir) a todos tus amigos en tu casa para celebrar el Año Nuevo? **5.** Si no (criar) a tus hijos con amor, pueden tener problemas sicológicos más tarde en la vida. **6.** ¿Cuándo (graduarse)? **7.** Creo que (guiar) muy bien. **8.** Me parece que (confiar) demasiado en la gente. **9.** No siempre (concluir) lo mismo que yo. **10.** Siempre (huir) de la verdad.

Ejercicio 5.7 Conjugue cada verbo en el presente del indicativo de la persona indicada por el contexto.

1. No nos gusta sacar la basura: por lo general, si no lo (hacer) yo, lo (hacer) él; pero a veces no lo (hacer/nosotros) para nada porque se nos olvida. **2.** Mi hermana y yo tratamos de vestirnos de manera diferente. Yo la veo a ella vestirse y (ponerse/yo) algo diferente de ella, o si yo me visto primero, ella (ponerse) algo distinto a lo que yo me puse. Pero a veces no nos vemos y (ponerse / nosotros) lo mismo: es un problema muy grave. **3.** Cuando (traer/yo) mi paraguas nunca llueve. A veces mi esposa (traer) el paraguas, y a veces los dos lo (traer/nosotros); siempre tratamos de tener al menos uno para que no llueva. **4.** Hoy (venir/yo) con más hambre que nunca. Mi compañera también (venir) hambrienta hoy. Así que (venir/nosotros) las dos a comer con gusto y gana. **5.** Nunca (decir / yo) más de lo que tengo que decir; si se (decir [impersonal]) más de lo necesario, a veces es peor. Si solo (decir) nosotros lo esencial, podemos mantener nuestra distancia. **6.** No (tener / yo) suficiente dinero; si usted (tener) un par de pesos, creo que entre los dos (tener/nosotros) bastante para pagar la cuenta. **7.** Si yo les (dar) diez pesos, y usted les (dar) quince, entre los dos les (dar/nosotros) el total

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de veinticinco. **8.** Yo no (ir) porque (ir) Juan. Nunca (ir/nosotros) los dos porque no es necesario. **9.** Creo que (ser/yo) responsable en cuanto a la ecología. (Ser [impersonal]) obvio que si todos (ser/nosotros) responsables, el mundo durará más. **10.** Yo (estar) triste porque se (estar [impersonal]) acabando el verano. Casi (estar / nosotros) a punto de volver a clases. **11.** (Haber / yo) de empacar las maletas para el viaje. No estoy segura pero creo que (haber [impersonal]) de hacer frío allá de noche. Nunca (haber / nosotros) viajado a esa parte del mundo. **12.** A veces no (oír / yo) bien lo que anuncian en los aviones. No se (oír [impersonal]) nada por el ruido de los motores, creo. Si no (oír / nosotros) los anuncios, ¿será grave? **13.** Yo (saber) hablar español, y si usted (saber) hablar francés, entre los dos (saber/nosotros) quizás lo suficiente para que el viaje sea cómodo. **14.** Es curioso que cuando yo (ver) una película y mi novio (ver) la misma película, nunca (ver/nosotros) exactamente lo mismo.

Ejercicio 5.8 Conjugue cada verbo en el presente del indicativo de la persona indicada.

1. Siempre (caminar/yo) en la madrugada. **2.** A veces (actuar/tú) diligentemente y a veces no. **3.** Nosotros (actuar) mejor juntos. **4.** Si (adquirir/yo) esa propiedad, estaré contenta. **5.** Siempre (adquirir/nosotros) propiedades que necesitan mejorarse. **6.** ¿En qué (andar/vosotros)? **7.** En la vida (aprender/nosotros) lo esencial si prestamos atención. **8.** Cuando se asusta, mi hermanito me (tomar) de la mano. **9.** Nunca me (avergonzar) mis padres. **10.** Creo que a veces nosotros (avergonzar) a nuestros padres. **11.** Si (averiguar/yo) el secreto, te lo cuento. **12.** ¿Te (decir/yo) lo que me contaron ayer? **13.** (Decir/él) Raúl que los nuevos vecinos son muy fiesteros. **14.** Parece que nunca les (decir/nosotros) a nuestros padres que los queremos. **15.** ¿Qué (buscar/ellos) esos hombres? **16.** Ya no (caber/yo) en esa sillita que usaba de niña. **17.** Esa ropa vieja ya no me (caber). **18.** Por suerte, no (caerse/yo) con tanta frecuencia como cuando era adolescente. **19.** Tu hermana me (caer) bien. **20.** ¿Siempre (cerrar/tú) la ventana de noche? **21.** ¿No (cerrar/vosotros) la casa con llave? **22.** Tengo un limonero en mi patio, y cada vez que quiero un limón, (escoger/yo) el más maduro. **23.** Mis padres no siempre (escoger) los mejores regalos. **24.** Nunca (comenzar/yo) a trabajar hasta las diez de la noche. **25.** Si (comenzar/nosotros) ahora, terminaremos antes de que lleguen. **26.** Creo que ella (contribuir) más de lo necesario. **27.** En verano siempre (construir/nosotros) algo nuevo, por pequeño que sea. **28.** (Conducir/yo) mejor cuando no estoy cansada. **29.** Es impresionante lo mucho que (producir/tú) cuando quieres. **30.** Esa mujer (contar) cuentos: es una cuentera profesional. **31.** Cuando tengo un resfriado, (sonarse/yo) la nariz sin parar. **32.** Nunca (recordar/nosotros) todo lo que tenemos que comprar si no preparamos una lista. **33.** (Creer/yo) que va a hacer calor hoy. **34.** Si les (leer/nosotros) libros a nuestros hijos, aprenderán más.

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35. Las brujas (poseer) poderes especiales. **36.** Nunca (cruzar/yo) esa calle porque es muy peligrosa. **37.** ¿Siempre (almorzar/tú) solo? **38.** Te (dar/yo) mi teléfono para que me llames. **39.** Yo (decir) que no hace falta tanta atención. **40.** Bueno, sí, a veces (contradecirse/yo), ¿y qué? **41.** No siempre (elegir/yo) lo más fácil. **42.** Me parece que (exigir/tú) demasiado de tus padres. **43.** Creo que si (seguir/yo) caminando por aquí, voy a encontrar la catedral. **44.** Ese niño siempre (conseguir) lo que quiere. **45.** (Perseguir/nosotros) a los gatitos hasta que los agarramos. **46.** Nunca (dormir/yo) bien. **47.** ¿Y vosotros, (dormir/vosotros) bien? **48.** Siempre (enviar/ellos) sus mensajes por correo electrónico. **49.** A mi hermana le (enviar/nosotros) flores hoy. **50.** (Escribir/yo) todos los días en mi diario. **51.** (Estar/yo) muy orgullosa de ti. **52.** Eventualmente los ladridos de mis perros me (forzar) a salir a investigar la causa de su alboroto. **53.** (Hacer/yo) lo que puedo. **54.** Estos programas (satisfacer) a los clientes, según entiendo. **55.** (Ir/yo) al cine esta noche. **56.** Mis amigos (ir) conmigo. **57.** Mi hermanita (jugar/ella) muy bien al tenis. **58.** Mis primos (llegar) hoy. **59.** A veces un árbol (morir) por falta de agua. **60.** Si (mover/tú) esa silla, cabremos. **61.** Las víctimas (negar) haber dado permiso. **62.** (Oír/yo) todo lo que dicen mis vecinos. **63.** ¿(Oír/tú) la canción? **64.** No (oír/nosotros) nada. **65.** (Oler/yo) los melones antes de comprarlos. **66.** Si los melones (oler) bien, los compro. **67.** Dicen que (parecerse/yo) a mi madre. **68.** Solo te (pedir/yo) este favorcito. **69.** ¿Cuánto (pedir) usted por esta jarra? **70.** Siempre (perder/tú) tus lentes. **71.** Los estudiantes (poder) entender más de lo que crees. **72.** Si (poner/yo) la mesa ahora, lo tendré todo listo. **73.** A veces (reírse/yo) incontrolablemente. **74.** Cuando (sonreírse) el profesor, sé que cometí un error interesante. **75.** Siempre (reunir/ellos) suficiente dinero para los pobres. **76.** Creo que si él le (rogar) un poco, ella aceptará. **77.** ¡Qué hambre (tener/yo)! **78.** ¿(Tener/tú) tiempo para ayudarme? **79.** Me (torcer/yo) el tobillo. **80.** Ese niñito (retorcerse) constantemente en su asiento. **81.** (Traer/yo) buenas noticias. **82.** Yo me (valer) de todos los recursos disponibles. **83.** Si (convencer/yo) a mis padres, podré ir. **84.** Hace tiempo que (venir/yo) planeando esto. **85.** A mi amigo le molesta cuando sus padres (intervenir) en sus asuntos. **86.** En esa clase, (ver/nosotros) una película por semana. **87.** Luis (vivir) en Nicaragua. **88.** Mi compañera (volver) mañana.

Ejercicio 5.9 Temas de ensayo y de práctica oral

a. Ensayo

Prestando atención a las formas verbales, escriba un párrafo sobre un día típico en su vida de hoy en día; use el presente del indicativo como base para su redacción,

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pero no es necesariamente el único tiempo verbal que puede necesitar: use su sentido común.

b. Práctica oral

1. Pídale a un amigo hispano que le cuente un día típico hoy en día para él. Preste atención a sus formas verbales.

2. Prestando atención a las formas verbales, cuéntele a un amigo un día típico en su vida hoy en día.

Indicative Mood (Aspects of the Past Indicative: Imperfect)

Chapter 5.A.2.a, page 154

Ejercicio 5.10 Conjugue cada verbo en el imperfecto del indicativo de la persona indicada.

1. De niña (hablar/yo) cuatro idiomas. **2.** ¿En la República Dominicana (comer/tú) comida picante? **3.** Muchos (vivir) bajo el umbral de la pobreza en esa época. **4.** Cuando estábamos en la playa, (caminar/nosotros) mucho. **5.** ¿(Correr/vosotros) todas las mañanas? **6.** Las dos hermanitas se (tomar) del brazo para caminar. **7.** Los párpados (comenzar) a pesarle. **8.** Siempre (decir/tú) lo mismo cuando me caía. **9.** Mi padre (ver) el mundo de una manera muy diferente. **10.** (Concluir/nosotros) el año con un brindis.

Ejercicio 5.11 Conjugue cada verbo en el imperfecto del indicativo de **yo** y **nosotros.**

1. Recuerdo que para la Navidad yo (ir) con mi familia a la playa; para la Nochebuena, (ir) todos a la playa a hacer una hoguera. **2.** Cuando yo (ser) niño, mis dos hermanos y yo pensábamos que (ser) los tres mosqueteros. **3.** En ese entonces no (ver/yo) que tú y yo no (ver) estas cosas de la misma manera. **4.** Cuando trabajaba allí, nunca (pedir) favores, porque creía que si (pedir/nosotros) favores, terminábamos debiéndole demasiado a la gente. **5.** Cuando vivía en la ciudad, siempre (cerrar) el carro con llave. De niña, en mi familia nunca (cerrar/nosotros) nada con llave. **6.** De adolescente, (caerse/yo) todo el tiempo. De hecho, mi hermana y yo (caerse) todos los días. **7.** Recuerdo que cuando (andar/yo) en Europa, mis amigos y yo (andar) sin parar. **8.** Teníamos que escondernos, pero no pudimos hacerlo en la misma caja: yo (caber) pero

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no (caber/nosotros) los dos. **9.** Cuando yo (tener) hambre, no podía comer de inmediato. En mi familia (tener/nosotros) que esperar la hora exacta de la siguiente comida. **10.** Nunca (hacer/yo) las tortillas sola: mi abuela y yo las (hacer) juntas. **11.** Recuerdo que si yo le (dar) la espalda a mi amiguito Luis, él se enojaba, y eventualmente los dos nos (dar) de golpes hasta agotarnos. **12.** Cuando estaba en la playa, yo siempre (dormir) a gusto. Todos (dormir/nosotros) en hamacas. **13.** Cada vez que (reírse/yo), me sentía mejor; a veces (reírse/nosotros) horas sin parar. **14.** Cuando vivía en ese apartamento, yo (oír) todas las discusiones de mis vecinos. A veces mi mejor amiga y yo (oír) peleas horribles, y no sabíamos si llamar a la policía o no.

Ejercicio 5.12 Conjugue cada verbo en el imperfecto del indicativo de la persona indicada. (Las palabras de vocabulario aparecen en el ejercicio con asterisco [*].)

> **Vocabulario*: a pesar de todo** *in spite of it all;* **alumno** *student;* **avergonzar** *to embarrass;* **avergonzarse** *to be embarrassed;* **castigar** *to punish;* **chillón** *shrill;* **competencia** *competition;* **darse por vencido** *to give up;* **enterarse** *to find out;* **enviar** *to send;* **fingir** *to pretend;* **ganarle** *to beat her (in a competition);* **gritar** *to scream;* **lograr** *to manage to;* **mandar** *to send;* **más bien** *instead;* **odiar** *to hate;* **platicar** *to chat;* **portarse** *to behave;* **quedarse** *to stay;* **regañar** *to scold;* **soportar** *to tolerate;* **travesura** *mischief, prank*

En la escuela, yo (**1.** tener) maestros muy severos, que siempre (**2.** insistir) en que mis compañeros y yo nos portáramos* muy bien. Recuerdo que cada día cuando yo (**3.** caminar) a la escuela, me (**4.** preguntar) si ese día algún maestro me regañaría* o me castigaría*. Yo siempre (**5.** avergonzarse*) fácilmente, especialmente cuando mis maestros me (**6.** sorprender) hablando con un compañero y me (**7.** regañar*) frente a todos. Al final de cada año ellos (**8.** evaluar) nuestro trabajo y nuestra conducta, y cada año nosotros (**9.** adquirir) nuevas estrategias para esconder nuestras travesuras*.

Cuando (**10.** ponerse/nosotros) a platicar* y a jugar y pasarnos notitas, la maestra de castellano nos (**11.** interrogar) en su voz chillona*: "¿Qué (**12.** hacer/vosotros)? ¿De qué (**13.** hablar/vosotros)?" Y nosotros le (**14.** contestar) que no (**15.** hacer) nada, que solo (**16.** hablar) de la tarea. Ella nos (**17.** creer), o (**18.** darse) por vencida* y nosotros (**19.** salir) ganando: eso (**20.** pensar/nosotros) entonces al menos.

A veces pienso que (**21.** aprender/nosotros) muy poco, justo lo suficiente para sobrevivir en la escuela. (**22.** Buscar/nosotros) siempre la manera de no

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concentrarnos en lo que el maestro (**23.** querer) que hiciéramos, y por lo general (**24.** lograr*/nosotros) divertirnos a pesar de todo.

Mi maestro de historia (**25.** ser) el peor de todos: cada vez que (**26.** poder/él), nos (**27.** avergonzar*/él). A veces nos (**28.** decir/él) que si no (**29.** portarse*/nosotros) bien, nos mandaría* a la oficina del director. Y casi cada semana, (**30.** enviar*/él) a uno a hablar con el director. Pero no (**31.** ser) grave: el alumno* que (**32.** deber) ir a la oficina del director no (**33.** ir): más bien*, (**34.** salir) al corredor y (**35.** tomar) agua, luego (**36.** meterse) en el baño y (**37.** quedarse*) allí hasta el final de la hora. Y el maestro nunca (**38.** enterarse*) de nada.

Recuerdo la travesura* favorita de los chicos más traviesos de la clase: les (**39.** gustar) poner una silla defectuosa en el escritorio de las maestras nuevas: ellas (**40.** llegar) muy serias y nerviosas con sus libros muy apretados contra su pecho, y a la hora de sentarse, (**41.** caerse). Casi siempre (**42.** gritar*/ellas), y siempre (**43.** sonrojarse). A veces hasta (**44.** llorar/ellas). Nosotros (**45.** reírse). ¡Qué vergüenza me da ahora!

(**46.** Tener/yo) una maestra de matemáticas que me (**47.** detestar) porque yo siempre (**48.** terminar) los ejercicios de práctica antes que ella. Cuando le (**49.** llevar/yo) mi respuesta, ella (**50.** ponerse) furiosa y me (**51.** preguntar/ella) por qué no (**52.** esperar/yo) a que ella terminara primero. No sé por qué (**53.** insistir) yo en ganarle: me imagino que (**54.** existir) un tipo de competencia* con los maestros.

Nosotros (**55.** creer) que (**56.** ser) invencibles. (**57.** Sentirse) superiores a los maestros, los (**58.** contradecir), y (**59.** rehusarse) a aprender las cosas como ellos (**60.** querer). Nosotros los (**61.** odiar*) a ellos, y ellos nos (**62.** odiar) a nosotros, o al menos, eso es lo que (**63.** fingir*). Porque en realidad, bajo la superficie de competencia, (**64.** saber/nosotros) muy bien que (**65.** ser) importante estudiar, y (**66.** reconocer/nosotros) el valor de los conocimientos. Lo que no (**67.** soportar* / nosotros) era la disciplina excesiva, los uniformes, la uniformidad reglamentaria de todo. Y por eso (**68.** rebelarse/nosotros).

Ejercicio 5.13 Temas de ensayo y de práctica oral

a. Ensayo

Prestando atención a las formas verbales, escriba un párrafo sobre un día típico en su vida en la escuela primaria o secundaria; use el imperfecto del indicativo como base para su redacción, pero no es necesariamente el único tiempo verbal que puede necesitar: use su sentido común.

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b. Práctica oral

1. Pídale a un amigo hispano que le cuente un día típico en su vida cuando era niño. Preste atención a sus formas verbales.

2. Prestando atención a las formas verbales, cuéntele a un amigo un día típico en su vida cuando era niño.

Indicative Mood (Aspects of the Past Indicative: Preterite)

Chapter 5.A.2.b, pages 155–157

Ejercicio 5.14 Conjugue cada verbo en el pretérito de la persona indicada.

1. ¿(Hablar/tú) con tus padres anoche? **2.** Ayer (comer/nosotros) pescado. **3.** Las víctimas (vivir) momentos de desespero. **4.** Esta mañana (caminar/yo) cinco kilómetros. **5.** ¿Por dónde (andar/tú)? **6.** El niño trató de meterse en la caja, pero no (caber). **7.** Este verano (estar/nosotros) en el campo. **8.** Ayer (arrestar/nosotros) al sospechoso. **9.** El año pasado (haber) menos crimen que el anterior. **10.** Yo no (saber/yo) la respuesta. **11.** ¿(Poder/tú) terminar tu trabajo? **12.** Los iraníes (poner) en funcionamiento su central nuclear. **13.** ¿A qué hora (salir/vosotros)? **14.** Mis vecinos (tener) que mudarse. **15.** Este fin de semana no (hacer/yo) nada porque hacía muchísimo calor. **16.** ¿Qué (querer/tú) decir con eso? **17.** Ese gran autor (venir) a nuestra clase para hablar con nosotros.

Ejercicio 5.15 Conjugue cada verbo en el pretérito de la persona indicada.

1. Le (dar/nosotros) flores a mi tía para su cumpleaños. **2.** Blanca (hacer) las paces *(made up)* con su novio. **3.** Anoche (ir/yo) al cine. **4.** Nunca (ser/yo) tan atlético como mi hermano. **5.** ¿Qué (decir/vosotros)? **6.** Me sorprende lo mucho que (producir/tú) en tan poco tiempo. **7.** Mis primas (traer) las tortillas.

Ejercicio 5.16 Conjugue cada verbo en el pretérito de **yo** y **él.**

1. (sentir) Después de comer, yo me _____ mal, pero él no _____ nada. **2.** (empezar) Yo _____ a hablar español a los cinco años, pero mi padre no _____ hasta los treinta. **3.** (reír) Yo me _____ mucho durante esa película, pero el resto del público no se _____ casi para nada. **4.** (dormir) Yo _____ bien anoche, pero mi compañero de cuarto no _____ para nada. **5.** (caer) Creo que yo le _____ bien a tu novio, pero no estoy segura de si él le _____ bien a mi familia. **6.** (creer)

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Yo no le _____ nada a la gitana *(gypsy)*, pero mi hermana sí le _____. **7.** (leer) _____ ese libro el año pasado; el profesor lo _____ cuando tenía nuestra edad. **8.** (oír) Yo no _____ nada, pero mi compañera de cuarto dice que _____ gritos *(screams)*. **9.** (concluir) Yo _____ algo muy diferente de lo que _____ él. **10.** (buscar) Yo _____ mi anillo *(ring)* en todos lados, y mi mejor amigo también _____, pero no lo encontramos. **11.** (llegar) Yo _____ ayer, pero mi hermano mayor _____ hace una semana. **12.** (alcanzar *[to reach]*) Yo no _____ la guayaba en esa rama *(branch)*, pero Juanito sí la _____. **13.** (explicar) Yo le _____ mis razones y él me _____ las suyas. **14.** (almorzar) Yo _____ más de lo que _____ el resto de la gente. **15.** (apagar *[to turn off]*) A las diez, yo _____ todas las luces excepto la de la cocina; mi compañera de casa _____ esa antes de acostarse, a eso de la una de la mañana. **16.** (sacar *[to take out]*) Yo _____ la basura *(garbage)* esta semana porque él la _____ la semana pasada. **17.** (comenzar) Yo _____ a trabajar a las seis, y ella _____ a las diez. **18.** (colgar *[to hang]*) Yo _____ ese cuadro *(painting)* en la sala, luego mi mamá lo _____ en el comedor. **19.** (tocar) Yo _____ el piano para Navidades; mi primo _____ la guitarra para el día de Reyes. **20.** (pedir) Para la cena, yo _____ mejillones, y él _____ camarones. **21.** (entregar *[to deliver]*) Yo le _____ el paquete al señor Ruiz, y él se lo _____ a la señora Gómez. **22.** (pagar) Yo _____ las cuentas *(bills)* el mes pasado, y mi compañero de casa las _____ el mes anterior.

Ejercicio 5.17 Conjugue cada verbo en el pretérito de la persona indicada. Si no hay persona indicada, use el contexto para determinar cuál es el sujeto: puede ser impersonal, o tener el sujeto ya mencionado. (Las palabras de vocabulario aparecen en el ejercicio con asterisco [*].)

> **Vocabulario*: a la vez** *at the same time;* **acercarse** *to come near;* **agotado** *exhausted;* **alquilar** *to rent;* **apodo** *nickname;* **arena** *sand;* **averiguar** *to find out;* **de hecho** *as a matter of fact;* **a fin de cuentas** *all in all;* **encerrarse** *to lock oneself up;* **estadía** *stay (as in the duration of a trip);* **estrella** *star;* **fijarse** *to notice;* **grito** *scream;* **impresionadísimo** *very impressed;* **inerte** *lifeless;* **inolvidable** *unforgettable;* **médico** *doctor;* **pegar un grito** *to scream;* **pelando** *peeling;* **por detrás** *from behind;* **quedar impresionado** *to be impressed;* **quemarse** *to get burned;* **regresar** *to return;* **seguir** *to continue;* **sitio** *place;* **sombra** *shade;* **tipo** *character*

El año pasado (**1.** ir/yo) a Cancún por primera vez: (**2.** ser) una experiencia inolvidable*, y a la vez*, (**3.** haber) algunos incidentes que quisiera olvidar. Mi mejor amiga (**4.** ir) conmigo. El primer día (**5.** quedar*/yo) impresionadísima* cuando (**6.** ver/yo) la blancura de la arena* y la transparencia azul del agua; (**7.** acostarse/nosotros) al sol un ratito, y luego (**8.** entrar/nosotros) al hotel a bañarnos. (**9.** Cenar/nosotros), acompañadas de la música de los mariachis, y luego (**10.** salir/nosotros) a pasear en la noche llena de estrellas*.

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De repente mi amiga (**11.** sentirse) muy mal, y (**12.** regresar*/nosotros) al hotel. (**13.** Tener/yo) que preguntar en la recepción si había un médico*. Por fin (**14.** venir) uno, la (**15.** ver/él), y le (**16.** decir/él) que tenía gastroenteritis, causada por el cambio de bacterias en el agua o la comida. Nos (**17.** contar/él) que esta enfermedad era tan común que tenía un apodo*: le decían "la venganza de Moctezuma", o "el turista". Le (**18.** traer/él) un té caliente que habían inventado en el hotel para curar este mal, y le (**19.** recomendar/él) un medicamento que luego yo le (**20.** poder) comprar en la farmacia del hotel. (**21.** Fijarse*/yo) que era el producto que más se vendía.

Mi amiga (**22.** sufrir) con esta enfermedad por dos días enteros: no (**23.** volver/ella) a ver el sol ni la playa, (**24.** encerrarse*) en el cuarto con las cortinas cerradas, y no (**25.** hacer) nada más que dormir. Yo (**26.** estar) sola todo este tiempo, y (**27.** pasarse) el rato leyendo con la luz de una lámpara, y también (**28.** escribir) unas veinte tarjetas postales: no quería dejar a mi amiga sola, por si necesitaba algo. Además, ese primer día de sol (**29.** quemarse*) por completo: la mañana siguiente, cuando (**30.** ir) a bañarme y (**31.** mirarse), (**32.** pegar) un grito* de horror al ver que toda la piel de la cara, y del cuerpo, se me estaba pelando*. Por dos días más, (**33.** pedir) que me trajeran la comida al cuarto.

El cuarto día de nuestra estadía* en Cancún, como no podíamos ir a la playa, (**34.** decidir/nosotros) hacer un poco de turismo. (**35.** Ir) a ver las ruinas de los antiguos mayas; para llegar allá, (**36.** alquilar*/nosotros) un coche. Yo (**37.** tener) que manejar porque mi amiga estaba un poco débil. (**38.** Estar/nosotros) manejando como una hora, en un cochecito sin aire acondicionado, bajo un sol implacable, y para cuando (**39.** llegar), estábamos ya agotadas* por el calor sofocante. Nunca se nos (**40.** ocurrir) que haría tanto calor. (**41.** Sentarse/nosotros) en la sombra* de un árbol y (**42.** beber) un refresco. De lejos, inertes, (**43.** mirar/nosotros) las ruinas. Un tipo* (**44.** acercarse*) a nosotros por detrás* y nos (**45.** ofrecer/él) ayuda. Yo (**46.** hablar) un poco con él y (**47.** averiguar*/yo) todo lo que (**48.** poder/yo) sobre las ruinas: en primer lugar, el hombre me (**49.** corregir) con un tono muy severo: me (**50.** decir/él) que no les dicen "ruinas", sino "edificios". Francamente, me (**51.** caer) bastante mal su actitud; el tipo (**52.** ofenderse) con mi ignorancia, lo cual me (**53.** parecer) un poco absurdo. Le (**54.** dar/yo) las gracias por su oferta de ayuda, pero no la (**55.** aceptar/nosotros). De hecho*, (**56.** irse/nosotros) rápidamente de allí, (**57.** ver/nosotros) superficialmente lo que (**58.** poder/nosotros) del sitio*, y (**59.** conducir/nosotros) de vuelta al hotel. En el coche, de repente, mi amiga (**60.** reírse), luego (**61.** reírse) yo, y (**62.** seguir*/nosotros) riendo todo el camino por lo ridículo de la situación.

A fin de cuentas*, nuestra visita a Cancún (**63.** ser) una experiencia que nunca olvidaremos.

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Ejercicio 5.18 Temas de ensayo y de práctica oral

a. Ensayo

Prestando atención a las formas verbales, escriba un párrafo sobre su primer día o su primera noche en algún lugar especial (una casa nueva, una ciudad nueva, la escuela secundaria, la universidad, etc.). Use el pretérito del indicativo como base para su redacción, pero no es necesariamente el único tiempo verbal que puede necesitar: use su sentido común.

b. Práctica oral

1. Pídale a un amigo hispano que le cuente su primer día en este país o en esta universidad. Preste atención a sus formas verbales.

2. Prestando atención a las formas verbales, cuéntele a un amigo su primer día en la universidad o en un país hispano.

Indicative Mood (Aspects of the Past Indicative: Present Perfect)

Chapter 5.A.2.c, page 158

Ejercicio 5.19 Conjugue cada verbo en el presente perfecto del indicativo de la persona indicada.

1. Nunca _____ (caminar/yo) por ahí. **2.** ¿_____ (hacer/tú) algo hoy? **3.** Todavía no me _____ (devolver/él) todas las cosas que le presté. *(He has still not returned to me all of the things I lent him.)* **4.** _____ (andar/nosotros) casi tres kilómetros. **5.** ¿Qué _____ (aprender/vosotros) en vuestro viaje? **6.** Creo que no _____ (tomar/ellos) agua en horas. **7.** Nunca _____ (traer/yo) tanto. **8.** ¿_____ (averiguar/tú) algo sobre los horarios nuevos? *(Have you found out anything about the new schedules?)* **9.** Todavía no _____ (buscar/ella) alojamiento *(lodging)* en ese barrio. **10.** Nunca _____ (caber *[to fit]*/nosotros) todos en este coche. **11.** ¿_____ (cerrar/vosotros) la puerta con llave? *(Did you lock the door?)* **12.** Ya _____ (recoger/ellas) las hojas tres veces. *(They already picked up the leaves three times.)*

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Indicative Mood (Aspects of the Past Indicative: Pluperfect)

Chapter 5.A.2.d, page 158

Ejercicio 5.20 Conjugue cada verbo en el pluscuamperfecto del indicativo de la persona indicada.

1. Estaba agotada *(exhausted)* porque _____ (correr/yo) por una hora para llegar. **2.** No vieron nada porque _____ (taparse/ellas) los ojos *(they had covered their eyes)*. **3.** Cuando yo llegué, él ya *(already)* se _____ (ir). **4.** No les _____ (decir/nosotros) a nuestros padres que nos queríamos casar. **5.** ¿_____ (ver/vosotros) esa película antes? **6.** Ellos ya *(already)* _____ (volver) de su viaje a Paraguay. **7.** Yo te _____ (escribir/yo) seis cartas antes de que tú me contestaras. **8.** Yo creía que ya *(already)* le _____ (poner/tú) baterías nuevas al reloj. **9.** Cuando por fin llegó la policía, ella ya _____ (resolver) el crimen. **10.** Nunca _____ (abrir/nosotros) esa puerta antes. **11.** ¿_____ (cerrar/vosotros) las ventanas antes de que empezara a llover? **12.** Pensé que nunca _____ (graduarse/tú) de la escuela secundaria.

Indicative Mood (Future: Simple Future)

Chapter 5.A.3.a, page 159

Ejercicio 5.21 Conjugue cada verbo en el futuro para la persona indicada.

1. Te _____ (amar/yo) para siempre. **2.** ¿Dónde _____ (vivir/tú) cuando estés allá? **3.** Sé que _____ (entender/él) el problema cuando yo se lo explique. **4.** ¿A qué hora _____ (comer/nosotros) allá? **5.** ¿En qué año os _____ (graduar/vosotros)? **6.** _____ (Tomar/ellos) el autobús para llegar a la ciudad. **7.** Me _____ (despedir/yo) pronto porque ya me voy. *(I'll say good-bye because I'm leaving now.)* **8.** ¿Cómo _____ (averiguar *[to find out]*/tú) lo que necesitas si no preguntas? **9.** Estoy seguro que ella nos _____ (buscar) en este lugar. **10.** Esta noche _____ (cantar/nosotros) juntos. **11.** Con este sol, os _____ (calentar/vosotros) pronto. **12.** Sé que ellas _____ (escoger *[to choose]*) lo mejor.

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Ejercicio 5.22 Conjugue cada verbo en el futuro para la persona indicada.

1. Si sigo comiendo tanto, no _____ (caber) dentro de mi ropa. *(If I continue to eat so much, I will not fit into my clothes.)* **2.** ¡Tú _____ (decir)! *(It's up to you!)* **3.** ¿Cuántos estudiantes _____ (haber) en esta universidad? **4.** Siempre te _____ (querer/yo). **5.** Vosotros _____ (poder) venir también. **6.** Sé que ellos se _____ (poner) furiosos cuando se enteren. **7.** Nosotros _____ (hacer) lo posible por ayudar. **8.** ¿Cuándo _____ (saber/tú) si te van a aceptar? **9.** Su vuelo _____ (salir) mañana por la noche. **10.** _____ (Tener/nosotros) muchas horas libres. **11.** ¿Cuánto _____ (valer) esa camisa? *(I wonder how much that shirt costs.)* **12.** ¿_____ (Venir/vosotros) con nosotros?

Ejercicio 5.23 Temas de ensayo y de práctica oral

a. Ensayo

Prestando atención a las formas verbales, escriba un párrafo sobre sus planes para mañana. Use el futuro como base para su redacción, pero no es necesariamente el único tiempo verbal que puede necesitar: use su sentido común.

b. Práctica oral

1. Pídale a un amigo hispano que le cuente sus planes para mañana. Preste atención a sus formas verbales.

2. Prestando atención a las formas verbales, cuéntele a un amigo sus planes para mañana.

Indicative Mood (Future: Future Perfect)

Chapter 5.A.3.b, page 160

Ejercicio 5.24 Conjugue cada verbo en el futuro perfecto para la persona indicada.

1. _____ (Decir/yo) lo mismo veinte veces. **2.** ¿Cuántas veces _____ (ver/tú) la misma película? **3.** Supongo que él se _____ (cubrir) la cabeza. **4.** Nosotros _____ (volver) para entonces. **5.** Me imagino que vosotros _____ (hacer) este ejercicio antes. **6.** ¿_____ (Beber/ellos) agua sucia? **7.** No sé dónde _____ (poner/yo) mis lentes. **8.** _____ (Experimentar/tú) con esto antes. **9.** _____ (Buscar/ella) por todos lados antes de darse por vencida. **10.** Antes de que se acabe la noche, _____ (cantar/nosotros) todo nuestro repertorio. **11.** ¿_____ (Envejecer/vosotros) tanto? **12.** Ellas _____ (escribir) primero. **13.** Yo me _____ (ir) antes de que tú llegues. **14.** ¿Cuánto dinero _____ (gastar/tú)? **15.** Mi prima se _____ (graduar) antes que yo.

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B. CONDITIONAL MOOD

(Present Conditional)

Chapter 5.B.1, pages 160–161

Ejercicio 5.25 Conjugue cada verbo en el condicional presente para la persona indicada.

1. Si pudiera, _____ (secar *[to dry]*/yo) mi ropa al sol. **2.** Pensé que no te _____ (preocupar/tú) tanto esta vez. **3.** Él no _____ (vivir) aquí si no fuera por ella. **4.** Me pregunto si _____ (llover) anoche. **5.** ¿Cómo _____ (pronunciar/vosotros) esto? **6.** Estoy segura que ellas _____ (pagar) si pudieran. **7.** Si fuera yo, me _____ (organizar) primero. **8.** Si te lo pidieran, _____ (atestiguar *[to testify]*/tú), ¿verdad? **9.** ¿_____ (Leer/ella) el libro antes de ver la película? **10.** No nos _____ (quejar *[to complain]*/nosotros) si no hicieran tanto ruido. **11.** Vosotros _____ (sonreír) también con ese chiste *(joke)*. **12.** Sabíamos que allá todo el mundo nos _____ (tutear). *(We knew that over there everyone would address us with tú.)*

Ejercicio 5.26 Conjugue cada verbo en el condicional presente para la persona indicada.

1. Yo no _____ (caber *[to fit]*) por esa ventana aunque quisiera. **2.** ¿Qué _____ (decir) tú en mi lugar? **3.** ¿Cuánta gente _____ (haber) en el público *(audience)*? **4.** Nosotros lo _____ (hacer) de manera diferente. **5.** ¿_____ (Poder/vosotros) venir a eso de las nueve? **6.** ¿Dónde _____ (poner/ellos) las llaves *(keys)*? **7.** ¿Qué _____ (querer) esos clientes? **8.** Si te ocurriera a ti, estoy seguro que _____ (saber/tú) cómo reaccionar. **9.** ¿Cuánto les _____ (costar) el viaje? **10.** ¿_____ (Tener) usted tiempo para ayudarme, por favor? **11.** ¿Cuánto _____ (valer) eso? **12.** Si la invitáramos, _____ (venir/ella).

Conditional Mood (Conditional Perfect)

Chapter 5.B.2, page 161

Ejercicio 5.27 Conjugue cada verbo en el condicional perfecto para la persona indicada.

1. Si no me hubieran llevado a México, yo no _____ (hablar/yo) el español desde los cinco años *(since I was five years old)*. **2.** Nunca _____ (comer/tú) eso si hubieras sabido lo que era. **3.** Él _____ (vivir/él) muchos años más si no se hubiera enfermado. **4.** Si hubiéramos sabido lo que había en ese cuarto, no _____

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(abrir/nosotros) la puerta. **5.** Si no les hubiéramos preguntado, no _____ (decir/ellos) nada. **6.** Sé que no lo _____ (hacer/tú) solo. **7.** Nunca _____ (resolver/vosotros) el caso sin la ayuda de la policía. **8.** Usted _____ (volver) en taxi si no lo hubiéramos llevado.

Ejercicio 5.28 Temas de ensayo y de práctica oral

a. Ensayo

Si no estuviera ahora en la universidad (o en la escuela secundaria), ¿en qué sería diferente su vida? ¿Le gustaría a usted este cambio? ¿Por qué? Prestando atención a las formas verbales, escriba un párrafo sobre este tema; use el condicional para indicar los cambios hipotéticos en su vida.

b. Práctica oral

1. Pídale a un amigo hispano que le cuente lo que estaría haciendo ahora si no hubiera venido a los Estados Unidos. Preste atención a sus formas verbales.

2. Prestando atención a las formas verbales, cuéntele a un amigo lo que usted estaría haciendo ahora si no fuera estudiante.

C. SUBJUNCTIVE MOOD

(Present Subjunctive)

Chapter 5.C.1, pages 162–165

Ejercicio 5.29 Conjugue cada verbo en el presente del subjuntivo para la persona indicada.

1. Es posible que yo _____ (caminar) hoy. **2.** Te prohíben que _____ (hablar/tú). **3.** Me sorprende que él _____ (estudiar) tanto. **4.** Se nos quitará el frío cuando _____ (bailar/nosotros). **5.** Dudo que vosotros _____ (remar *[to row]*) tan rápido como ellos. **6.** Tan pronto _____ (preparar/ellos) la cena, comeremos. **7.** Es imperativo que usted _____ (tolerar) las diferencias de los demás. **8.** Si no pueden cantar, les digo que _____ (tararear *[to hum]*/ustedes) la canción.

Ejercicio 5.30 Conjugue cada verbo en el presente del subjuntivo para la persona indicada.

1. Es imposible que yo _____ (comer) tanto. **2.** Te traigo esto para que lo _____ (leer/tú). **3.** ¿Crees que él _____ (ver) la diferencia? **4.** Cuando ella _____ (vivir) allá, se acostumbrará *(she will get used to it)*. **5.** Espero que no _____ (toser *[to cough]*/nosotros) durante la obra. **6.** No se va a ver bien a menos que lo _____

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(coser *[to sew]*/vosotros) con hilo del mismo color. **7.** Dale ánimo *(Encourage him)* para que _____ (correr/él) más rápido. **8.** Es esencial que _____ (compartir *[to share]*/ellos) su comida con sus compañeros. **9.** Le recomiendo que no _____ (tomar/usted) ninguna bebida alcohólica con esta medicina. **10.** Es admirable que _____ (escribirse/ustedes) tan frecuentemente.

Ejercicio 5.31 Conjugue cada verbo en el presente del subjuntivo para **yo** y **nosotros.**

1. (cerrar) Primero me dice a mí que _____ al salir, y luego nos dice a los dos que _____: ¿creerá que soy irresponsable? **2.** (perder) Para que yo me _____, es necesario que _____ el mapa primero. **3.** (contar) No importa que yo _____ el cuento sola o que lo _____ juntos. **4.** (volver) Es imposible que yo _____ y que no _____ los dos. **5.** (sentir) Cuando yo _____ frío, ya será de noche. Entonces es probable que los dos _____ frío. **6.** (dormir) Es una lástima que yo no _____ bien cuando hay visita. De hecho, dudo que _____ lo suficiente cuando hay gente en la casa. **7.** (enviar) Es esencial que _____ este paquete hoy. Espero que lo _____ con el resto del correo al mediodía. **8.** (evaluar) Me dicen que _____ a mis compañeros; es obligatorio que todos _____ a los demás.

Ejercicio 5.32 Conjugue cada verbo en la tercera personal singular del presente del subjuntivo.

1. Me encanta que usted me _____ (pedir) favores. **2.** Dudo que Germán les _____ (decir) a sus padres. **3.** Espero que mi hermano no _____ (oír) esta música. **4.** Cuando Rosita _____ (tener) quince años, la dejarán salir con él. **5.** Ojalá que esto _____ (concluir) todos los debates sobre el asunto. **6.** ¿Se podrá arreglar sin que _____ (parecer) un remiendo? **7.** Le prohíben ir a menos que _____ (conducir) su hermano mayor. **8.** No creo que eso me _____ (caber). **9.** Ojalá que Carlos le _____ (caer) bien a esa gente. **10.** Es increíble que _____ (hacer) tanto calor. **11.** No dejan que _____ (ponerse/yo) esos zapatos. **12.** Espero que todo _____ (salir) bien. **13.** ¿Quieres que Yolanda _____ (traer) algo? **14.** Ojalá que este trabajo _____ (valer) la pena. **15.** Me gusta que Paco _____ (venir) a visitar a su padre.

Ejercicio 5.33 Conjugue cada verbo en el presente del subjuntivo.

1. Es necesario que yo _____ (dar) dinero para esta causa. **2.** No es que _____ (estar/tú) gordo: es que la ropa se encogió. **3.** Tengo miedo de que no _____ (haber) suficiente tiempo. **4.** Le molesta que _____ (irse/nosotros) tan pronto. **5.** No importa que no _____ (saber/vosotros) la respuesta. **6.** Conviene que

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_____ (ser/ellas) tolerantes. **7.** Más vale que yo _____ (escoger) el número ganador. **8.** No significa que tú no los _____ (dirigir) bien: son ellos los que no te hacen caso. **9.** Es una lástima que no _____ (distinguir/ellos) esos colores. **10.** No irán a menos que los _____ (convencer/nosotros) de que no hay peligro. **11.** Es necesario que lo _____ (buscar) vosotros mismos. **12.** No abran la puerta hasta que _____ (llegar/yo). **13.** Te presto mi auto para que _____ (alcanzar/tú) el tren en la próxima estación.

Ejercicio 5.34 Repaso del subjuntivo presente. Conjugue cada verbo en el presente del subjuntivo.

1. Ojalá que _____ (dominar/yo) el idioma para entonces. **2.** Es increíble que les _____ (temer/él) a los demás. **3.** Te ruego que te _____ (defender/tú). **4.** Es mejor que les _____ (dar/nosotros) nuestro número de teléfono ahora. **5.** Espero que _____ (estar/vosotros) cómodos. **6.** No creo que _____ (haber) más de cien personas en el público. **7.** Es importante que yo _____ (ir) a la biblioteca hoy. **8.** Aunque _____ (saber/tú) la verdad, no la digas. **9.** Para que la fiesta _____ (ser) perfecta, vamos a poner música de salsa. **10.** A menos que _____ (recoger/nosotros) a los niños, no van a llegar a tiempo. **11.** Es curioso que no _____ (corregir/tú) errores tan graves. **12.** Ojalá que _____ (seguir/vosotros) gozando de vuestro viaje. **13.** Espero que pronto _____ (vencer/ella) esa enfermedad. **14.** Me dice que no me _____ (rascar/yo). **15.** Lo hará sin que le _____ (rogar/tú). **16.** Más vale que _____ (rezar/él). **17.** No puedo creer que realmente _____ (entender/ella). **18.** Espero que usted _____ (encontrar) lo que busca. **19.** Se lo presto con tal de que me lo _____ (devolver/ellos) mañana. **20.** Espero que no lleguen antes de que _____ (envolver/nosotros) los regalos. **21.** Es imposible que yo _____ (confiar) en esa gente. **22.** Es deseable que _____ (criar/nosotros) a nuestros hijos de una manera responsable. **23.** Te dejo para que _____ (continuar/tú) con tu ensayo. **24.** No nos darán nada hasta que nos _____ (graduar/nosotros). **25.** Parece imposible que ellas _____ (creerse) semejantes mentiras. **26.** Ojalá que _____ (ver/yo) a mis amigos allá. **27.** Le daremos la mano para que _____ (poder/ella) subir sin bastón. **28.** Me sorprende que ellas lo _____ (hacer) todo tan bien. **29.** No les ganarán a menos que los _____ (dividir/ellos). **30.** Es importante que usted _____ (investigar) este asunto con cuidado. **31.** A veces me molesta que ustedes lo _____ (analizar) todo de esa manera. **32.** Prefiero que no _____ (discutir/tú) tanto. **33.** Insiste en que su hijo no _____ (pelear) con sus amigos. **34.** Ojalá que ella _____ (llegar) tarde hoy: no estoy listo aún. **35.** Vendrán con sus amigos aunque no lo _____ (querer/nosotros). **36.** Insisto en que vosotros _____ (entrar) primero. **37.** No se irán hasta que ellas _____ (salir). **38.** La profesora se empeña en que ellos lo _____ (repetir) todo. **39.** Lamentamos que usted no _____ (oír) la música. **40.** Esperaremos hasta que ustedes _____ (volver).

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Subjunctive Mood (Imperfect Subjunctive)

Chapter 5.C.2, pages 165–166

Ejercicio 5.35 Conjugue cada verbo en el imperfecto del subjuntivo.

1. El doctor me recomendó que _____ (caminar/yo) todos los días un poco. **2.** Preferiría que _____ (hablar/tú) conmigo primero. **3.** Quería darle un libro que _____ (estudiar/él) con gusto. **4.** Ojalá que ella _____ (cantar) esta vez. **5.** Nos pusieron esa música para que _____ (bailar/nosotros). **6.** No significa que no _____ (escuchar/vosotros). **7.** Era imposible que ellas los _____ (amar). **8.** Pedí que me _____ (preparar/ellos) una paella. **9.** Le dieron esa droga para que _____ (tolerar/usted) mejor el dolor. **10.** Solo les pedía que _____ (tararear/ustedes) la canción una vez. **11.** No podían encontrar nada que yo _____ (comer) sin enfermarme. **12.** Me sorprendió que _____ (leer/tú) su diario. **13.** Esperaba que él _____ (ver) lo que yo había visto. **14.** Tenía miedo que ella no _____ (vivir) en esa dirección. **15.** Se avergonzaban de que nosotros _____ (toser) durante toda la obra. **16.** Si vosotros _____ (coser) vuestra propia ropa, no tendríais este problema. **17.** Teníamos que apurarnos en caso de que ellas _____ (correr). **18.** Se lo dimos a condición de que lo _____ (compartir/ellos) entre ellos. **19.** Escondimos todas las bebidas alcohólicas para que no _____ (beber/él). **20.** Antes de que ustedes nos _____ (escribir), nosotros ya les habíamos escrito. **21.** No dejaría de mojarse hasta que yo _____ (cerrar) las ventanas. **22.** Era imposible que yo ganara sin que tú _____ (perder) como consecuencia. **23.** Le pedimos que nos _____ (contar/ella) de su viaje. **24.** Nos enteraríamos en cuanto _____ (volver/nosotros). **25.** No nos creerían hasta que ellos mismos _____ (sentir) el temblor. **26.** Les había conseguido este cuarto de atrás para que _____ (dormir/ustedes) mejor. **27.** Nunca llegaría a menos que él lo _____ (enviar) por correo aéreo. **28.** Me dijo que te daría un auto cuando te _____ (graduar/tú).

Ejercicio 5.36 Conjugue cada verbo en el imperfecto del subjuntivo.

1. Se sorprendieron de que yo _____ (andar) por esos lares. **2.** Nadie pudo creer que tú _____ (caber) por esa ventana. **3.** No lo aceptaría a menos que les _____ (caer/él) bien a sus padres. **4.** Si ella no _____ (concluir) lo mismo que nosotros, tendríamos que cambiar el plan. **5.** No irían a menos que usted _____ (conducir). **6.** Nos pidieron que _____ (dar/nosotros) una presentación. **7.** Si vosotros les _____ (decir) eso, no lo creerían. **8.** Les dieron café para que no _____ (dormirse/ellos). **9.** Hablaban como si _____ (estar/ellas) de acuerdo. **10.** No podía creer que _____ (haber) tantos problemas en ese pueblito.

(continued)

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11. Resolvieron el caso antes de que yo _____ (irse). **12.** Te lo di a fin de que _____ (leer/tú) algo interesante. **13.** Entré sin que nadie me _____ (oír). **14.** Ojalá que mis abuelos no _____ (pedir/ella) tanto de mí. **15.** Si usted _____ (poder) ayudarme, se lo agradecería. **16.** Era esencial que _____ (poner/nosotros) el despertador. **17.** No podíamos creer que vosotros _____ (poseer) esos poderes. **18.** Queríamos encontrar una playa que ellos _____ (preferir). **19.** No trabajaría en la película a menos que ellas la _____ (dirigir). **20.** Traje el auto en caso de que ustedes _____ (querer) salir hoy. **21.** Por suerte se calló antes de que yo _____ (reírse). **22.** Si tú _____ (saber) lo que siento, no hablarías de esa manera. **23.** Cambió su número para que él no la _____ (seguir) llamando. **24.** Me encantó que ella _____ (sentir) lo mismo que yo. **25.** No podíamos encontrar una casa que _____ (ser) tan barata como queríamos. **26.** Dudo que nosotros _____ (ser) tan inocentes como ellos a su edad. **27.** Os comportáis como si no _____ (tener/vosotros) nada que hacer. **28.** Les pedimos que _____ (traer/ellos) pan. **29.** No empezaríamos hasta que ellas _____ (venir) a ayudarnos.

Subjunctive Mood (Present Perfect Subjunctive)

Chapter 5.C.3, page 166

Ejercicio 5.37 Conjugue cada verbo en el presente perfecto del subjuntivo.

1. Ojalá que él _____ (ganar). **2.** Tan pronto como _____ (graduarse/tú) iremos a Europa. **3.** Haremos la sopa con tal de que él _____ (conseguir) los ingredientes. **4.** No pueden creer que _____ (andar/nosotros) tanto. **5.** Espero que _____ (aprender/vosotros) algo nuevo. **6.** Esperamos que ellos no _____ (tomar) el agua. **7.** Es posible que yo los _____ (avergonzar) sin darme cuenta. **8.** Parece imposible que tú _____ (averiguar) tanto en tan poco tiempo. **9.** Me alegro de que no _____ (buscar/ella) aquí. **10.** Ahora les sorprende que nosotros _____ (cantar) esa canción. **11.** Les dio coraje que vosotros _____ (cerrar) la puerta con llave. **12.** Ojalá que ellas _____ (recoger) el correo hoy. **13.** Todavía les sorprende que no me _____ (caber) esa camisa. **14.** Lamentamos que no _____ (poder/tú) venir a la fiesta. **15.** Puede ser que ella ya _____ (vender) el coche. **16.** No importa que no _____ (viajar/nosotros) a ese país antes. **17.** No creen que vosotros _____ (salir) anoche. **18.** Basta que ellos _____ (tener) razón una vez. **19.** No puedo creer que esos aretes _____ (costar) tanto. **20.** ¡Qué bueno que yo _____ (venir) a tiempo!

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Subjunctive Mood (Pluperfect Subjunctive)

Chapter 5.C.4, page 167

Ejercicio 5.38 Conjugue cada verbo en el pluscuamperfecto del subjuntivo.

1. No podían creer que yo les _____ (escribir) tantas veces. **2.** Si no me _____ (decir/ellos) eso ellos, no lo habría creído. **3.** Lo decían como si lo _____ (ver/ellos) en persona. **4.** Me parecía raro que no _____ (llegar/nosotros) todavía. **5.** No nos gustó que nos _____ (tratar/ellos) de esa manera. **6.** Era probable que nadie lo _____ (oír) antes. **7.** Dudaban que yo _____ (hacer) el trabajo en solo un mes. **8.** Nos bastaba que nuestros vecinos _____ (limpiar) su patio. **9.** Si me _____ (llamar/tú), no me habría preocupado tanto. **10.** Habría sido preferible que mi abuelo _____ (enterarse) desde un principio. **11.** Le molestó que tú no lo _____ (considerar). **12.** Ojalá que nunca _____ (lavar/vosotros) esa ropa en cloro. **13.** Si no _____ (volver/ellos) antes de la medianoche, habríamos llamado a la policía. **14.** Era imposible que _____ (resolver/él) el caso tan rápidamente. **15.** Estarías más cómoda si _____ (ponerse/tú) ropa de algodón. **16.** A veces me pregunto cómo sería mi vida si mi padre no _____ (morirse). **17.** Si _____ (abrir/nosotros) las ventanas, no haría tanto calor ahora. **18.** Ojalá que no _____ (comer/yo) tanto para la cena. **19.** Nos lo iban a decir tan pronto como _____ (confesar/nosotros) lo del robo. **20.** Les quitó el plato antes de que _____ (terminar/ellos) de comer.

Subjunctive Mood (Review)

Ejercicio 5.39 Temas de ensayo y de práctica oral

a. Ensayo

Prestando atención a las formas verbales, describa su relación con sus padres; piense en lo que ellos le dicen que haga o no haga, le piden que haga o no haga; en lo que usted les pide que hagan o no hagan. Use el subjuntivo cuando el contexto lo requiera.

b. Práctica oral

1. Pídale a un amigo hispano que le describa su relación con sus padres, y en particular lo que ellos le dicen que haga o no haga, lo que le aconsejan, lo que le piden, lo que los asusta, lo que los enorgullece, etc. Preste atención a sus formas verbales.

2. Prestando atención a las formas verbales, cuéntele a un amigo su relación con sus padres, y en particular lo que ellos le dicen que haga o no haga, lo que le aconsejan, lo que le piden, lo que los asusta, lo que los enorgullece, etc.

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D. IMPERA TIVE MOOD

(Direct Commands: **Tú**)

Chapter 5.D.1.a, pages 167–169

Ejercicio 5.40 Conjugue en el imperativo de **tú.**

1. (Hablar) más alto, por favor. **2.** (Comer) todo lo que tienes en el plato. **3.** (Vivir) como se debe. **4.** (Cerrar) las puertas con llave al salir. **5.** (Abrir) esa ventana, por favor. **6.** (Saltar) un poco. **7.** (Escuchar) lo que te dicen tus padres. **8.** (Volver) antes de las diez. **9.** (Pedir) lo que tú quieras. **10.** (Buscar) esta información en la red. **11.** (Repetir) varias veces el mismo ejercicio, hasta memorizarlo. **12.** (Mentir) solo si al mentir puedes hacer bien. **13.** (Comenzar) ahora. **14.** (Comentar) sobre el libro que leíste. **15.** (Defender) a tus amigos. **16.** (Seguir) trabajando. **17.** (Pensar) en mí. **18.** (Servir) la sopa, por favor. **19.** (Elegir) el color que tú prefieras. **20.** (Votar) por el mejor candidato. **21.** (Envolver) los regalos antes de que lleguen los niños. **22.** (Contar) conmigo. **23.** (Cortar) el césped mientras yo barro. **24.** (Apostar) poco dinero cada vez. **25.** (Podar) los rosales con cuidado. **26.** (Llorar) para desahogarte. **27.** (Recordar) lo que te digo. **28.** (Recortar) los anuncios que te interesen. **29.** (Oler) esta rosa. **30.** (Jugar) con nosotros. **31.** (Jurar) decir la verdad. **32.** (Proteger) a los animalitos indefensos. **33.** (Seguir) caminando. **34.** (Obedecer) a tus padres. **35.** (Traducir) este documento. **36.** (Producir) más si quieres ganar más. **37.** (Enviar) el paquete por correo aéreo. **38.** (Continuar) con el trabajo. **39.** (Confiar) en mí. **40.** (Reunir) a todos tus compañeros aquí esta tarde. **41.** (Criar) a tus hijos como yo te crie a ti. **42.** (Evaluar) este ensayo usando los mismos criterios. **43.** (Concluir) tu trabajo. **44.** ¡(Huir)! **45.** (Callar) a esos niños ruidosos. **46.** (Traer) una ensalada, si quieres. **47.** (Dar) dos pasos para adelante. **48.** (Oír), ¿vienes a la fiesta?

Ejercicio 5.41 Conjugue en el imperativo de **tú.**

1. (Decir) la verdad siempre. **2.** (Hacer) lo mejor que puedas. **3.** (Ir) a la tienda a comprar pan. **4.** (Poner) la mesa. **5.** (Salir) ahora a regar las matas. **6.** (Ser) bueno. **7.** (Tener) valor. **8.** (Venir) conmigo.

Ejercicio 5.42 Conjugue en el imperativo de **tú.**

1. (Cantar), pero (no bailar). **2.** (Estudiar), pero (no hablar) en voz alta. **3.** (Beber) mucho jugo, y (no comer) nada artificial. **4.** (Leer) el artículo, pero (no creer) todo lo que dice. **5.** (Volver) a casa, pero (no

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correr). **6.** (Descoser) el bolsillo, y (no coser) la bastilla. **7.** (Escribir) una carta, pero (no describir) lo que pasó. **8.** (Contar) lo que debes, y (no descontar) nada. **9.** (Dormir) al bebé, pero (no dormirse) tú. **10.** (Pedir) favores, y (no impedir) que te ayuden. **11.** (Regalar) tu amistad y (no prestar) nada. **12.** (Buscar) el ungüento y (no rascarse) la picada. **13.** (Escoger) la película que quieras ver, pero por favor (no escoger) una en inglés. **14.** (Leer) tu correo electrónico, pero (no abrir) nada sospechoso.

Ejercicio 5.43 Conjugue en el imperativo de **tú.**

1. (Decir) la verdad y (no decir) mentiras. **2.** (Hacer) la lectura para mañana, pero (no hacer) la tarea. **3.** (Ir) a la tienda, pero (no ir) al correo. **4.** (Poner) tu abrigo aquí y (no poner) tus zapatos en la mesa. **5.** (Salir) a recoger el periódico, pero (no salir) por esa puerta. **6.** (Ser) bueno, pero (no ser) tonto. **7.** (Tener) hijos, pero (no tener) tantos como ella. **8.** (Venir) a casa, pero (no venir) temprano.

Imperative Mood (Direct Commands: **Usted/ustedes)**

Chapter 5.D.1.b, pages 169–170

Ejercicio 5.44 Conjugue en el imperativo de **usted.**

1. (Seguir) caminando una cuadra más. **2.** (No hablar) tan alto. **3.** (Estudiar) solo. **4.** (No cantar) ahora, por favor. **5.** (Bailar) con nosotros. **6.** (Tararear) la canción, a ver si la reconocemos. **7.** (Comer) un poco para ver si le gusta. **8.** (No leer) ese periódico. **9.** (Vivir) feliz. **10.** (No toser) durante la obra, por favor. **11.** ¡(Correr)! ¡Se le va a ir el tren! **12.** (No beber) agua de la llave. **13.** (Escribir) tarjetas postales. **14.** (Cerrar) la ventana, por favor. **15.** (No perder) su mapa. **16.** (Contar) el vuelto que le dan. **17.** (No volver) a ese restaurante. **18.** (Dormir) con la ventana abierta. **19.** (No pedir) favores. **20.** ¿(Decir)? **21.** (Oír), ¿sabe qué hora es? **22.** (No tener) miedo. **23.** (Conducir) con cuidado. **24.** (No caer) en la trampa. **25.** (Hacer) la tarea. **26.** (Poner) la mesa, por favor. **27.** (No salir) después de la medianoche. **28.** (Traer) el dinero mañana. **29.** (Venir) pronto. **30.** (No dar) nada. **31.** (Ir) con ellos. **32.** (No ser) ridículo. **33.** (Dirigir) al grupo. **34.** (Buscar) el tesoro. **35.** (No llegar) tarde.

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Imperative Mood (Direct Commands: **Vosotros**)

Chapter 5.D.1.c, pages 170–171

Ejercicio 5.45 Conjugue en el imperativo de **vosotros.**

1. (Hablar) más claramente, por favor. **2.** (Comer) un poco de todo. **3.** (Exprimir) el jugo de los limones. **4.** (Cerrar) las puertas. **5.** (Abrir) los ojos. **6.** (Saltar) por encima de los charcos. **7.** (Escuchar) con cuidado. **8.** (Volver) a tiempo. **9.** (Pedir) lo que queráis. **10.** (Conseguir) el mapa antes del viaje. **11.** (Repetir) conmigo. **12.** (Mentir) si es necesario. **13.** (Comenzar) ahora. **14.** (Comentar) sobre el artículo. **15.** (Defender) a vuestra familia. **16.** (Seguir) tratando. **17.** (Pensar) en lo positivo. **18.** (Servir) primero a los invitados. **19.** (Elegir) el que prefiráis. **20.** (Votar) hoy. **21.** (Decir) solo lo necesario. **22.** (Hacer) el trabajo. **23.** (Ir) a visitar a vuestros abuelos. **24.** (Poner) esas cosas aquí. **25.** (Salir) temprano. **26.** (Ser) discretos. **27.** (Tener) paciencia. **28.** (Venir) a verme.

Ejercicio 5.46 Conjugue en el imperativo de **vosotros.**

1. ¡(Despertarse)! ¡Ya es tarde! **2.** (Levantarse) más temprano. **3.** (Lavarse) las manos antes de comer. **4.** (Irse) con los demás. **5.** (Acostarse) temprano. **6.** ¡(Dormirse) ya! **7.** (Marcharse) con ellos. **8.** (Despedirse) de la visita. **9.** ¡(Callarse)!

Ejercicio 5.47 Conjugue en el imperativo de **vosotros.**

1. (Cantar), pero (no bailar). **2.** (Estudiar), pero (no hablar) en voz alta. **3.** (Beber) mucho jugo, y (no comer) nada artificial. **4.** (Leer) el artículo, pero (no creer) todo lo que dice. **5.** (Volver) a casa, pero (no correr). **6.** (Descoser) el bolsillo, y (no coser) la bastilla. **7.** (Escribir) una carta, pero (no describir) lo que pasó. **8.** (Contar) lo que debéis, y (no descontar) nada. **9.** (Dormir) al bebé, pero (no dormirse) vosotros. **10.** (Pedir) favores, y (no impedir) que os ayuden. **11.** (Regalar) vuestra amistad, y (no prestar) nada. **12.** (Buscar) el ungüento, y (no rascarse) la picada. **13.** (Escoger) la película que queréis ver, pero por favor (no escoger) una en inglés.

Ejercicio 5.48 Conjugue en el imperativo de **vosotros.**

1. (Decir) la verdad, y (no decir) mentiras. **2.** (Hacer) la lectura para mañana, pero (no hacer) la tarea. **3.** (Ir) a la tienda, pero (no ir) al correo. **4.** (Poner) vuestro abrigo aquí, y (no poner) vuestros zapatos en la mesa. **5.** (Salir) a recoger el periódico, pero (no salir) por esa puerta. **6.** (Ser) buenos, pero (no ser)

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tontos. **7.** (Tener) hijos, pero (no tener) tantos como ellos. **8.** (Venir) a casa, pero (no venir) temprano. **9.** (Apagar) el ventilador, pero (no apagar) la luz.

Imperative Mood (Direct Commands: **Nosotros**)

Chapter 5.D.1.d, pages 171–172

Ejercicio 5.49 Conjugue en el imperativo de **nosotros.**

1. (Caminar) por esta calle. **2.** (No hablar) para que no nos oiga nadie. **3.** (Estudiar) un poco antes de ir. **4.** (No cantar) por favor. **5.** (Bailar), ¿quieres? **6.** (Tararear) la canción a ver si la reconocen. **7.** (Comer) aquí. **8.** (No leer) más. **9.** (Vivir) en la Costa del Sol. **10.** (No toser) sin taparnos la boca. **11.** ¡(Correr)! **12.** (No beber) tequila esta noche. **13.** (Escribir) unas cartas antes de salir hoy. **14.** (Cerrar) las ventanas antes de prender el aire acondicionado. **15.** (No perder) de vista lo esencial. **16.** (Contar) nuestro dinero antes de salir. **17.** (No volver) a entrar aquí. **18.** (Dormir) afuera hoy. **19.** (Hacer) la tarea. **20.** (Poner) las flores aquí. **21.** (No salir) esta noche. **22.** (No dar) nada. **23.** (Ir) con ellos. **24.** (No ser) tontos. **25.** (Dirigir) al grupo. **26.** (Buscar) su dirección. **27.** (No llegar) tarde esta vez.

Ejercicio 5.50 Conjugue en el imperativo de **nosotros.**

1. (Despertarlas) antes de que sea muy tarde. **2.** (No levantarse) tan temprano hoy. **3.** (Lavarlo) con cloro. **4.** (Marcharse) ya. **5.** (No acostarse) en la arena esta vez. **6.** ¡(Dormirse) ya! **7.** (Irse) de aquí. **8.** (No irse) hasta que nos traigan la cuenta. **9.** (Vestirse) para la fiesta.

Imperative Mood (Indirect Commands)

Chapter 5.D.2, page 172

Ejercicio 5.51 Traduzca usando mandatos indirectos.

1. *I do not want to cook; let them cook today.* **2.** *Have the manager call me.* **3.** *If you do not have the money, let Mirta pay.* **4.** *Have them send it to me.*

Ejercicio 5.52 Vamos a hacer los preparativos para una fiesta. Cada quien tiene algo que hacer. Usando los elementos indicados, formule un mandato para la persona indicada: Yo preparo la música.

1. Luisa / limpiar / el apartamento **2.** Sara / enviar / las invitaciones **3.** Las vecinas / conseguir / globos **4.** Pepe / pedir / pizza **5.** Todos / traer / de beber

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Imperative Mood (Review)

Ejercicio 5.53 Conteste las preguntas, usando el imperativo familiar **(tú)** en el afirmativo y en el negativo. Transforme los nombres en pronombres cada vez que se pueda.

1. ¿Les digo el secreto? **2.** ¿Hago los mandados? **3.** ¿Le mando el mensaje? **4.** ¿Voy al mercado? **5.** ¿Le pongo los zapatos al niño?

Ejercicio 5.54 Conteste las preguntas, usando el imperativo formal (**Ud.** o **Uds.**) en el afirmativo y en el negativo. Transforme los nombres en pronombres cada vez que se pueda.

1. ¿Cantamos la canción? **2.** ¿Le digo lo que pasó? **3.** ¿Les enviamos las cartas? **4.** ¿Vamos al cine? **5.** ¿Me quito los zapatos?

Ejercicio 5.55 Conteste las preguntas, usando el imperativo de **nosotros** en el afirmativo y en el negativo. Transforme los nombres en pronombres cada vez que se pueda.

1. ¿Cantamos las canciones juntos? **2.** ¿Vamos al cine? **3.** ¿Le damos el dinero? **4.** ¿Nos vamos ahora? **5.** ¿Nos ponemos el abrigo? **6.** ¿Jugamos el juego ahora?

Ejercicio 5.56 Traduzca la parte en negrilla usando el mandato indirecto (**Que** + subjuntivo).

1. ***Have them prepare it.*** **2.** *I don't want to do it.* ***Let Guillermo do it.*** **3.** ***Have her come see me.*** **4.** ***Have them call me.*** **5.** *If they're hungry,* ***let them eat.***

Ejercicio 5.57 Temas de ensayo y de práctica oral

a. Ensayo

Prestando atención a las formas verbales, escriba un diálogo, usando el imperativo al máximo para la siguiente situación: es de noche, y de repente Luisito huele humo *(smoke):* va corriendo a despertar a su padre y a su madre.

b. Práctica oral

1. Pídale a un amigo hispano que le enumere los mandatos más comunes que recuerde de su infancia, de órdenes que le daban sus hermanos cuando jugaban, o sus padres a la hora de comer, sus abuelos o parientes cuando había reuniones de familia o sus maestros en la escuela. Preste atención a sus formas verbales.

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2. Enumere los mandatos más comunes que recuerde de su infancia, de órdenes que le daban sus hermanos cuando jugaban, o sus padres a la hora de comer, sus abuelos o parientes cuando había reuniones de familia o sus maestros en la escuela.

F. PARTICIPLE

(Present Participle)

Chapter 5.F.1, pages 173–174

Ejercicio 5.58 Llene cada espacio en blanco con el participio presente del verbo indicado.

1. Yo estaba _____ (hablar) por teléfono. **2.** Estábamos _____ (comer) cuando llamaste. **3.** En esa época estábais _____ (vivir) con vuestros abuelos. **4.** Mi padre se estaba _____ (sentir) mejor. **5.** No te estoy _____ (pedir) nada. **6.** ¿Estás _____ (dormirse)? **7.** Siempre estaban _____ (concluir) lo mismo. **8.** Los niños estaban _____ (caer). **9.** Estabas _____ (leer) el libro. **10.** ¿Usted me está _____ (oír)? **11.** Estaba _____ (decir) la verdad. **12.** Nos fuimos _____ (ir) poco a poco. **13.** _____ (Venir) por este camino se llega más rápido. **14.** Creo que estaba _____ (poder).

Ejercicio 5.59 Llene cada espacio en blanco con el participio presente del verbo indicado.

1. Llegué _____ (caminar). **2.** Estaba _____ (actuar). **3.** Se fueron _____ (andar). **4.** Habíamos estado _____ (estudiar) el idioma desde hacía tiempo. **5.** No sabía qué estaban _____ (decir). **6.** Andaban _____ (buscar) a su tío. **7.** _____ (Ser) extranjero, no sentía que tuviera los mismos derechos. **8.** La vi _____ (cerrar) el portón. **9.** Estaban _____ (construir) un puente. **10.** Iba _____ (conducir) a paso de tortuga. **11.** Ese año estaban _____ (producir) más que nunca. **12.** Iban _____ (recordar) poco a poco su pasado. **13.** _____ (Creer) en su fuerza, lograrán más. **14.** Estábamos _____ (almorzar). **15.** Les iban _____ (dar) las respuestas una tras otra. **16.** Se la pasaban _____ (elegir) a los candidatos más improbables. **17.** Ellos iban _____ (seguir) el tren.

Ejercicio 5.60 Llene cada espacio en blanco con el participio presente del verbo indicado.

1. Venían _____ (llegar) poco a poco. **2.** Estaban _____ (morirse) todas las plantas. **3.** Lo iban _____ (mover) muy lentamente. **4.** Nadie les estaba _____

(continued)

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(negar) nada. **5.** ¿Por qué estabais _____ (sonreírse)? **6.** El perro seguía _____ (oler) la flor. **7.** Los andaban _____ (despedir) uno tras otro. **8.** ¿Quién estaba _____ (poner) esas cartas allí? **9.** Los iban _____ (reunir) poco a poco. **10.** _____ (Tener) el dinero, se podría hacer. **11.** Los están _____ (traer) ahora mismo. **12.** Siempre se la pasan _____ (intervenir) en los asuntos de otros. **13.** Los estamos _____ (ver). **14.** La estás _____ (volver) loca.

Participle (Past Participle)

Chapter 5.F.2, pages 174–175

Ejercicio 5.61 Llene cada espacio en blanco con el participio pasado del verbo indicado.

1. Había _____ (hablar) con tu padre. **2.** Nunca hemos _____ (comer) aquí. **3.** Su tía ha _____ (vivir) en Argentina. **4.** He _____ (caminar) cuatro cuadras. **5.** Juan: te has _____ (quedar) callado. **6.** ¿Habéis _____ (aprender) a bailar el merengue? **7.** Ojalá que no haya _____ (conducir) el abuelo. **8.** Hemos _____ (almorzar) ya. **9.** No habían _____ (dar) las tres todavía. **10.** No te has _____ (sentar) en horas. **11.** Nunca había _____ (oler) ese perfume antes. **12.** Los Gómez han _____ (venir) a nuestra casa varias veces.

Ejercicio 5.62 Llene cada espacio en blanco con el participio pasado del verbo indicado.

1. Esa ventana nunca se ha _____ (abrir). **2.** El pasto estaba _____ (cubrir) de granizo. **3.** Nadie me había _____ (decir) eso antes. **4.** ¿Les has _____ (escribir) a tus padres? **5.** ¿Has _____ (hacer) tu cama? **6.** No han _____ (morirse) los peces. **7.** Ya habíamos _____ (ponerse) el traje de baño. **8.** Si hubieran _____ (resolver) el caso, todos estarían satisfechos. **9.** Ojalá que ya haya _____ (volver) Jorge. **10.** ¿Qué pasaría si nunca hubieran _____ (descubrir) América? **11.** Nunca había _____ (devolver) ese libro a la biblioteca. **12.** Era imposible que hubieran _____ (suponer) eso.

Ejercicio 5.63 Traduzca.

1. *This is holy water.* **2.** *They have blessed the food.* **3.** *I want fried potatoes.* **4.** *He had fried the fish.* **5.** *Cursed luck!* **6.** *I have never cursed anyone.* **7.** *She wore her hair loose.* **8.** *They have released the bulls.* **9.** *The printed word is very important.* **10.** *Have you printed your paper?*

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Chapter 6 Verbs: Usage

A. PRESENT INDICATIVE

Chapter 6.A, pages 178–179

(To practice the present indicative forms, see Exercises 5.1–5.8. We recommend that you do those exercises before attempting these.)

Ejercicio 6.1 Usando sus conocimientos de los usos del presente del indicativo, traduzca los verbos de las oraciones siguientes.

1. La familia Gómez _____ *(live)* aquí. **2.** Profesora, ¿cuántos idiomas _____ *(do you speak)*? **3.** Mi auto está muy viejo. ¿Lo _____ *(should I sell it)* para poder comprarme uno nuevo? **4.** Si _____ *(it rains)*, no _____ *(we don't have to)* regar. **5.** ¿Me _____ *(Would you bring me)* un vaso de agua, por favor? **6.** —¿Tienes sueño? —Sí, _____ de despertarme *(I just . . .)*. **7.** Mañana _____ (*we are leaving* [salir]) temprano.

Ejercicio 6.2 Temas de ensayo y de práctica oral

a. Ensayo

Prestando atención al uso del presente del indicativo y usando una variedad de verbos, escriba una cartita informal:

1. de un amigo(a) a otro(a) que ya no vive en el mismo lugar, describiendo su vida estos días, lo que hace como rutina solo(a) y con sus amigos, y lo que hace con su tiempo libre, solo(a) y con sus amigos. Compare y contraste lo que prefieren hacer sus amigos y las actividades que usted prefiere. Haga preguntas sobre el otro amigo (o amiga).

2. respuesta a la carta del #1.

3. de un(a) novio(a) a otro(a) que vive lejos, contándole de su amor y describiendo su vida en su ausencia. No tenga miedo de ser melodramático(a). Haga preguntas sobre la vida del otro o la otra.

4. respuesta a la carta del #3.

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5. de un(a) ex-novio(a) a otro(a) que le hace mucha falta y que quiere que vuelva. Use su imaginación para dramatizar la situación. Haga promesas sobre cómo va a cambiar su comportamiento si regresa ("Solo pienso en ti. No como. No duermo. Mis amigos no saben cómo consolarme…").
6. respuesta a la carta del #5.
7. de un(a) amigo(a) "electrónico(a)" a otro(a) conocido a través de la red; prepare preguntas sobre la vida presente del individuo y de su familia, y haga lo posible por hacer preguntas detalladas, personales pero no indiscretas. Prepare un mínimo de diez preguntas.
8. respuesta a la carta del #7.

b. Práctica oral

Prestando atención al uso del presente del indicativo y usando una variedad de verbos, hable con un(a) compañero(a) sobre uno de los temas siguientes:

1. un día típico, lo que hace como rutina solo(a) y con sus amigos.
2. sus actividades favoritas en su tiempo libre.
3. sus añoranzas de familia y amistades de antes. ¿Quién le hace falta de su familia o de sus amistades, y por qué?

Ejercicio 6.3 Temas de ensayo y de práctica oral

a. Ensayo

Diario: En su diario personal, escriba un párrafo sobre uno de los temas que siguen, prestando atención al uso del presente del indicativo. Use un máximo de verbos diferentes.

1. Describa una costumbre que tiene usted o alguien que conoce y que le causa frustración.
2. Describa una virtud que usted admira en otra persona y que usted quisiera tener.
3. Describa en detalle un objeto nuevo que acaba de obtener y que le gusta mucho.
4. Describa en detalle un lugar donde usted se encuentra muy a gusto.

b. Práctica oral

1. Pídale a un amigo hispano que le describa una relación amorosa típica entre jóvenes de su país. Que enumere las actividades que la sociedad requiere o permite, y las que prohíbe, lo que se recomienda, lo que se ve bien y mal frente a los demás y lo que se considera aceptable o no con los padres. Preste atención a sus formas verbales.

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2. Prestando atención a las formas verbales, descríbale a un amigo una relación amorosa típica entre jóvenes norteamericanos. Describa las actividades que la sociedad requiere o permite, y las que prohíbe, lo que se recomienda, lo que se ve bien y mal frente a los demás y lo que se considera aceptable o no con los padres.

3. Hable con un amigo de los sucesos de hoy en día que más los frustran, los enojan y les da coraje.

4. Hable con un amigo de las cosas que les gustan que otros hagan o no hagan y digan o no digan.

B. ASPECTS OF THE INDICATIVE PAST TENSE: PRETERITE VS. IMPERFECT AND PLUPERFECT

Chapter 6.B, pages 179–190

(See the corresponding exercises in Chapter 5 to practice the forms of the imperfect indicative [5.10–5.12] and the preterite [5.14–5.17]. We recommend that you do those exercises before these.)

Ejercicio 6.4 Conjugue cada verbo en el tiempo correcto (pretérito o imperfecto); para los verbos reflexivos, recuerde usar el pronombre apropiado.

1. Esta mañana Paco (levantarse) temprano, (bañarse) y (bajar) a la cocina a desayunar. **2.** Ese hombre (ser) un cantante muy famoso, (tener) unos cincuenta años y (estar) casado con una modelo. **3.** Todos los días mi padre (salir) para el trabajo a las cinco de la mañana y (volver) a la hora de la cena. **4.** Yo (ver) esa película cuatro veces y cada vez me (gustar) por razones diferentes. **5.** Mis amigos y yo (estar) en el parque cuando de repente (empezar) a caer granizo: todos juntos (correr) al árbol más cercano y (sentarse) a esperar a que pasara la tormenta; durante media hora (estar) ahí sin poder escaparnos. **6.** Esta mañana Juanita me (decir) que (venir) a verme a las seis. **7.** Cuando yo (ser) niño, (creer) en Santa Claus; luego cuando (tener) seis años, (descubrir) que (ser) un mito creado por la sociedad; me (molestar) mucho descubrir este engaño, y la vida no (ser) igual para mí de ese momento en adelante. **8.** Cuando yo (entrar) al salón, (ver) que algunos de los estudiantes (comer), otros (hablar) y algunos (tratar) de estudiar. **9.** La vida (parecer) más fácil en mi niñez: mis padres lo (decidir) todo por mí, y yo solo (hacer) lo que me (decir/ellos) o lo que (querer/yo). **10.** Nadie (poder) creerlo: un boxeador le (morder) la oreja al otro dos veces. El público (ponerse) furioso porque el árbitro (interrumpir) la pelea.

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Ejercicio 6.5 Transforme el párrafo siguiente al pasado, empezando con "En esa época, …".

Vivo bien. Tengo tres gatos y un perro, y una casa que me encanta. A mi esposa y a mí nos gusta lo mismo, y nos hacemos compañía en todo. Ganamos suficiente dinero para sobrevivir, y un poco más que ahorramos para jubilarnos y para algunos lujos. Una vez al año viajamos a algún lugar exótico.

Ejercicio 6.6 Conjugue cada verbo entre paréntesis en el tiempo correcto: pretérito o imperfecto. Para los verbos reflexivos, use el pronombre apropiado. Antes de comenzar, lea todo el párrafo.

Nunca olvidaré el invierno de 1995, cuando mis padres (**1.** irse) de vacaciones, y mi hermana y yo (**2.** quedarse) solas en casa durante una semana entera. Entre las dos, (**3.** planear) con cuidado una fiesta con todos nuestros amigos. Claro que no (**4.** pensar/nosotros) decirles nada a nuestros padres, porque siempre nos (**5.** regañar/ellos) cuando (**6.** invitar/nosotros) a más de un par de amigos a casa: no les (**7.** gustar) a mis padres que hiciéramos ruido. Así que en secreto (**8.** invitar/nosotros) a unos treinta amigos, y (**9.** venir) como cincuenta. La fiesta (**10.** ser) muy divertida: todos (**11.** beber) y (**12.** bailar) sin parar, y se (**13.** oír) la risa constante de los amigos por toda la casa. (**14.** Haber) tanta gente bailando en la sala en un momento que (**15.** parecer) que el piso se (**16.** ir) a romper. Y (**17.** ser) tantos que no (**18.** saber/nosotros) dónde (**19.** estar/ellos) a todas horas: en un momento yo (**20.** entrar) al cuarto de mis padres y (**21.** ver) a una docena de chicos que (**22.** beber) y (**23.** saltar) en la cama, y a otros tantos que (**24.** bailar) en el baño. En fin de cuentas, la fiesta nos (**25.** encantar) a todos, pero para mi hermana y para mí (**26.** ser) un desastre cuando mis padres (**27.** enterarse).

Ejercicio 6.7 Temas de ensayo y de práctica oral

a. Ensayo

Actos simultáneos o interrumpidos: Escriba un párrafo en el pasado para cada una de las situaciones que siguen. Elabore usando su imaginación.

1. Después de estudiar hasta las diez de la noche en la biblioteca, llegó usted a su cuarto esa noche, y al abrir la puerta vio que su compañero(a) de cuarto tenía varios amigos que estaban haciendo cosas diferentes: describa la escena.
2. Describa la escena que vio un viajero al entrar a un avión que lo iba a llevar a una isla del Caribe para las vacaciones de Navidad: cada uno de los pasajeros del avión estaba haciendo algo diferente.

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3. Encuentre entre sus fotos de familia y de amigos algunas que tengan acciones en proceso. Fotocopie cada foto en una hoja aparte, y en la misma hoja, describa la escena, usando el pasado. (¿Cuándo se tomó esta foto? ¿quién tomó la foto? ¿qué estaba haciendo usted cuando se tomó esa foto? Y su hermano o amigo, ¿qué estaban haciendo?)

b. Práctica oral

Que cada compañero lleve a clase una foto de familia o de vacaciones. En parejas, hablen de sus fotos, describiendo lo que estaba pasando en cada contexto. Presten atención a sus formas verbales.

Ejercicio 6.8 Futuro en el pasado: La semana pasada, yo estaba con mi amiga Luisa en una discoteca, y ella me dijo muchas cosas. Ayer, Gregorio me pidió que le dijera lo que Luisa me había dicho. Como Gregorio está enamorado de Luisa, decidí contestar su pregunta: ¿Qué dijo? Aquí siguen las frases de Luisa. Dígale a Gregorio lo que dijo Luisa, empezando cada frase con: "Luisa dijo que…".

1. Mañana comemos en el restaurante mexicano. **2.** Esta noche bailo tango. **3.** Después de esta canción, bailo. **4.** El mes entrante mi familia va a Argentina. **5.** Mis vecinos se mudan pronto. **6.** Mañana llueve. **7.** Esta noche termino de leer mi novela.

Ejercicio 6.9 ¿Actos consecutivos o simultáneos (en proceso)? Indique para los actos entre paréntesis cuáles son los actos consecutivos [AC] (uno después de otro) y cuáles son los simultáneos [AS] (al mismo tiempo, en proceso). Luego escriba oraciones en el pasado usando los elementos dados.

> **Vocabulario*: becerrito** *little calf;* **brillar** *to shine;* **brisa** *breeze;* **cola** *tail;* **menearse** *to move;* **monte** *hill;* **oler** *to smell;* **pájaro** *bird;* **rama** *branch;* **sol** *sun;* **vaca** *cow*

1. Esta mañana yo (despertarse), (levantarse), (bañarse), (vestirse) y (desayunar). **2.** Esta mañana cuando me desperté, los pájaros* (cantar), el sol* (brillar*) y yo (oler*) el pan tostado que (preparar/ellos) en la cocina. **3.** El espectáculo era hermoso: las vacas* (comer) pacíficamente en el monte*, los becerritos* (correr) para todos lados con la cola* en el aire, las ramas* de los árboles (menearse*) suavemente con la brisa* y hasta los insectos (cantar) de manera melodiosa. **4.** El profesor (entrar) al salón y les (anunciar) a los estudiantes la tarea para la semana siguiente. Luego (empezar) a hablarles del tema del día.

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Ejercicio 6.10 Conjugue cada verbo entre paréntesis en el tiempo más lógico del pasado. Luego explique la diferencia entre los actos de las frases siguientes: 1 y 2; 3, 4 y 5; 6 y 7.

1. Cuando yo estaba en la escuela primaria, (sentarse) en una silla del frente. **2.** Ayer (sentarse/yo) por accidente en un chicle. **3.** Esta mañana (ir/yo) a mi primera clase cuando vi un accidente. **4.** Anoche (ir/yo) al cine. **5.** En esa época, (ir/yo) todos los días a visitar a mi abuelo que estaba en el hospital. **6.** Abrí la puerta de mi cuarto y vi el desastre: las ardillas *(squirrels)* se habían metido; una de ellas (comer) cacahuates *(peanuts)* en mi escritorio, otra (buscar) algo entre las colchas *(blankets)* de mi cama y una tercera (correr) como loca por las paredes. **7.** Esta mañana me levanté tarde porque mi despertador no funcionó. (Comer/yo) rápidamente, (buscar/yo) mis llaves a toda velocidad y (correr/yo) al trabajo.

Ejercicio 6.11 Traduzca las palabras en negrilla de las oraciones siguientes, prestando atención a los usos diferentes de *would*.

1. *I avoided the presence of my parents, because they* ***would say*** *the most embarrassing things about me.* **2.** *If my mother were here, she* ***would say*** *she had told you so.* **3.** *I know you* ***would not say*** *a word against me even if you were paid.* **4.** *I insisted, but the boy* ***would not say*** *who had given him the money.* **5.** *My mother* ***would not say*** *anything to anyone about our family's difficulties: she was that way.*

Ejercicio 6.12 Traduzca el verbo en negrilla, usando el verbo entre paréntesis. Para *you*, use el informal singular (tú).

1. *Yesterday I* ***met*** *your brother.* (conocer) **2.** *We* ***met*** *at a party.* (conocer) **3.** *I* ***knew*** *everyone there.* (conocer) **4.** *When you were an adolescent,* ***could*** *you go to parties?* (poder) **5.** *The prisoner* ***wanted*** *to get out, but he* ***knew*** *it was impossible so he did not even try.* (querer/saber) **6.** *I* ***wanted*** *to tear the curtain (and tried), but I* ***was unable to.*** (querer/poder) **7.** *My sister* ***did not want*** *to go with us (refused to), in spite of our insistence.* (querer) **8.** *My sister* ***did not want*** *to go with us, but my father made her go.* (querer) **9.** *When* ***did*** *you* ***find out*** *about the accident?* (saber)

Ejercicio 6.13 Pluscuamperfecto: Conjugue cada verbo en el imperfecto, el pretérito o el pluscuamperfecto.

1. Los indígenas les (tener) terror a los conquistadores porque nunca (ver) caballos antes. **2.** No (comer/yo) nada en el cine porque (cenar) antes de ir. **3.** Esta mañana me (doler) las ojos porque (trabajar/yo) en la computadora toda la noche.

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Ejercicio 6.14 ¿Pretérito, imperfecto o pluscuamperfecto? Complete con la forma apropiada de cada verbo indicado.

> **Vocabulario*: alumbrar** *to light;* **balde** *bucket;* **caballo** *horse;* **ensillar** *to saddle;* **ganado** *cattle;* **guiándose por el sonido** *being led by sound;* **leña** *firewood;* **madrugada** *early morning hours;* **ojo de agua** *water hole;* **vela** *candle*

El rancho de mi padre

Nunca olvidaré las semanas que (**1.** pasar/nosotros) en el rancho de mi padre. En esa época yo (**2.** tener) unos doce o trece años, y mi hermana unos catorce. En el rancho no (**3.** haber) ni electricidad ni agua corriente: todo se (**4.** alumbrar*) con velas o linternas, y mi hermana y yo (**5.** ir) a buscar agua en baldes* al ojo de agua* cerca de la casa. (**6.** Cocinar/nosotros) las tortillas y los frijoles con leña*. La rutina (**7.** ser) la siguiente: (**8.** levantarse/nosotros) a las cuatro de la mañana, y mientras una de nosotras (**9.** salir) a la oscuridad de la madrugada* a buscar los caballos*, guiándose por el sonido* nada más, la otra (**10.** preparar) el desayuno. (**11.** Terminar/nosotros) de desayunar, (**12.** ensillar*/nosotros) los caballos y (**13.** irse/nosotros) antes de que saliera el sol. Para cuando (**14.** llegar/nosotros) adonde (**15.** estar) el ganado*, ya el sol (**16.** salir) con todo su poder.

Ejercicio 6.15 ¿Pretérito, imperfecto o pluscuamperfecto? Complete con la forma apropiada de cada verbo indicado.

Una visita a la Alhambra

Para nuestro tercer viaje de grupo con el programa de Sevilla, (**1.** ir/nosotros) a visitar la Alhambra. Temprano en la mañana (**2.** tomar/nosotros) el autobús a Granada, que (**3.** tardar) unas tres horas y media en llegar.

El guía nos (**4.** decir) que la Alhambra (**5.** ser) uno de los monumentos más impresionantes del mundo, y que en ella se (**6.** poder) ver los últimos alientos del arte hispanomusulmán. La construcción de la Alhambra se (**7.** iniciar) a partir de la ocupación de Granada por Mohamed-Ben-Nazar, en el siglo XIII. No (**8.** ser) hasta 1492, con la reconquista de Granada por los Reyes Católicos, que la Alhambra (**9.** pasar) a ser palacio real.

En todo, (**10.** quedar/yo) impresionada con la belleza de los elementos decorativos, con las cúpulas y arcos, con las imponentes estructuras de defensa, y con los hermosos jardines llenos de plantas exóticas y bellas fuentes.

(continued)

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Al entrar en una de las habitaciones, (**11.** ver/yo) una placa que (**12.** decir) que Washington Irving (**13.** escribir) "Cuentos de la Alhambra" en ese lugar.

Uno de mis lugares favoritos ese día en la Alhambra (**14.** ser) el Patio de los Leones, que en los tiempos musulmanes (**15.** ser) el refugio privado del sultán, de su familia y su harén.

De todos los lugares que (**16.** visitar/nosotros) durante nuestro año en Sevilla, la Alhambra (**17.** ser) el más impresionante.

Ejercicio 6.16 ¿Pretérito, imperfecto o pluscuamperfecto? Complete con la forma apropiada de cada verbo indicado.

Recuerdo la noche del incendio en nuestro pueblo. (**1.** Estar/nosotros) todos dormidos cuando de repente se (**2.** oír) golpes y gritos en la puerta. Eran los vecinos que (**3.** venir) a decirle a mi padre que (**4.** haber) fuego en una casa cerca de la nuestra. En ese pueblo no (**5.** haber) bomberos. (**6.** Vestirse/nosotros) a la carrera y (**7.** ir/nosotros) corriendo a ayudar a apagar el fuego que se (**8.** ver) de lejos. Una vez que llegamos allí, (**9.** unirse/nosotros) y así (**10.** empezar) una batalla que (**11.** durar) hasta el día siguiente. (**12.** Pasarse/nosotros) baldes de agua en cadena desde una casa vecina hasta la del incendio. (**13.** Lograr/nosotros) apagar el fuego, y salvar a la familia. Luego (**14.** enterarse/nosotros) que los mismos hijos adolescentes de la familia (**15.** provocar) el incendio accidentalmente con un cigarrillo.

Ejercicio 6.17 ¿Pretérito o imperfecto? Complete con la forma apropiada de cada verbo indicado.

> **Vocabulario*: acostumbrarse** *to get used to;* **chiquitito** *tiny;* **escalones** *steps;* **herido** *injured;* **leche** *milk;* **maullido** *meowing;* **platito** *little plate;* **por todos lados** *everywhere;* **tener terror** *to be terrified*

Gato

En mi casa, (**1.** ser/nosotros) gente de perros y no de gatos; de hecho, los gatos nos (**2.** caer) mal, quizá porque les (**3.** tener/nosotros) algo de miedo y no nos (**4.** respetar/ellos) como los perros. Pero un día del verano pasado todo eso (**5.** cambiar). (**6.** Estar/nosotros) sentados en la terraza tomando café cuando de repente (**7.** empezar/nosotros) a oír los maullidos* insistentes de un gatito perdido. Los maullidos eran tan fuertes que nos (**8.** imaginar/nosotros) que el gatito estaría atrapado en algún lugar, herido*. Lo (**9.** buscar/nosotros) por todos lados*, y por fin lo (**10.** encontrar/nosotros), debajo de los escalones* del frente de la casa.

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(**11.** Ser) un gato tan chiquitito* que no (**12.** parecer) posible que esos maullidos salieran de él. (**13.** Ser) una cría, y nos (**14.** tener/él) terror*. (**15.** Estar/él) debajo de los escalones, pero (**16.** poder/él) salir. (**17.** Parecer) que su mamá lo (**18.** abandonar) y que no (**19.** saber) adónde ir. Nos (**20.** tomar) toda la mañana lograr que saliera de debajo de los escalones para tomar el platito* de leche* que le (**21.** ofrecer/nosotros). Muy lentamente (**22.** acostumbrarse/él) a nosotros y nos (**23.** adoptar/él). Desde entonces, somos gente de perros y de gatos.

Ejercicio 6.18 Temas de ensayo y de práctica oral

a. Ensayo

Escriba un párrafo sobre una costumbre cultural o una fiesta típica de su infancia.

b. Práctica oral

Cuéntele a un amigo de una costumbre cultural o una fiesta típica de su infancia. Preste atención a sus formas verbales.

Ejercicio 6.19 Temas de ensayo y de práctica oral

a. Ensayo

Imagínese que usted tiene un hermanito y que este le pide que le cuente un cuento. Cuéntele en el pasado uno de los cuentos siguientes, prestando atención al uso correcto del pretérito y del imperfecto: La Cenicienta *(Cinderella);* Caperucita Roja *(Little Red Riding Hood);* Los Tres Cerditos *(The Three Little Pigs);* Romeo y Julieta.

> **Vocabulario*: ceniza** *ashes;* **balcón** *balcony;* **baile** *ball;* **canasta** *basket;* **ladrillo** *brick;* **carroza** *carriage;* **enemigo** *enemy;* **hada madrina** *fairy godmother;* **fraile** *friar;* **cristal** *glass*, *crystal;* **abuelita** *granny*, *grandmother;* **caballo** *horse;* **cerdito** *little pig;* **leñador** *lumberjack;* **baile de disfraces** *masked ball;* **ratón** *mouse;* **palacio** *palace;* **cerdo** *pig;* **veneno** *poison;* **príncipe** *prince;* **calabaza** *pumpkin;* **rival** *rival;* **madrastra** *stepmother;* **hermanastra** *stepsister;* **paja** *straw;* **el lobo malo** *the big bad wolf;* **soplar** *to blow;* **exiliar** *to exile;* **tumbar** *to make something fall down;* **para verte mejor** *to see you better;* **parecer muerto** *to seem dead;* **¡Qué ojos más grandes tienes!** *What big eyes you have!;* **lobo** *wolf;* **madera** *wood;* **bosque** *woods*

b. Práctica oral

Usando la clase como público, cuente oralmente, en el pasado, uno de los cuentos sugeridos en el tema de ensayo.

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Ejercicio 6.20 Temas de ensayo y de práctica oral

a. Ensayo

Cuente en el pasado uno de sus recuerdos de infancia favoritos.

b. Práctica oral

Hable con un(a) compañero(a) sobre sus recuerdos de infancia favoritos.

C. COMPOUND TENSES

Chapter 6.C, pages 191–198

(To practice the forms of compound tenses and the present and past participle forms, see Exercises 5.19–5.20; 5.24; 5.27; 5.37–5.38; and 5.58–5.63. We recommend that you do those exercises before these.)

Ejercicio 6.21 Traduzca. Para *you*, use el informal singular (tú).

1. *I am writing a letter.* **2.** *They have been working there since last week.* **3.** *I was eating when you arrived.* **4.** *He had been in the sun for three hours.* **5.** *She had been calling for two days.* **6.** *We have eaten.* **7.** *We will have eaten by then* (para entonces). **8.** *I was working on the computer all day yesterday.* **9.** *He said he would have finished.* **10.** *I thought it would be raining by now* (ya).

Ejercicio 6.22 Conteste las preguntas usando tiempos compuestos.

1. ¿Ha viajado usted alguna vez a otro país? **2.** Antes de mudarse aquí, ¿había vivido usted en otro lugar? **3.** Si en vez de venir a esta universidad usted hubiera podido ir a cualquier otra, ¿cuál habría preferido? **4.** Indique una actividad en que ha participado aquí en que nunca antes se había imaginado participando. **5.** ¿Cuáles son cinco cosas que quiere haber hecho antes de graduarse?

Ejercicio 6.23 Temas de ensayo y de práctica oral

a. Ensayo

Cuente el cuento de "Rizos de Oro" *(Goldilocks)* en el pasado, usando el progresivo y el pluscuamperfecto cada vez que lo necesite.

> **Vocabulario: oso** *bear;* **cama** *bed;* **silla** *chair;* **la mamá osa** *mama bear;* **el papá oso** *papa bear;* **avena** *porridge;* **alguien** *somebody;* **sopa** *soup;* **el osito** *the little bear;* **estar acostado** *to be lying down [position];* **estar sentado** *to be*

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sitting [position]; **dormirse** *to fall asleep;* **acostarse** *to lie down [change position from standing or sitting to lying down];* **sentarse** *to sit down [change position from standing to sitting];* **dormir** *to sleep;* **bosque** *woods*

b. Práctica oral

Hable con un(a) compañero(a) y cuéntele su versión de "Rizos de Oro" *(Goldilocks)*. Use el progresivo y el pluscuamperfecto cada vez que los necesite.

D. WAYS OF EXPRESSING THE FUTURE

Chapter 6.D, page 199

(To practice the future forms, see exercises 5.21-22 and 5.24. We recommend that you do those exercises before these.)

Ejercicio 6.24 Traduzca de tres formas distintas. Para *you*, use el informal singular (tú).

1. *Tomorrow we will eat at a restaurant.* **2.** *This evening we are going to the movies.* **3.** *I will call you this afternoon.* **4.** *What are you doing tonight?*

Ejercicio 6.25 Apunte las cosas que quiere que se cumplan antes de la actividad indicada, usando el futuro donde sea posible.

1. Antes de solicitar mi primer empleo profesional, (yo)… **2.** Antes de que podamos votar por ese candidato, (él)… **3.** Antes de que nuestros vecinos se quejen, (nosotros)… **4.** Antes de que el mundo se destruya por nuestro descuido, (nosotros)… **5.** Antes de morirme, (yo)…

Ejercicio 6.26 Temas de ensayo y de práctica oral

a. Ensayo

Usando el futuro cada vez que pueda, prepare una lista de diez promesas para mejorarse o para mejorar su vida; use verbos diferentes para cada promesa. (Por ejemplo: Me levantaré temprano. Haré mi cama cada mañana. No le gritaré a mi hermano aunque él me provoque.)

b. Práctica oral

En parejas de candidatos para la presidencia digan qué promesas harán para ganar el voto popular, alternando entre ustedes. Usen verbos diferentes para cada promesa y presten atención a las formas del futuro.

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E. CONDITIONAL

Chapter 6.E, pages 200–201

(To practice the conditional forms, see Exercises 5.25–5.27. We recommend that you do those exercises before these.)

Ejercicio 6.27 Cambie las oraciones siguientes para que sean más corteses.

1. ¿Puedes ayudarme con esto? **2.** ¿Tienes tiempo para ayudarme? **3.** No debes hacer eso. **4.** Quiero que vengas.

Ejercicio 6.28 Cambie las oraciones al pasado.

1. Pienso que lo terminarán a tiempo. **2.** Creo que llegarán pronto. **3.** Dice que lo hará. **4.** Sé que cumplirá con su promesa.

Ejercicio 6.29 Temas de ensayo y de práctica oral

a. Ensayo

Escriba un diálogo entre un mesero en un restaurante y un par de clientes difíciles, uno porque no quiere aumentar de peso, y el otro porque no tiene mucho dinero.

b. Práctica oral

Minidrama: El salón de clase es un restaurante, con clientes difíciles (el que está de dieta, el que no quiere gastar mucho, el que tiene alergias, el vegetariano, el que no come nada de color verde, etc.), y meseros que tratan de complacerlos, o que no tienen la libertad de cambiar los platos del menú. Antes de empezar, que cada cliente prepare algunas frases con el condicional para pedir sus platos especiales, y luego, dramaticen su escena, usando sus frases y prestando atención a sus formas verbales y expresiones de cortesía.

F. PROB ABILITY

Chapter 6.F, pages 201–203

(To practice the future and conditional forms, see Exercises 5.21–5.28. We recommend that you do those exercises before these.)

Ejercicio 6.30 Conteste las preguntas expresando conjetura y usando la información entre paréntesis.

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1. ¿Por qué no puedo bajar de peso? (no controlar tu apetito) **2.** ¿Por qué se veía verde ese hombre? (ser marciano) (estar enfermo) (algo asustarlo) **3.** ¿Dónde está tu hermano? (estar en el sótano) (ir a la tienda)

Ejercicio 6.31 Temas de ensayo y de práctica oral

a. Ensayo

Usted es detective y debe escribir un informe de lo que cree que pasó basándose en los hechos *(facts)* que observa en un crimen: se encuentra el cadáver *(corpse)* de un hombre flotando boca abajo en la piscina *(swimming pool)* de la casa de su vecino; no hay ninguna evidencia de violencia física. El cadáver está casi completamente desnudo *(naked):* solo tiene puesto un reloj *(watch)* que se paró a las tres y media. La autopsia revela que el hombre no murió ahogado *(drowned)*, sino envenenado *(poisoned)*. Escriba dos probables maneras en que pudo haber terminado así, usando un máximo de detalle descriptivo. Esto lo hace sin saber de seguro nada de nada *(without knowing anything at all for certain)*. (Por ejemplo: El hombre sería rico, y su esposa por alguna razón lo odiaría y querría deshacerse de él; lo habrá envenenado y luego, una vez que había muerto, ella habrá empujado su cadáver dentro de la piscina, con la ayuda de alguien.)

b. Práctica oral

En parejas y alternando su turno, háganse preguntas sobre lo que observan en la clase hoy. Contesten con formas de probabilidad, usando su imaginación. Por ejemplo: Estudiante 1: ¿Por qué se vistió de azul la profesora? Estudiante 2: Será su color favorito.

c. Tema de práctica oral

Piense en un evento misterioso reciente en las noticias, y dígale a un(a) compañero(a) lo que habrá pasado según usted, usando formas de probabilidad.

G. SUBJUNCTIVE

(Nominal Clauses)

Chapter 6.G.2, pages 203–213

(To practice the subjunctive forms, see Exercises 5.29–5.38. We recommend that you do those exercises before these.)

Ejercicio 6.32 Conjugue cada verbo entre paréntesis en el presente del subjuntivo o del indicativo según lo requiera el contexto.

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1. Sus padres lo obligan a que (trabajar/él). **2.** Creo que (tener/tú) razón. **3.** Basta que (pagar/tú) la mitad. **4.** Conviene que (salir/nosotros) temprano. **5.** ¿Desea usted que le (servir/nosotros) en su habitación? **6.** Mi padre se empeña en que yo no (ir) sola. **7.** Es bueno que ellos (aprender) a nadar. **8.** Es cierto que nosotros lo (ver). **9.** Es evidente que tú (comer) demasiado temprano. **10.** Es importante que yo la (llevar). **11.** Es triste que ellos no (poder) salir de allí. **12.** Es una lástima que tus vecinos no te (caer bien). **13.** Eso no significa que tu novia no te (querer). **14.** Veo que los pájaros no (poder) volar. **15.** Insisto en que me (dejar/ustedes) pagar a mí. **16.** Lamento que (ser) así. **17.** Mi madre siempre me aconseja que (llevar/yo) más dinero del que necesito. **18.** Nos encanta que nuestros amigos nos (sorprender) con sus visitas. **19.** Te ruego que me (escuchar). **20.** Ella siempre lo convence de que (quedarse) tarde.

Ejercicio 6.33 Conjugue cada verbo entre paréntesis en el presente del subjuntivo o del indicativo según lo requiera el contexto.

1. Piensan que les (deber/nosotros) dinero. **2.** Más vale que ustedes (levantarse) temprano. **3.** Le enoja que su hermano siempre (ganar). **4.** ¿Necesitas que te (llevar/yo)? **5.** El testigo niega que su hijo (ser) culpable. **6.** No es que (llover) demasiado—al contrario. **7.** No importa que no (querer/ellos); tienen que hacerlo. **8.** Sé que me (querer/ella). **9.** Los vecinos se quejan de que los niños (gritar) mucho. **10.** Puede ser que ella (llegar) temprano. **11.** Los adolescentes se avergüenzan de que sus padres los (controlar) en público. **12.** Me opongo a que él lo (ver). **13.** Estamos seguras de que mañana (ir) a llover. **14.** Su hermana la persuade a que (hacer/ella) lo que ella quiere. **15.** Mi madre me manda que le (llevar) sus cartas al correo. **16.** Les advierto que (callarse/ustedes). **17.** Me prohíben que (salir) tarde. **18.** Tienen miedo que yo los (denunciar) a la policía. **19.** Dice que no (saber/él) nada. **20.** Tenemos que impedir que él (pagar) esta vez.

Ejercicio 6.34 Conjugue cada verbo entre paréntesis en el presente del subjuntivo o un tiempo *(tense)* del indicativo según lo requiera el contexto.

1. Ella cree que él no la (querer). **2.** Ella no cree que él la (querer). **3.** Su padre le dice que él (levantarse) temprano de niño. *[He used to get up early.]* **4.** Su padre le dice que (levantarse) temprano. *[He tells her to get up early.]* **5.** Te recomiendo que (dormir/tú) más. **6.** ¿Te pide que (ir/tú) con él? **7.** Espero que (poder/ellos) venir a la fiesta. **8.** Me molesta que no me (hacer/ellos) caso. **9.** Me alegro que (ser/tú) feliz. **10.** No me gusta que me (gritar/ellos). **11.** Parece que (estar/él) triste. **12.** No parece que (estar/él) triste. **13.** Parece increíble que ellos no lo (saber). **14.** Me sorprende que no me (llamar/él). **15.** Te sugiero que (tomar/tú) vitaminas.

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Ejercicio 6.35 Traduzca. Para *you*, use el informal singular (tú).

1. *She lets me drive.* **2.** *I hope I can do it.* **3.** *I hope you can do it.* **4.** *I feel it is going to rain.* **5.** *I am sorry it is going to rain.* **6.** *I am sorry I cannot do it.*

Ejercicio 6.36 Temas de ensayo y de práctica oral

a. Ensayo

Usando varias de las expresiones en la lista del capítulo 6.G.2.b ("Subjunctive After Expressions of Emotion"), describa en diez frases sus esperanzas, sus temores, lo que lamenta y lo que le emociona.

b. Práctica oral

Cuéntele a un(a) compañero(a) de sus esperanzas, temores, lo que lamenta y lo que le emociona, y luego pídale que haga lo mismo. Presten atención a sus formas verbales.

Ejercicio 6.37 Temas de ensayo y de práctica oral

a. Ensayo

Usando varias de las expresiones en la lista del capítulo 6.G.2.c ("Subjunctive After Expressions of Volition and Influence"), describa en diez frases lo que sus padres le aconsejan, le prohíben, le recomiendan, etc.

b. Práctica oral

Hable con un(a) compañero(a) sobre lo que sus padres les aconsejan, les prohíben, les recomiendan, etc. Comparen sus experiencias prestando atención a sus formas verbales.

Ejercicio 6.38 Temas de ensayo y de práctica oral

a. Ensayo

Usando varias de las expresiones en la lista del capítulo 6.G.2.d ("Subjunctive After Expressions of Doubt and Negation of Reality"), describa en detalle una de sus dudas más importantes, como por ejemplo sobre el origen del mundo, la existencia de Dios, la vida en Marte *(Mars)*, el racismo, etc.

b. Práctica oral

Hable con un(a) compañero(a) sobre el momento en que usted empezó a dudar de un mito tradicional, como Santa Claus, los Reyes Magos, etc. Describa en detalle la transición entre estar seguro, dudar, y luego perder por completo la creencia. Comparen sus experiencias.

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Ejercicio 6.39 Temas de ensayo y de práctica oral

a. Ensayo

Usando varias de las expresiones en la lista del capítulo 6.G.2.e ("Subjunctive After Impersonal Expressions with **ser**"), escriba diez consejos e ideas que usted le da a un amigo sobre un viaje a un país hispano.

b. Práctica oral

Usando varias de las expresiones en la lista del capítulo 6.G.2.e ("Subjunctive After Impersonal Expressions with **ser**"), dele consejos e ideas a un amigo sobre un viaje a un país hispano.

Ejercicio 6.40 Temas de ensayo y de práctica oral

a. Ensayo

Usando el mayor número posible de verbos de la lista de abajo para introducir cláusulas nominales, escriba un párrafo sobre el tema del amor en el mundo de hoy: piense en términos de establecer una pareja, la opción entre la soltería (no casarse) y el matrimonio (casarse), tener hijos o no y el divorcio. Si lo desea, puede hacer referencia a su vida personal para expresar su opinión. Preste atención al uso del subjuntivo, del infinitivo o del indicativo, dependiendo del contexto. Mire las páginas sobre las cláusulas nominales para ver ejemplos de usos de estos verbos.

querer, parecer, dudar, gustar, esperar, tener miedo de, alegrarse, enojar, molestar, sorprender, necesitar, preferir, oponerse a, dejar, obligar a, convencer, impedir, mandar, pedir, permitir, recomendar, sugerir, bastar, convenir, no creer, no ser, no significar, ser bueno (malo, raro, triste, importante, necesario, difícil, imposible, una lástima) que

b. Práctica oral

1. Usando los verbos de arriba, y prestando atención a sus formas verbales, hable con un(a) compañero(a) sobre sus perspectivas del amor hoy en día: piensen en términos de establecer una pareja, la opción entre la soltería (no casarse) y el matrimonio (casarse), tener hijos o no y el divorcio.
2. Debate: El matrimonio de parejas interraciales, de religiones distintas, de edades muy diferentes o del mismo sexo. Prestando atención a sus formas verbales, opinen sobre estos temas controvertibles, sin perder de vista el requisito de tolerancia.

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Subjunctive (Adjectival Clauses)

Chapter 6.G.3, pages 213–214

Ejercicio 6.41 Complete con el presente del subjuntivo o algún tiempo del indicativo de cada verbo entre paréntesis, según lo requiera el contexto.

1. Estamos esperando a la mujer que (calcular) nuestros impuestos. **2.** Quiero encontrar a una mujer que (saber) hacerlo. **3.** ¿Conoces a un hombre que (poder) hacerlo? **4.** Yo conozco a un hombre que (poder) hacerlo. **5.** No hay nadie que (poder) hacerlo como tú. **6.** Hay alguien que (poder) hacerlo. **7.** Haz lo que te (decir/yo) ayer. **8.** Siempre hace lo que le (decir/ellos), sea lo que sea. **9.** Digan lo que (decir/ellos), nunca te abandonaré.

Ejercicio 6.42 Temas de ensayo y de práctica oral

a. Ensayo

Haga una lista de diez deseos en su vida, usando cláusulas adjetivales. (Por ejemplo: Quiero conseguir un trabajo que me pague bien.)

b. Práctica oral

En parejas, comparen sus deseos y sueños en la vida, prestando atención a sus formas verbales.

Subjunctive (Adverbial Clauses)

Chapter 6.G.4, pages 215–218

Ejercicio 6.43 Conjugue cada verbo entre paréntesis en el presente del subjuntivo o un tiempo del indicativo según lo requiera el contexto.

1. Ellos llegaron después de que nosotros (salir). **2.** Lo hago para que tú no (tener) que hacerlo. **3.** Ven a visitarnos tan pronto como (poder/tú). **4.** Mañana iremos al parque aunque (llover). **5.** Quiero hablar con ella por teléfono antes de que (irse/ella). **6.** Me lo dará, a no ser que (arrepentirse/él) primero. **7.** Comerá después de que los niños (acostarse). **8.** Caminó hasta que no (poder) más. **9.** Caminará hasta que no (poder) más. **10.** Tendrá el dinero, a menos que no le (pagar/ellos) hoy. **11.** Lo haremos cuando (querer/tú). **12.** Comí aunque no (tener) hambre. **13.** Me gusta mirar por la ventana cuando (llover). **14.** Los vemos a ellos sin que ellos nos (ver) a nosotros. **15.** Lo haré con tal que no se lo (decir/tú) a los vecinos.

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Ejercicio 6.44 Traduzca. Para *you*, use el informal singular (tú).

1. *She will not go unless we go.* **2.** *I will do it as long as (or provided) you do not tell anyone.* **3.** *We will leave as soon as you get dressed.* **4.** *I will keep trying until it works.* **5.** *I do not know anyone who can do that without your explaining how.*

Ejercicio 6.45 Temas de ensayo y de práctica oral

a. Ensayo

Usando el mayor número posible de conjunciones de la lista de abajo para introducir cláusulas adverbiales, escriba un diálogo entre dos compañeros de casa que están preparándose para una fiesta en su casa.

para que, a menos que, antes de que, con tal de que, sin que, en caso de que, cuando, en cuanto, aunque, a pesar de que, después de que, mientras, hasta que

b. Práctica oral

Usando el mayor número posible de conjunciones de la lista de arriba para introducir cláusulas adverbiales, planee con otros compañeros una fiesta en la clase.

Subjunctive (Sequence of Tenses)

Chapter 6.G.5, pages 219–228

Ejercicio 6.46 Combine cada dos oraciones, usando la que está entre paréntesis como cláusula principal. Haga las transformaciones necesarias.

1. Mañana llegarán nuestros amigos. (No creo que…) **2.** Raúl vive en Suiza. (Parece increíble que…) **3.** Los vecinos ya han visto esa película. (Me sorprende que…) **4.** Ayer hacía calor. (Dudo que…) **5.** Se levantó a las cinco. (Me sorprende que…) **6.** Ya habrá terminado a esa hora. (Parece dudoso que…) **7.** Mi abuelo ya había muerto cuando llegué. (Lamento que…) **8.** Pronto estará lista la cena. (Mi padre dudaba que…) **9.** Siempre hace frío en el monte. (Mi tía se quejaba de que…) **10.** Tú bailabas el tango a los cinco años. (Era imposible que…) **11.** Los perros se escaparon. (Temían que…) **12.** Luisa nunca les ha dicho el secreto a sus hijos. (A Roberto le molestaba que…) **13.** Habrán regresado para la medianoche. (Me sorprendería mucho que…) **14.** Miguel ya había leído esa novela. (Yo tenía miedo que…)

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Ejercicio 6.47 Transforme el verbo de cada cláusula subordinada (en negrilla) para concordar en el nuevo contexto con el verbo principal en el pasado (entre paréntesis).

1. No creo que **puedan** venir. (No creía que…) **2.** Parece posible que **haga** calor hoy. (Parecía posible que… ese día.) **3.** Lamento que no les **guste.** (Lamentaba que…) **4.** ¿Conoces a alguien que **sea** de allí? (¿Conocías a alguien que…?) **5.** Queremos encontrar una casa que **tenga** piscina. (Queríamos…) **6.** Haremos lo que tú **quieras.** (Te dije que haríamos lo que…) **7.** Te doy las llaves a fin de que tú **abras.** (Te di las llaves…) **8.** Llama antes de que **sea** muy tarde. (Quería llamar antes de que…)

Ejercicio 6.48 Forme una frase usando la primera como subordinada.

1. Cantaban bien. (Me parecía increíble que…) **2.** Ellos caminaron. (Dudo que…) **3.** Yo había caminado. (Ellos no creyeron que…) **4.** Perdí las llaves. (Ella se quejó de que yo…) **5.** Por fin pudieron ver la película. (Me alegro de que…) **6.** Los perros no habían ladrado en toda la noche. (A Pedro le sorprendió que…)

Ejercicio 6.49 Conjugue cada verbo entre paréntesis en la forma correcta.

1. Nosotros queríamos que ellos nos (llamar) primero. **2.** A ella le gustaría que ustedes (ser) más directos. **3.** El profesor dijo que no sabía si existía un texto que (explicar) más claramente ese punto. **4.** ¿Había alguien que (poder) hacerlo? **5.** Nos encantaría que las vacaciones (ser) más largas. **6.** Me prometiste que me llamarías tan pronto (poder). **7.** Les pedía que (callarse) a fin de que no (despertar) a los niños. **8.** Me costaba trabajo creer que Marta (cortarse) el pelo la semana anterior.

Ejercicio 6.50 Temas de ensayo y de práctica oral

a. Ensayo

Deseos cambiados. Piense en su vida, y en los sueños y deseos que ha tenido desde la infancia. Algunos de sus deseos y sueños habrán cambiado a través de los años. Escriba un párrafo, describiendo cuatro o cinco de sus sueños y deseos en su infancia, cómo se lograron o no, y cómo cambiaron. Use al máximo las expresiones en la lista del capítulo 6.G.2.b (“Subjunctive After Expressions of Emotion”).

b. Práctica oral

Hable con sus compañeros sobre sus deseos de infancia que han cambiado.

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Ejercicio 6.51 Temas de ensayo y de práctica oral

a. Ensayo

Entreviste a alguien de una generación anterior a la suya, sobre la disciplina en la vida cuando era joven. Usando varias de las expresiones en la lista del capítulo 6.G.2.c ("Subjunctive After Expressions of Volition and Influence"), escriba diez frases sobre lo que sus padres le aconsejaban, le prohibían, le recomendaban, etc., a este individuo.

b. Práctica oral

Usando el tema de ensayo de arriba, dé un informe oral sobre su entrevista.

Ejercicio 6.52 Temas de ensayo y de práctica oral

a. Ensayo

Entreviste a uno de sus padres, o a alguien de una generación anterior a la suya, sobre lo que pensaban de la guerra y de la política cuando tenían la edad que usted tiene ahora. Usando varias de las expresiones de la lista del capítulo 6.G.2.d ("Subjunctive After Expressions of Doubt and Negation of Reality"), escriba unas diez frases.

b. Práctica oral

Usando el tema de ensayo de arriba, dé un informe oral sobre su entrevista.

Ejercicio 6.53 Temas de ensayo y de práctica oral

a. Ensayo

Usando varias de las expresiones de la lista del capítulo 6.G.2.e ("Subjunctive After Impersonal Expressions with Ser"), escriba diez consejos e ideas que usted le dio a un amigo antes de que este viajara a un país hispano. Por ejemplo: Le dije que era mejor que llevara ropa ligera, que era malo que no tratara de hablar español, etc.

b. Práctica oral

Hable con un(a) compañero(a) sobre una experiencia de su niñez en que sus padres o amigos le habían dado consejos que usted no siguió, y que luego descubrió que debió haberlos seguido. Prestando atención a las formas verbales, comparen sus experiencias.

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Ejercicio 6.54 Temas de ensayo y de práctica oral

a. Ensayo

Entreviste a alguien que pertenezca a una generación anterior a la suya sobre el tema del amor cuando era adolescente, y sus sueños o sus ideales para el amor en su vida; averigüe si los padres de esta persona afectaron de alguna manera su punto de vista o su comportamiento. Usando el mayor número posible de verbos de la lista de abajo para introducir cláusulas nominales, escriba un párrafo sobre lo que pensaba esta persona. Preste atención al uso del subjuntivo, del infinitivo o del indicativo, dependiendo del contexto. Consulte las páginas sobre las cláusulas nominales para ver ejemplos de usos de estos verbos.

querer, parecer, dudar, gustar, esperar, tener miedo de, alegrarse, enojarse, molestar, sorprender, necesitar, preferir, oponerse a, dejar, obligar a, convencer, impedir, mandar, pedir, permitir, recomendar, sugerir, bastar, convenir, no creer, no ser, no significar, ser bueno (malo, raro, triste, importante, necesario, difícil, imposible, una lástima) que

b. Práctica oral

Use el tema de ensayo de arriba, y dé un informe oral sobre su entrevista.

Subjunctive (*If* [si] Clauses)

Chapter 6.G.6, pages 228–230

Ejercicio 6.55 Conjugue cada verbo entre paréntesis en la forma correcta.

1. Ella habría llegado a tiempo si no (haber) una tormenta. **2.** Si él tuviera dinero, (comprarse) todos los coches antiguos del mundo. **3.** Iría al supermercado si (ser) absolutamente necesario. **4.** Si hubiéramos estudiado más, no (tener) tantas dificultades en el examen de ayer. **5.** Si tuviera tiempo, te (ayudar/yo). **6.** Se abrazaron como si no (verse) en años. **7.** Lo trata como si (ser) adulto.

Ejercicio 6.56 Temas de ensayo y de práctica oral

a. Ensayo

Describa en un párrafo lo que pasaría si pudiera cambiar algún aspecto de su vida futura.

(continued)

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b. Práctica oral

Hable con un(a) compañero(a) sobre algo que quisiera cambiar en su vida o en el mundo, imaginando lo que pasaría en el futuro si esto cambiara. Comparen sus sueños de cambio, prestando atención a las formas verbales.

Ejercicio 6.57 Temas de ensayo y de práctica oral

a. Ensayo

Describa en un párrafo cómo habría sido diferente su vida si algún elemento hubiera sido diferente desde el principio.

b. Práctica oral

Hable con un(a) compañero(a) sobre alguna característica de su familia o evento de su pasado que lo ha marcado hoy en día. Imagine cómo sería diferente su vida ahora si esa característica hubiera sido diferente, o si ese evento no hubiera ocurrido.

Subjunctive (Ojalá)

Chapter 6.G.7, pages 230–231

Ejercicio 6.58 Traduzca usando **Ojalá.** Para *you*, use el informal singular (tú).

1. *I wish she had not gone.* **2.** *I wish you had listened to me.* **3.** *I hope you eat today.* **4.** *I wish he could see me now.* **5.** *I hope they did not do it.* **6.** *I hope we get there on time.* **7.** *I hope they finished.* **8.** *I hope she likes it.* **9.** *I hope they bought it.* **10.** *I wish you could hear me.*

Ejercicio 6.59 Haga una lista de deseos para usted usando **Ojalá.**

1. un deseo posible para el futuro **2.** un deseo posible para el presente **3.** un deseo posible para el pasado **4.** un deseo contrario a la realidad presente **5.** un deseo contrario a la realidad pasada

Subjunctive (Expressions of Leave-Taking)

Chapter 6.G.8, pages 231–234

Ejercicio 6.60 Traduzca estas expresiones usando las personas indicadas.

1. *Get well.* (tú) **2.** *Have a good weekend.* (tú) **3.** *Have a good day.* (ustedes) **4.** *Have fun.* (usted)

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Ejercicio 6.61 Despídase de las siguientes personas usando **irle bien a uno.**

1. de un amigo **2.** de un profesor **3.** de unos amigos (en Latinoamérica) **4.** de unos amigos (en España)

Ejercicio 6.62 Despídase de las mismas personas usando **pasarlo bien.**

1. de un amigo **2.** de un profesor **3.** de unos amigos (en Latinoamérica) **4.** de unos amigos (en España)

Ejercicio 6.63 Temas de escritura y de práctica oral

a. Escriba minidiálogos de despedida para cada situación.

1. despedida de un amigo en cualquier momento **2.** despedida de un profesor un viernes antes de un fin de semana normal **3.** despedida de una pareja de amigos antes de un viaje que va a hacer la pareja **4.** despedida de varios amigos antes de una fiesta **5.** despedida de un amigo enfermo **6.** despedida de unos amigos antes de una experiencia placentera

b. Usando los diálogos que preparó arriba, busque todas las oportunidades posibles cada día para practicarlos en contextos auténticos.

H. INFINITIVES AND PRESENT PARTICIPLES

Chapter 6.H, pages 234–239

(To practice the present participle forms, see Exercises 5.58–5.60. We recommend that you do those exercises before these.)

Ejercicio 6.64 Escoja la forma correcta entre paréntesis.

1. (Beber/Bebiendo) agua es muy saludable. **2.** No les gusta (cantar/cantando). **3.** Pensaban (viajar/viajando) al Caribe este invierno. **4.** Se fueron sin (decir/diciendo) nada. **5.** Eso es lo que te pasa por (hablar/hablando) tanto. **6.** Estoy cansado de (rogar/rogando). **7.** Al (salir/saliendo), no se les olvide llevarse el paraguas. **8.** El anuncio decía: "No (fumar/fumando)".

Ejercicio 6.65 Traduzca las oraciones siguientes.

1. *That language is difficult to learn.* **2.** *It is difficult to learn that language.* **3.** *That recipe is easy to prepare.* **4.** *It is easy to tell the truth.* **5.** *It is possible to live longer than ninety years.* **6.** *Some things are impossible to change.*

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Ejercicio 6.66 Las frases siguientes tienen participios presentes en inglés. ¿En cuáles se usarían un participio presente en español también?

1. *That is one of the world's* ***increasing*** *problems.* **2.** *What an* ***interesting*** *subject!* **3.** *She is one of the* ***leading*** *experts in that subject.* **4.** *I need to buy some* ***writing*** *paper.* **5.** *That psychologist says that all of the problems of adolescence are caused by* ***growing*** *pains.* **6.** *They have* ***running*** *water.* **7.** *Take a photo of the pitcher* ***containing*** *the blue liquid.* **8.** *The court wanted a number of items* ***belonging*** *to her.* **9.** *There he was,* ***standing*** *in the middle of the room.* **10.** *The movie was* ***boring.*** **11.** *That is an* ***amusing*** *game.* **12.** *I found the dog* ***lying*** *on the bed.* **13.** *She was* ***sitting*** *in front of me at the movies.* **14.** *This exercise is* ***entertaining.*** **15.** *Do you have any* ***drinking*** *water?*

Ejercicio 6.67 Traduzca al español las frases del ejercicio anterior.

Ejercicio 6.68 Traduzca las oraciones siguientes.

1. *Look: they are* ***increasing*** *the weight.* **2.** *They were* ***directing*** *the traffic to the side.* **3.** *They left* ***running.*** **4.** *The speaker was* ***boring*** *us all.* **5.** *They were just* ***sitting*** *down (in the process of taking their seats) when the movie ended.* **6.** *He was* ***entertaining*** *the guests.*

Ejercicio 6.69 Identifique la diferencia gramatical entre las palabras idénticas en cada par de frases; luego traduzca al español.

1a. *I am concerned about my* ***increasing*** *weight.* **1b.** *They are* ***increasing*** *our taxes.* **2a.** *That class is* ***boring.*** **2b.** *Am I* ***boring*** *you?* **3a.** *I was just* ***sitting*** *down (in the process) when the phone rang.* **3b.** *I have serious news: are you* ***sitting*** *down?*

Ejercicio 6.70 Traduzca usando el infinitivo o el participio presente. Para *you*, use el informal singular (tú).

1. *They must have eaten.* **2.** *She has to eat more.* **3.** *They were planning on going to the beach.* **4.** *I do not have anything to wear.* **5.** *Put on your coat before leaving.* **6.** *To see those effects, it is necessary to wear special glasses.* **7.** *He was glad to see her.* **8.** *Upon entering, they took off their shoes.* **9.** *My brother had the veterinarian come.* **10.** *Those seeds are hard to plant.* **11.** *That book is easy to read.* **12.** *It is easy to read that book.* **13.** *Seeing is believing.* **14.** *He forbids me to drive.* **15.** *The children love playing online.* **16.** *He left without saying a thing.* **17.** *They were sorry after hanging up the phone.* **18.** *They separated without really having gotten to know each other.* **19.** *Do not stop me from moving.* **20.** *My back hurts from having worked so much in the garden.*

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Ejercicio 6.71 Temas de ensayo y de práctica oral

a. Ensayo

Imagine que es un médico muy concienzudo y debe indicarle a un paciente las actividades que son buenas o malas para la salud. Use una variedad de formatos: infinitivo como sujeto, como objeto directo, como objeto de preposición, con **hay que** o **tiene que,** con **nada que** y **poco que,** con **fácil de** y **difícil de** y con **al.**

b. Práctica oral

En parejas en que un estudiante hace de médico y otro de paciente, hablen de las actividades que son buenas o malas para la salud. El paciente le pregunta al doctor, y el doctor le da consejos al paciente.

Ejercicio 6.72 Temas de ensayo y de práctica oral

a. Ensayo

Escriba un párrafo sobre las acciones simultáneas de un individuo que está buscando como loco sus llaves perdidas *(lost keys)*. Haga lo posible por incorporar el equivalente correcto en español de las siguientes expresiones: *interesting*, *growing*, *existing*, *writing paper*, *containing*, *belonging*, *standing*, *sitting*, *lying down*, *boring*, *amusing*, *entertaining*.

b. Práctica oral

Compare con un(a) compañero(a) cómo acostumbra estudiar, o escribir trabajos para sus clases, o hablar por teléfono, etc. ¿Lo hace sentado, parado, acostado, caminando, comiendo, bebiendo, cantando, repitiendo en voz alta, etc.?

I. VERBS LIKE **GUSTAR**

Chapter 6.I, pages 239–244

Ejercicio 6.73 Traduzca usando la expresión **caer bien.** Para *you*, use el informal singular (tú).

1. *He likes you.* **2.** *I like them.* **3.** *She likes us.* **4.** *They like her.* **5.** *We like him.* **6.** *You like them.*

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Ejercicio 6.74 Traduzca las oraciones siguientes, usando los pronombres necesarios para enfatizar lo que está en negrilla. (Siga usando la expresión **caer bien.**)

1. *Nobody likes you.* ***She*** *likes me.* **2.** *Yes, but* ***he*** *does not like you.* **3.** ***You*** *like* ***her,*** *but* ***she*** *does not like* ***you.***

Ejercicio 6.75 Conteste las siguientes preguntas con **a mí** o **yo;** luego traduzca la pregunta y la respuesta al inglés.

1. ¿A quién le interesa la magia? **2.** ¿A quién le toca pagar la cuenta? **3.** ¿A quién le gustó la cena? **4.** ¿Quién comió más?

Ejercicio 6.76 Traduzca usando **caer bien, gustar, encantar** o **querer.**

1. *I love him.* **2.** *I love your toys.* **3.** *I like your house.* **4.** *I like my neighbors.*

Ejercicio 6.77 Traduzca usando **faltar, hacer falta, quedar** o **sobrar.**

1. *They need food.* **2.** *They have two days left.* **3.** *We had time to spare (left over).* **4.** *I miss you.* **5.** *She needs twenty cents. (She is lacking twenty cents.)*

Ejercicio 6.78 Escoja la opción correcta entre paréntesis.

1. A mis vecinos (les/los/**Ø**) gustan las flores. **2.** Tú ya no me (caigo/caes/cae) tan bien como antes. **3.** Nos (encantamos/encanta/encantan) las cascadas del área. **4.** Solo nos (faltamos/hacen falta/quedan) cinco días antes del final del semestre. **5.** Después de la fiesta, ¿les (sobraron/sobró) mucha comida?

Ejercicio 6.79 Temas de ensayo y de práctica oral

a. Ensayo

Escriba un párrafo sobre sus gustos en general; indique lo que le gusta y lo que no le gusta, el tipo de gente que le cae bien, y quiénes le caen mal, a quién quiere, lo que le encanta, qué o quién le hace falta, lo que le importa, le interesa, le parece bien o mal o increíble.

b. Práctica oral

Usando el verbo gustar, y otros como gustar (caer bien, caer mal, encantar, faltar, importar, interesar, etc.) hable con un(a) compañero(a) sobre lo que constituye para ustedes el amigo ideal.

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J. REFLEXIVE VERBS

Chapter 6.J, pages 245–252

(To practice the reflexive pronouns, see Exercises 3.20–3.22. We recommend that you do those exercises before these.)

Ejercicio 6.80 Traduzca usando verbos reflexivos. Para *you*, use el informal singular (tú).

1. *We got bored at the party.* **2.** *Did you remember the keys?* **3.** *She got used to him very soon.* **4.** *I am glad to see you.* **5.** *He was ashamed of his lie.* **6.** *I got off the bus at the third stop.* **7.** *The other children always made fun of me.* **8.** *You are going to have to confront that problem some day.* **9.** *She realized that she had to say good-bye to me.* **10.** *We must all make an effort to keep the environment clean.* **11.** *How did he find out about that?* **12.** *Do not trust anyone.* **13.** *Notice their eyes when they dance.* **14.** *Where are we going to meet him for lunch?* **15.** *Why did your parents move?* **16.** *What is his name?* **17.** *Please do not leave now.* **18.** *You must not interfere with those children.* **19.** *They stayed with us for the summer.* **20.** *He fought with his father.* **21.** *You look like me.* **22.** *Now he is going to start barking.* **23.** *I feel sad today.* **24.** *I sit here.* **25.** *I felt sad yesterday.* **26.** *I sat here yesterday.* **27.** *I used to feel sad when I heard that song.* **28.** *I used to sit here.* **29.** *He kept my book.* **30.** *Dry yourself well.*

Ejercicio 6.81 Llene cada espacio en blanco con la preposición correcta, o con **Ø** si no se necesita preposición.

1. Me enamoré _____ ella hace mucho tiempo. **2.** Se casó _____ él en junio. **3.** Ella se reía _____ mí. **4.** Se fijan _____ todo. **5.** No te preocupes _____ mí. **6.** Nos parecemos _____ nuestro padre. **7.** Se interesa _____ las carreras de caballo. **8.** No te deshagas _____ lo bueno. **9.** Él se fiaba _____ todos. **10.** Nos esforzábamos _____ hablar bajo. **11.** Mi madre se empeñaba _____ que limpiara el cuarto todos los días. **12.** Por fin se decidieron _____ salir. **13.** Se atrevió _____ dirigirse _____ él después de unos minutos. **14.** El vino se convirtió _____ vinagre. **15.** Él se queja _____ todo. **16.** ¿Te das cuenta _____ la hora que es? **17.** Se curaron _____ los enfermos. **18.** Me citaré _____ el dentista mañana. **19.** Se arrepintieron _____ haber dicho eso. **20.** ¡Aléjate _____ la calle!

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Ejercicio 6.82 Temas de ensayo y de práctica oral

a. Ensayo

Usando al máximo los verbos reflexivos de las listas del capítulo 6.J, escriba el resumen de una telenovela *(soap opera)* imaginaria y melodramática.

b. Práctica oral

Competencia: En equipos de cuatro, comparen sus telenovelas, y preparen una todos juntos, usando un máximo de verbos reflexivos.

Que cada equipo le cuente a la clase su telenovela. El instructor escribe un punto en la pizarra cada vez que un verbo reflexivo está bien usado, con la preposición correcta. El equipo que tenga más verbos reflexivos usados correctamente gana la competencia.

K. INDIRECT DISCOURSE

Chapter 6.K, pages 252–258

Ejercicio 6.83 Vuelva a escribir cada frase original usando la segunda como nuevo principio. Haga todos los cambios necesarios.

MODELO: Compró la casa. Dice que…
Dice que compró la casa.

1. Iremos al cine esta noche. Dice que… **2.** Yo sé hacerlo. Ella supone que… **3.** Yo hice tu trabajo. Te digo que… **4.** Levántate. Te pido que… **5.** Si pudiera ir ahora, lo haría. Dice que… **6.** ¿Quieres que vayamos la semana entrante? Me preguntó esta mañana… **7.** Si quieres comer, come. Me respondió que… **8.** Llámame. Te ruego… **9.** —¿Sabes qué hora es? —No. Siempre me pregunta… y yo siempre le contesto…

Ejercicio 6.84 Vuelva a escribir la frase original usando la segunda como nuevo principio. Haga todos los cambios necesarios.

MODELO: Compró la casa. Dice que…
Dice que compró la casa.

1. Iremos al cine esta noche. Ayer dijo que… **2.** Yo sé hacerlo. Ella suponía que… **3.** Yo hice tu trabajo. Le dije que… **4.** Levántate. Me pidió que…

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5. Si pudiera ir ahora, lo haría. Dijo que… **6.** ¿Quieres que vayamos la semana entrante? Me preguntó el mes pasado… **7.** Si quieres comer, come. Te estoy diciendo… **8.** Llámame. Me suplicó… **9.** —¿Sabes qué hora es? —No. Me preguntó… y yo le contesté…

Ejercicio 6.85 Vuelva a escribir la frase original usando la segunda como nuevo principio. Haga todos los cambios necesarios.

MODELO: Compró la casa. Dice que…
Dice que compró la casa.

1. Iremos al cine esta noche. Esta mañana dijo que… **2.** Yo sé hacerlo. Ella supuso que… **3.** Yo hice tu trabajo. Me dijo que… **4.** Levántate. Le pedí que… **5.** ¿Quieres que vayamos la semana entrante? Sé que me preguntará… **6.** Llámame. Insistió en que…

Ejercicio 6.86 Temas de ensayo y de práctica oral

a. Ensayo

Escriba uno de los diálogos siguientes usando lo más posible el discurso indirecto.

1. entre un testigo *(witness)* y un abogado *(lawyer)*, en que el abogado trata de demostrar que el testigo está mintiendo. (Por ejemplo: —Pero ayer usted dijo que…; —No, yo dije que…) Pueden ser personajes verdaderos o ficticios.

2. entre un padre y su hijo, en que el padre le recrimina al hijo algo que ha hecho en contra de las reglas que el padre le había dado y que el hijo dice que malentendió, o que contradicen otras cosas que dijo el padre.

3. entre dos compañeros de casa que tuvieron un malentendido *(misunderstood each other)* sobre quién iba a encargarse de qué *(who was going to take care of what)* en cuanto a las responsabilidades de la casa. Se acusan entre ellos de haber dicho que iban a hacer algo que luego no hicieron.

4. entre dos niños traviesos *(naughty)* que habían planeado alguna travesura *(naughty act*, *trick*, *practical joke)* y que fueron descubiertos por culpa de un error que cada uno de los niños cree que fue la culpa del otro.

b. Práctica oral

Prestando atención a las reglas del discurso indirecto, hable con un(a) compañero(a) sobre uno de los temas de ensayo de arriba.

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Chapter 6 Review

Ejercicio 6.87 Conjugue cada verbo en el tiempo y modo más lógicos para el contexto. Lea todo el contexto antes de comenzar.

> **Vocabulario*: a caballo** *on horseback;* **aficionado** *fan;* **arena** *sand;* **asunto** *matter;* **banderilla** *colorfully decorated barbed stick used in bullfighting;* **bravo** *fierce;* **caballo** *horse;* **como si nada** *as if nothing were going on;* **corrida** *bullfight;* **criar** *to breed;* **daño (hacer)** *to injure;* **desequilibrio** *imbalance;* **desfilar** *to parade;* **estado de ánimo** *state of mind;* **estocada** *thrust of the sword;* **estoque** *sword of the bullfighter;* **grabado** *engraved;* **herir** *to injure;* **lanzar** *to toss;* **lidia** *bullfighting;* **lidia (toro de)** *bull bred for bullfighting;* **lidiar** *to fight (bulls);* **luchar** *to struggle;* **maltrato** *abuse;* **matador** *bullfighter of the highest rank, so named because he is to kill the bull;* **mezclar** *to mix;* **molestar** *to bother;* **oreja** *ear;* **pasodoble** *type of music;* **pena (dar)** *to be sorry;* **picador** *horseman that jabs the bull with a spear;* **plaza de toros** *bullring;* **por mi cuenta** *on my own;* **presenciar** *to witness;* **público** *audience;* **recuerdos** *memories;* **reverencia** *bow (bending at the waist);* **rito** *ritual;* **sangre** *blood;* **sangrienta** *bloody;* **temporada** *season;* **torero** *bullfighter;* **toro** *bull;* **traje de luces** *suit of lights, bullfighter's suit;* **valiente** *courageous;* **vencer** *to vanquish, beat;* **verónica** *cape pass*

Mi abuelo era un aficionado* de las corridas* de toros*: para él (**1.** ser) una necesidad cultural asistir a todas las corridas de toros durante la temporada*, no solo para él sino para toda la familia. Por eso cada domingo por la tarde (**2.** ir) todos juntos a la plaza de toros*, y (**3.** presenciar*) este espectáculo de música y de vida hispana. En esa época yo (**4.** ser) niña: hoy en día (**5.** recordar) muy poco de esas tardes; todas las corridas que (**6.** ver) se han (**7.** mezclar*) en una masa sin forma. Solo (**8.** quedar) grabados* en mi memoria los recuerdos* de los momentos que marcan el transcurso de la corrida: la música de pasodoble* que (**9.** tocar/ellos) al principio, la entrada de los toreros* y todos los ayudantes que (**10.** desfilar*) muy valientes* y elegantes en sus trajes de luces* y capas de colores vivos, el torero que (**11.** presentarse) con una reverencia* frente al presidente y que a veces le (**12.** lanzar*) su sombrero a alguien del público*, generalmente a una mujer; la entrada de cada toro que (**13.** salir) corriendo y (**14.** parecer) muy bravo, el público* que (**15.** gritar) "Olé" con cada pase de capa, el picador* a caballo*, las banderillas*, la llegada del matador* con su capa roja que (**16.** indicar) el final que se (**17.** acercar), y la estocada* final, que (**18.** dejar) al toro muerto o casi muerto. A veces le (**19.** cortar/ellos) una o ambas orejas* al toro para dárselas al torero, y este se (**20.** dar) la vuelta a la plaza con su premio, como héroe victorioso. Luego (**21.** limpiar/ellos) la arena* sangrienta* para que el próximo toro (**22.** entrar).

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Solo hay una corrida que me (**23.** dejar) recuerdos más claros, y (**24.** ser) la vez que (**25.** venir) El Cordobés, que (**26.** ser) un torero español, de Córdoba, que (**27.** hacerse) famoso por su pelo largo y su personalidad; además, las mujeres (**28.** pensar) que (**29.** ser) muy guapo. Recuerdo que cuando él (**30.** ir) a empezar a lidiar*, (**31.** ir) al lugar de siempre frente al presidente, y cuando (**32.** quitarse) el sombrero, todo el público (**33.** gritar) y (**34.** reírse) por su pelo. En realidad no (**35.** tener) el pelo tan largo: hoy en día no (**36.** ser) nada sorprendente ver a alguien con el pelo así; pero en esa época (**37.** acabar) de hacerse famosos los Beatles por su pelo largo, y a cualquier hombre que (**38.** tener) pelo que le (**39.** tapar) las orejas se le (**40.** considerar) un rebelde o una anomalía.

La única otra imagen que tengo de ese día (**41.** ser) cuando El Cordobés, después de una verónica* que (**42.** dejar) al toro parado como hipnotizado, (**43.** pararse) de espaldas al toro y (**44.** sacar) de no sé dónde un enorme peine*, y (**45.** peinarse) tranquilamente, como si nada*. El público (**46.** morirse) de la risa.

En ningún momento pensé en la moralidad de lo que (**47.** pasar) en las corridas, y no (**48.** ser) sino hasta que (**49.** llegar) a ser adulta y que (**50.** mudarse) a los Estados Unidos que se me (**51.** ocurrir) que estos ritos* culturales (**52.** contener) elementos de injusticia. Debo confesar que en realidad no (**53.** ser) yo la que (**54.** pensar) en esto por mi cuenta*. (**55.** Ser) las preguntas de otros que me (**56.** hacer) ver el maltrato* hacia los toros. Yo no (**57.** saber) nada de lo que (**58.** pasar) antes de que el toro (**59.** entrar) a la plaza. Y nunca (**60.** pensar) en el toro. Para mí (**61.** tratarse) de un evento en que el torero (**62.** tener) que luchar* para que el toro no lo (**63.** matar) o (**64.** herir*). En realidad no me (**65.** gustar) que le (**66.** hacer/ellos) daño* al toro, y francamente me (**67.** molestar*) ver tanta sangre*, pero nunca (**68.** dejar) que eso (**69.** afectar) mi estado de ánimo*, o al menos la superficie. En mi familia, si yo (**70.** reaccionar) de alguna manera negativa en contra de las corridas, (**71.** haber) un escándalo. Para mi abuelo, una crítica (**72.** ser) una afrenta a la cultura.

Me da mucha pena* ahora que mi abuelo ya (**73.** morirse), porque si no, yo (**74.** poder) tener una conversación con él sobre el asunto*. Me (**75.** interesar) saber qué importancia le (**76.** dar) él al desequilibrio* de la batalla entre el hombre y el toro. Después de todo, es fácil (**77.** matar) a un toro si se considera todo el arsenal que se usa contra él. Yo (**78.** dudar) que un torero solo, con una capa y un estoque*, sin la ayuda de nadie, ni de banderillas ni de picadores, (**79.** poder) vencer* a un toro de lidia, sin que el toro lo (**80.** lastimar) mucho.

A pesar de todo, (**81.** tener/yo) que admitir que no (**82.** avergonzarse) de (**83.** asistir) a tantas corridas sin nunca (**84.** pensar) en el toro. Al contrario: si

(continued)

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(**85.** tener/yo) la opción ahora de formar mi pasado, (**86.** preferir) haber tenido la experiencia, y no habérmela perdido. Las corridas de toros (**87.** representar) un aspecto importante de la cultura hispana, y (**88.** pensar/yo) que (**89.** ser) esencial que (**90.** reconocer/nosotros) este hecho y que (**91.** ser/nosotros) tolerantes de otros puntos de vista y sistemas de valores. Uno de los argumentos a favor de esta ceremonia (**92.** ser) que los toros de lidia se (**93.** criar*) con el único propósito de (**94.** participar) en las corridas. Pero (**95.** estar/yo) segura de que el debate (**96.** seguir) hasta que los críticos (**97.** lograr) que se (**98.** prohibir) las corridas y, cuando eso (**99.** ocurrir), (**100.** ser) el final de una gran tradición hispana.

Ejercicio 6.88 Temas de ensayo y de práctica oral

a. Ensayo

Prestando atención a la selección de tiempos y modos verbales, escriba un ensayo sobre uno de los temas siguientes. Narre su propia experiencia en el pasado con el tema, o sus observaciones de las experiencias de otros, y exprese su opinión, elaborando con cuidado los argumentos que se pueden hacer para cada lado del debate.

1. el uso de animales para experimentos en laboratorios

2. la legalización de la mariguana para propósitos medicinales

3. las ventajas y las desventajas de la estadidad *(statehood)* o independencia de Puerto Rico

4. la libertad de palabra *(freedom of speech)* para los grupos que odian *(hate)* a otros

5. los perros o los gatos: ¿cuáles son mejores como animales domésticos?

6. la eficiencia del sistema legal (escoja uno o dos casos específicos)

7. los deportes como espectáculo o diversión por un lado y como profesión por otro

b. Práctica oral

1. Pídale a un amigo hispano que le diga lo que piensa de uno de los temas del ejercicio 6.88a, o algún otro tema controvertible que le interese a usted. Escuche con cuidado para ver cómo usa las formas verbales para expresar su opinión. Mientras habla su amigo, si expresa una opinión que es diferente de lo que usted piensa, dígaselo, expresando su propia opinión (prestando atención a las formas verbales).

2. Conversación informal: En clase, hable con un(a) compañero(a) sobre uno de los temas presentados en el ejercicio 6.88a, o algún otro tema controvertible que le interese a usted.

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3. Debate: Hagan un debate en clase sobre uno de los temas presentados en el ejercicio 6.88a, o algún otro tema controvertible que le interese a usted.

4. Encuesta: Fuera de clase, haga una encuesta *(poll)* informal entre estudiantes y profesores hispanos sobre uno de los temas presentados en el ejercicio 6.88a, o algún otro tema controvertible que le interese a usted. Preste atención a su uso de formas verbales. Tome apuntes para preparar un informe *(report)* para la clase.

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Chapter 7 Ser, Estar, Haber, Hacer, and Tener

B. SER VS. ESTAR

(With Equal Elements, Adjectives, Prepositions, and Adverbs)

Chapter 7.B.1–3, pages 262–269

Ejercicio 7.1 ¿**Es** o **está**? Si los dos son posibles, explique por qué.

Esa película _____…

1. mi favorita **2.** la que quiero ver **3.** la mejor **4.** mía **5.** de horror **6.** aburrida **7.** buena **8.** dañada **9.** interesante **10.** de Argentina **11.** lista para mostrarse **12.** de Almodóvar **13.** a las ocho esta noche **14.** en la mesa **15.** mostrándose ahora mismo

Ejercicio 7.2 ¿**Soy** o **Estoy**? Si los dos son posibles, explique por qué.

1. _____ tu amiga. **2.** No _____ lo que crees. **3.** _____ de pie. **4.** _____ donde quiero. **5.** _____ alto y moreno. **6.** _____ aburrido. **7.** _____ bueno. **8.** ____ bien. **9.** _____ enfermo. **10.** _____ emocionado. **11.** _____ lista para salir. **12.** _____ tuyo. **13.** _____ harto de tanto trabajo. **14.** _____ contento con la vida. **15.** _____ llamando para pedir un favor. **16.** _____ de Argentina.

Ejercicio 7.3 Traduzca de la manera más natural en español. Si hay más de una traducción posible, explique la diferencia, si la hay.

1. *I am back.* **2.** *I am blind.* **3.** *I am bored.* **4.** *I am boring.* **5.** *I am clever.* **6.** *I am hot.* **7.** *I am comfortable.* **8.** *I am done.* **9.** *I am excited.* **10.** *I am fat.* **11.** *I am fed up.* **12.** *I am finished.* **13.** *I am from Ithaca.* **14.** *I am glad.* **15.** *I am good (virtuous).* **16.** *I am happy.* **17.** *I am here.* **18.** *I am dead (figuratively).* **19.** *I am hungry.* **20.** *I am at the university.* **21.** *I am interested.* **22.** *I am late.* **23.** *I am standing.* **24.** *I am okay.* **25.** *I am quiet.* **26.** *I am ready.* **27.** *I am rich.* **28.** *I am sad to hear that.* **29.** *I am sick (ill).* **30.** *I am sitting.* **31.** *I am sorry.* **32.** *I am mature.* **33.** *I am short.* **34.** *I am the one who gave you the flowers.* **35.** *I am working.* **36.** *I was born.*

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Ejercicio 7.4 Traduzca de la manera más natural en español. Si hay más de una traducción posible, explique la diferencia, si la hay. Convendría repasar el uso del infinitivo y del subjuntivo.

1. *It is okay for you to be early.* **2.** *It was good to be there.* **3.** *"To be or not to be," that is the question.* **4.** *It is time to leave.* **5.** *We were comfortable because we were sitting.* **6.** *It was interesting to see that they were always late.* **7.** *It was clear that it wasn't working properly* (bien). **8.** *He was happy that I was done.* **9.** *I am sorry but I am not hungry.* **10.** *I am glad you agree with me.*

Ejercicio 7.5 ¿**Ser** o **estar**? Llene cada espacio en blanco con el verbo correcto.

1. Ese hombre _____ profesor. **2.** _____ importante llegar temprano. **3.** Martina _____ de vacaciones. **4.** _____ bien que estudien esta noche. **5.** Luisa _____ de Guadalajara. **6.** ¿Qué hora _____? **7.** _____ la una de la tarde. **8.** _____ las siete de la mañana. **9.** ¿ _____ claro lo que tienen que hacer? **10.** Los pisos en esa casa _____ de madera. **11.** Mis padres _____ de acuerdo con nosotros. **12.** Esta carta _____ para mi padre. **13.** ¿Para cuándo _____ la próxima composición? **14.** Este libro _____ de Mario. **15.** La ceremonia de la graduación siempre _____ en el gimnasio. **16.** Mis libros _____ en mi casillero. **17.** Su hermano _____ en Managua. **18.** Nosotros _____ en Sevilla. **19.** Tu mochila _____ en el escritorio. **20.** La conferencia _____ a las nueve de la mañana. **21.** Esa mujer _____ de gerente esta semana, hasta que regrese la gerente oficial. **22.** El vuelo _____ por salir. **23.** Ese puente _____ construido por un ingeniero famoso. **24.** Las ventanas _____ cerradas. ¿Quieres que las abra? **25.** Bertita _____ aprendiendo a caminar.

Ejercicio 7.6 ¿**Ser** o **estar**? Llene cada espacio en blanco con la forma correcta para el contexto.

1. Ese actor _____ muerto. **2.** Los cuellos de las jirafas _____ largos. **3.** El café de Colombia _____ bueno. **4.** Esa cantante _____ atlética. **5.** ¡Qué rico _____ el café esta mañana! **6.** Mi gatita _____ más flaca que hace un año. **7.** Mi coche _____ averiado. **8.** Su cuarto _____ desordenado hoy. ¿Qué pasaría? **9.** Su esposa _____ harta de tener que aguantar sus engaños. **10.** El presidente _____ contento con los resultados. **11.** —Hola, Quique. ¿_____ bien? —No, _____ (yo) enfermo, pero ya _____ mejor que hace una semana. **12.** Mi compañero de cuarto, que por lo general _____ muy platicador, ahora _____ callado. **13.** Mi hija _____ más lista que sus amiguitos. **14.** Ya _____ hora de irnos. ¿_____ listos? ¡Vámonos! **15.** Esa película _____ aburrida.

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Ejercicio 7.7 ¿**Ser** o **Estar**? En el diálogo que sigue, llene cada espacio en blanco con la forma correcta para el contexto.

SERGIO: Hola, Jacinto, tanto tiempo sin verte. ¿Cómo (**1**) ____?

JACINTO: Bien, pero agobiado de tanto trabajo. No sé ni qué día (**2**) ____ hoy. (**3**) ____ harto de no tener ni un minuto libre.

SERGIO: No (**4**) ____ tan negativo. Ven, sentémonos en ese banco a platicar un rato.

JACINTO: ¿Qué hora (**5**) ____? Tengo una clase de español a las 2:30.

SERGIO: (**6**) ____ temprano. Tenemos una hora para hablar. ¿Dónde (**7**) ____ la clase?

JACINTO: En Morrill Hall. El edificio (**8**) ____ cerca de aquí.

SERGIO: ¡Qué muchos libros llevas! ¿ (**9**) ____ para la clase de español?

JACINTO: No, para la de biología.

SERGIO: Cuéntame de tus planes para los días de fiesta de la semana que viene. ¿Qué te gusta hacer cuando (**10**) ____ de vacaciones?

JACINTO: No quiero (**11**) ____ aquí. (**12**) ____ listo para irme al Caribe, a una isla que (**13**) ____ lejos de todo esto, donde la vida (**14**) ____ fácil, y no tenga que pensar que voy a (**15**) ____ estudiando en la biblioteca más tarde, donde pueda (**16**) ____ tirado al sol la mayor parte del tiempo, donde (**17**) ____ seguro…

SERGIO: Divagas, Jacinto… (**18**) ____ preocupado por ti. (**19**) ____ pálido y delgado, (**20**) ____ aquí sentado, (**21**) ____ hablando, pero no (**22**) ____ conmigo. ¿Qué te pasa?

JACINTO: Perdona, Sergio, (**23**) ____ que (**24**) ____ cansado. Llevo dos noches sin dormir. Tenía un trabajo escrito que (**25**) ____ para entregarse hoy, y no lo pude terminar. Sé que (**26**) ____ importante entregar todo a tiempo y sin embargo…

SERGIO: Tranquilo, hombre, (**27**) ____ en tu cuarto año de estudios y tienes que (**28**) ____ contento con tu futuro.

JACINTO: (**29**) ____ de acuerdo pero no (**30**) ____ que no (**31**) ____ contento. El problema (**32**) ____ que las clases este año (**33**) ____ muy difíciles y me he dado cuenta de que no (**34**) ____ muy listo.

SERGIO: ¿Cómo puedes decir eso? Uno no deja de (**35**) ____ listo así porque sí. Siempre has salido bien en todo. Eso no puede (**36**) ____ . (**37**) ____ equivocado. Mira, creo que necesitas un cambio de rutina. ¿Qué te parece si vamos al concierto del sábado?

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JACINTO: ¿De qué concierto hablas?

SERGIO: Ni te enteras. (**38**) ____ un concierto de un grupo venezolano que (**39**) ____ muy de moda. Sus conciertos no (**40**) ____ aburridos y (**41**) ____ seguro que lo pasarás bien. Te invito. Mira, aquí tengo dos entradas. Esta (**42**) ____ para ti.

JACINTO: Gracias, Sergio. (**43**) ____ un buen amigo. Ya (**44**) ____ hora de irme. ¿Qué tal si nos encontramos el sábado antes del concierto y cenamos juntos?

SERGIO: Eso me gustaría muchísimo. (**45**) ____ en mi cuarto hasta las cinco y podríamos ir a "Viva Taquería" como a las 6:00.

JACINTO: ¿A qué hora (**46**) ____ el concierto? A las 8, ¿no? Entonces podríamos cenar un poco más tarde.

SERGIO: No conviene porque el restaurante (**47**) ____ como a 10 minutos de aquí y no queremos llegar tarde al concierto.

JACINTO: (**48**) ____ bien. Hasta el sábado.

Ejercicio 7.8 Conteste las preguntas siguientes prestando atención a la elección de verbos. Elabore cada respuesta y dé como mínimo cinco elementos en su respuesta.

1. ¿Quién es usted? **2.** ¿Cómo es usted? *(What are you like?)* **3.** ¿Cómo está usted? *(How are you?)* **4.** ¿Quién es su mejor amigo o amiga? **5.** ¿Cómo es su mejor amigo o amiga? **6.** ¿Por qué es esa persona su mejor amigo o amiga? **7.** ¿Quién es Penélope Cruz? **8.** ¿Cómo es Penélope Cruz? **9.** ¿Quién era Che Guevara? **10.** ¿Cómo era Che Guevara?

Ser vs. **Estar** (With Past Participles: Passive Voice and Resultant Condition)

Chapter 7.B.4.b, pages 270–272

Ejercicio 7.9 ¿Activo, pasivo o **se** impersonal? Repase los usos del **se** impersonal (Chapter 3.B.4, pages 74–78), y luego traduzca las oraciones siguientes usando la estructura que sería **más natural** en español. Puede haber más de una posibilidad, dependiendo del contexto adicional que se visualice. Explique su razonamiento para cada traducción si da más de una.

1. *She was given the car.* **2.** *The house was built by the owner.* **3.** *Books are sold there.* **4.** *Why wasn't I told?* **5.** *She was not invited.* **6.** *I was awakened by the light.* **7.** *He was taken to the airport.* **8.** *It is forbidden to smoke here.* **9.** *The hunter was attacked by the lion, and was killed.* **10.** *The man was not read his rights.*

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Ejercicio 7.10 Resultant Condition En el diálogo que sigue, llene cada espacio en blanco con lo necesario para indicar condición resultante. Entre paréntesis se encuentra el equivalente en inglés para la expresión deseada.

La familia Escribano está casi lista para irse de vacaciones. Hay cuatro miembros en la familia: el padre, la madre y dos hijos, Rosa y Camilo. A cada uno le tocaba hacer varias tareas y ahora necesitan repasar para asegurarse que todo lo que se tenía que hacer se hizo.

MAMÁ: ¿Lo hicieron todo?
CAMILO Y ROSA: Sí, mamá, ya todo (**1**) _____. *(is done)*
MAMÁ: ¿Empacaron los trajes de baño?
CAMILO: Ya (**2**) _____. *(are packed)*
MAMÁ: ¿Y la ropa interior?
ROSA: Ya (**3**) _____. *(is packed)*
MAMÁ: ¿Pusieron la aspiradora en su lugar?
CAMILO: Ya (**4**) _____. *(is put away)*
ROSA: ¿Y tenemos que recoger el cuarto?
MAMÁ: No, ya (**5**) _____. *(is tidied up)*
PAPÁ: ¿Dónde están los pasajes?
MAMÁ: (**6**) _____ en mi cartera. *(stored)*
CAMILO: ¿Dónde está Fido?
ROSA: (**7**) _____ debajo de la cama. *(hiding)*
CAMILO: ¿Y la gatita?
PAPÁ: (**8**) _____ sobre la tele. *(sitting)*
MAMÁ: ¿Cerraste la puerta de atrás?
PAPÁ: Ya (**9**) _____. *(is closed)*
MAMÁ: ¿Abriste el baúl del coche?
PAPÁ: Ya (**10**) _____. *(is open)*
MAMÁ: ¿Estamos listos?
CAMILO Y ROSA: Sí, mamá, ya lo estamos. Vámonos ya.
Y se fueron.

(Nota: A los animalitos los venía a cuidar una tía que vivía cerca.)

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Ejercicio 7.11 TITULARES Imagine que trabaja en un periódico y necesita preparar los titulares para los artículos del día. Recuerde dar un máximo de información con un mínimo de palabras. Use la voz pasiva, el se impersonal o la voz activa.

MODELO: El poder ejecutivo de Agencias Radioemisoras de TeVé elabora un proyecto que aumentaría cuatro veces el tiempo actual de emisión en Jaén, que en la actualidad no supera la hora de emisión en los días de diario. Javier Pereda, gerente y portavoz del Consejo Asesor de Radio y Televisión en Jaén, indica que se transmitirían programas de diez de la mañana a dos de la tarde, y de seis a ocho y media de la tarde.

TITULARES POSIBLES:
SE VERÁ MÁS TELE QUE ANTES,
SE AUMENTARÁN EMISIONES DE TEVÉ,
etc.

Artículos:

1. A altas horas de la noche el Parque de Bombas de la barriada El Coto de Arecibo recibió una llamada para rescatar a un gatito de una rama de un árbol de flamboyán. Los bomberos de esta pequeña barriada lograron bajar al pobre animalito desamparado y se lo entregaron a su dueña, cuya emoción la mantuvo en silencio unos instantes.
2. El pasado 22 de diciembre se celebró la Lotería de Navidad, más conocida como EL PREMIO GORDO. El premio, que este año ascendió a 51.000 millones de pesetas, más de 307 millones de euros, ya fue entregado. La ganadora fue Josefina Rubio, ciudadana de este municipio.
3. Dos personas resultaron heridas a las 13:00 horas de ayer, sábado, en un accidente de tráfico que se produjo en la carretera de Sevilla a Huelva. Como consecuencia de la salida de la carretera de un autobús de turismo, resultaron heridos un joven de 15 años y un niño de 5. Fueron atendidos por la Unidad Medicalizada UME 91 en Cádiz. El primero de los heridos fue trasladado al Hospital San Ignacio y el segundo a la Clínica de Urgencias de Santa Lucía.
4. La línea 2 de Metro echa el cierre en agosto. Todas las estaciones, desde La Elipa hasta Cuatro Caminos, permanecerán cerradas desde el próximo sábado 7 de agosto hasta finales de agosto, aunque no se ha concretado la fecha, según han confirmado fuentes de la empresa.

   El motivo son las obras de mantenimiento de una de las líneas más antiguas de la red. Las obras consistirán, principalmente, en el cambio de la tensión de la

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catenaria (el dispositivo que abastece de electricidad a los trenes), la renovación de un tramo de vía entre las estaciones de Retiro y Cuatro Caminos y la mejora del revestimiento de las estaciones de Santo Domingo, Ópera, Sol, Sevilla, Banco de España y Retiro.

5. India quiere extender la tecnología a las zonas rurales más pobres y dar un salto cualitativo en educación. Para ello ha desarrollado una tableta táctil de 7 pulgadas que costará 35 dólares la unidad (unos 27 euros). La más barata del mundo.

El ministro de Tecnología, Kapil Sibal, cree que este precio puede bajar incluso hasta los 10 dólares (7 euros) si el gobierno lo subvenciona.

El dispositivo no tiene nada que envidiar al iPad teniendo en cuenta que el gadget de Apple cuesta como mínimo 479 euros.

6. A pesar del pasado incendio del 10 de octubre, el Museo Vidal «ha de continuar con sus actividades», afirma el consejero de Cultura Avelino Robles, que ayer visitó una vez más el Museo Vidal. El consejero afirma que antes de lo ocurrido estaba previsto que a fines de este mes se celebrara, con una inmensa exposición, el aniversario de los 40 años del museo. Robles asegura que se cumplirá con lo programado.

7. La Audiencia Municipal ha condenado a tres miembros de una misma familia, que viven en Córdoba, por dedicarse a vender heroína. Los condenados son una pareja de casados, de 50 y 46 años, y un primo del marido, de 37 años. La sentencia indica que deben cumplir una pena de cinco años de prisión, y deben pagar una multa de 200.000 pesetas.

8. El Servicio de Conservación de la Naturaleza de la Guardia Civil investiga un vertido de purín en un río del municipio coruñés, que ha causado la mortandad de peces.

Según han informado a la prensa de las fuentes municipales y del instituto armado, se ha abierto una investigación después de que hace tres días pescadores que se encontraban en la zona alertaran al municipio de lo sucedido.

Fuentes municipales han señalado que el vertido fue localizado en la parroquia de la Barranca, hace unos tres días por unos pescadores que se encontraron peces muertos.

9. Esta es una historia que solo se suele ver en las salas de cine. Un grupo de ladrones realizó un espectacular robo a un banco sueco llevándose más de cinco millones de dólares. Lo hicieron al estilo SWAT con helicópteros y cuerdas de por medio.

Tal y como se puede ver en el vídeo grabado del local, los ladrones aterrizan directamente sobre el techo del banco. Este tiene una gran cristalera en forma

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de pirámide. Hicieron un agujero en el cristal. Eliminaron las alarmas. Bajaron. Se llevaron todo el dinero que pudieron y escaparon por donde vinieron.

Poco después diez de los que participaron en la operación fueron capturados por la policía y pronto se enfrentarán a un juicio a raíz del cual fue desvelado el vídeo de las cámaras de seguridad.

10. La universidad de Maracondo inicia el próximo lunes 15 el curso de verano 'Presente y futuro de la ingeniería ambiental'. Ernesto Parientes, del Departamento de Ingeniería Química y Tecnología del Medio Ambiente, será el director del curso, que durará toda la semana y que contará con la presencia de personalidades de diferentes universidades nacionales.

La mesa redonda del martes es una de las actividades más destacadas de todo el programa. A partir de las 13.00 horas, en el Aula 29 de la Facultad de Química, los participantes desarrollarán el tema "Agua y medio ambiente: problemas, prioridades y mitos".

11. La Fundación del Español Urgente, en una nota difundida hoy, recomienda que se prefiera "obispa" como femenino de "obispo" en lugar de "mujer obispo", como aparece en muchas informaciones relacionadas con la decisión de la Iglesia anglicana de abrir las puertas al obispado femenino.

La Fundéu BBVA, que cuenta con el asesoramiento de la Real Academia Española, ha observado que hay vacilación en la forma de referirse a las mujeres que reciben este cargo eclesiástico, y así se lee y escucha: "la mujer obispo" y en plural "las mujeres obispo" o "las mujeres obispos".

Esta institución recomienda que se prefiera "obispa" como femenino de "obispo", aunque esta forma carezca de tradición en el mundo católico.

12. Los atascos son ya habituales en las mañanas y las tardes de las carreteras de la provincia andaluza. El pasado año, los transeúntes tuvieron que soportar en sus vehículos más de 16 atascos diarios, según los datos aportados por las oficinias del Centro de Gestión de Tráfico.

En total, se contabilizaron 5.966 retenciones en las carreteras sevillanas (para Tráfico, una retención debe tener como mínimo un kilómetro de longitud).

En comparación con el año pasado, las colas aumentaron en la provincia un 113%.

13. El cantante David Bisbal actuará este sábado, a partir de las 23,00 horas, en el Teatro Municipal de Sanlúcar de Barrameda, en un concierto organizado por el Ayuntamiento sanluqueño y que produce Producciones Guadalquivir.

En este concierto, el artista almeriense presentará la canciones más celebradas por el público como son 'Esclavo de sus besos', 'Sin mirar atrás', 'Mi princesa', la mundial 'Wavin' flag' o sus éxitos 'Silencio', 'Dígale' y 'Ave María'.

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Además, el cantante español—que cuenta con más de 350.000 seguidores en la red social Twitter— tiene en los conciertos de esta gira nuevas puestas en escena y una combinación de temas rápidos y baladas que pasan por un estilo moderno con ritmos de pop-rock y funky fusionados con elementos latinos de estilo internacional.

14. En opinión de la jerarquía eclesiástica, "respetando la pluralidad de opciones que se dan entre los cristianos y en nuestra sociedad, invitamos a todos a promover el diálogo y el entendimiento, para que se logre una convivencia pacífica, justa y duradera".

"No nos corresponde a nosotros promover una solución política determinada a los problemas que plantea la manera de organizar la sociedad, pero deseamos, eso sí, colaborar para que los caminos que se vayan tomando reconozcan y respeten la dignidad y los derechos fundamentales de las personas y de los pueblos", afirman los obispos de la Conferencia Episcopal en la nota conclusiva de su reunión.

15. Veinticuatro horas de búsqueda terminaron felizmente. Los felices son los tres residentes de la zona Mairena del Aljarafe cuyo relato es, diríamos, inverosímil. Todo comenzó después del desayuno cuando estaban listos para salir de su casa e ir al trabajo. Según nos informa el Sr. Cadilla, padre de la familia, "como hacemos todas las mañanas, cerramos el piso, salimos a la calle y nos dirigimos al coche. En fin, que esta vez, ninguno de los tres tenía las llaves del coche. Buscamos pero no las encontramos en ningún lugar. Al día siguiente, las encontró el barrendero en el naranjo. Parece que nuestro gato las había subido al árbol, al menos no le puedo encontrar otra explicación, y hablar con el gato, bueno, ya sabe usted, solo maúllan".

C. ESTAR VS. HABER

Chapter 7.C, page 273

Ejercicio 7.12 ¿**Están** o **hay**? Llene cada espacio en blanco.

1. _____ veinte estudiantes en esta clase. **2.** Los estudiantes _____ sentados cerca de la ventana. **3.** _____ muchas cosas que hacer. **4.** Los libros _____ en la biblioteca. **5.** _____ libros en la biblioteca. **6.** No _____ suficientes fondos para cubrir su cheque. **7.** ¿Dónde _____ taxis? **8.** Ya no _____ tantos árboles como antes. **9.** Los taxis _____ a dos cuadras de aquí. **10.** Las leyes que _____ no bastan para controlar el crimen.

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D. EXPRESSIONS WITH **ESTAR** AND **TENER**

Chapter 7.D, pages 274

Ejercicio 7.13 Llene cada espacio en blanco con la forma correcta de **estar** o **tener.**

1. Cuando entré en la tienda vi que el hombre _____ de pie frente a los iPods, y su novia _____ de rodillas buscando algo en un estante bajo. Se veía que los dos _____ prisa y parecía que _____ de muy mal humor porque no podían encontrar lo que necesitaban. **2.** Yo _____ hambre y decidí ir a la panadería porque _____ ganas de comer un pan dulce. **3.** Mi madre _____ a favor de la pena de muerte, pero mi padre dice que hay que _____ en cuenta que a veces se cometen errores y se condena a uno que no _____ la culpa por el crimen. **4.** Ayer _____ ausente porque _____ tanto sueño que no me levanté cuando sonó el despertador. Ahora _____ vergüenza. **5.** Nosotros _____ de visita ahora. _____ de vacaciones hasta septiembre, pero _____ de vuelta la semana entrante. **6.** Tú _____ razón: me quejo mucho. Pero _____ (yo) de mal humor porque (yo) _____ frío, _____ sueño, _____ sed y _____ miedo de no pasar este examen. **7.** Los obreros _____ de huelga porque sus salarios son muy bajos. Espero que (ellos) _____ éxito en conseguir lo que quieren. **8.** Los vecinos _____ de viaje y no _____ de regreso hasta la semana entrante.

Ejercicio 7.14 Traduzca las oraciones siguientes usando las mejores estructuras en español.

1. *It seems they are in a hurry.* **2.** *Roberto, hurry up!* **3.** *I am sorry for being late.* **4.** *I am glad.* **5.** *I was standing and you were sitting.* **6.** *Eva, sit down!* **7.** *You are right and I am wrong.* **8.** *I was sleepy, I fell asleep and I had a very strange dream.*

Ser, estar, tener, haber, and **hacer** (Review)

Chapter 7.A–D, pages 260–274

Ejercicio 7.15 Traduzca estas frases usando **ser, estar, tener, haber** o **hacer.**

1. *I have been on my knees too long.* **2.** *Is it cold in winter here?* **3.** *The children were thirsty.* **4.** *I do not know why I am sad.* **5.** *It is not that the party is boring, it is that the people are bored.* **6.** *Is it raining?* **7.** *How many rooms are there in that building?* **8.** *Where are you from?* **9.** *Is the conference in this building?*

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Ejercicio 7.16 Complete con el presente de **ser, estar, haber** o **tener.**

1. El pan _____ cortado. ¿Tú comiste? **2.** Las cuentas _____ pagadas por el banco. **3.** Tú ya _____ visto esa película cuatro veces. **4.** Ella lo _____ todo preparado para los invitados.

Ejercicio 7.17 Temas de ensayo y de práctica oral

a. Ensayo

Usando al máximo las expresiones con **estar** y **tener,** escriba un párrafo sobre un amigo.

b. Práctica oral

1. Juego de 20 preguntas: Un estudiante piensa en un objeto o una persona. Para adivinar de qué objeto o persona se trata, sus compañeros deben hacerle un máximo de veinte preguntas, usando correctamente los verbos ser, estar, tener y haber. El estudiante solo puede dar como respuesta "sí" o "no". Cuando alguien pueda adivinar cuál es el objeto o quién es la persona, debe alzar la mano. Solo se permiten tres adivinanzas sobre la identidad del objeto o la persona.

2. Hable con un(a) compañero(a) sobre su familia, prestando atención al uso correcto de los verbos ser, estar, tener y haber. Describan para cada miembro de la familia cómo es, dónde está ahora, cuántos años tiene, etc.

3. El mundo ideal: Entre todos, construyan la imagen del mundo ideal, describiendo cómo es, lo que hay y lo que no hay en ese mundo, lo que tienen o no tienen sus habitantes como derechos y posesiones, etc.

E. TIME EXPRESSIONS

Chapter 7.E, pages 275–278

Ejercicio 7.18 Traduzca estas frases de dos formas si se puede, usando **hacer** y **llevar.**

1. *I have been here for an hour.* **2.** *They had been working for twenty minutes when she came in.* **3.** *We called him a week ago.* **4.** *She had not cut her hair for many years.* **5.** *My niece has been learning ballet for three years.* **6.** *She came to visit us two months ago.* **7.** *How long have we been waiting?*

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Ejercicio 7.19 Escoja la opción correcta entre paréntesis.

1. ¿Cuánto tiempo (hace/haces/llevas) que no ves a tus padres? **2.** Llevamos tres horas (que esperamos/esperar/esperando). **3.** Lo vimos (hace/hacía/llevamos/lleva) una hora. **4.** Ese chico (lleva/hace) dos meses sin cortarse el pelo. **5.** Parece que hace años (que no llueve/sin llover/desde que llovió).

Ejercicio 7.20 Temas de ensayo y de práctica oral

a. Ensayo

Usando las expresiones **hace que** y **llevar,** haga una lista de los momentos más importantes de su vida pasada. (Hace diecinueve años que nací…)

b. Práctica oral

Use el tema de ensayo de arriba y platique con un(a) compañero(a), comparando los momentos más importantes de su vida pasada.

Chapter 7 Review

Ejercicio 7.21 Llene cada espacio en blanco con el verbo más lógico y en la forma correcta para el contexto.

Querida Luisa,

Te escribo desde Madrid donde Jorge y yo **(1)** _____ de visita por unos días. **(2)** _____ extraño porque **(3)** _____ más turistas que madrileños en la ciudad: todos **(4)** _____ de vacaciones en agosto. Pero **(5)** _____ bien, me mezclo con los demás turistas. En realidad, lo que yo **(6)** _____ ganas de hacer era de conocer Madrid porque dicen que **(7)** _____ una ciudad fascinante. Y los que dicen esto **(8)** _____ razón: esta ciudad **(9)** _____ un centro cultural impresionante. Siempre **(10)** _____ algo nuevo que hacer cada día.

(11) _____ (nosotros) muy contentos con el hotel, aunque **(12)** _____ mucho calor y parece que no **(13)** _____ aire acondicionado que pueda ser suficiente para dominar este calor. Casi siempre **(14)** _____ cansados por el calor y no podemos hacer tanto como quisiéramos cada día. Tenemos que **(15)** _____ cuidado y tomar la siesta cada día, como lo hacen los demás. Pero en fin, ya sabes cómo **(16)** _____ nosotros: nos quejamos de todo pero a fin de cuentas terminamos contentos.

¿Cómo **(17)** _____ ustedes? Espero que no **(18)** _____ lloviendo mucho allá. Creo que ayer **(19)** _____ el cumpleaños de Martita, ¿verdad? ¿Cuántos años **(20)** _____ ya? Salúdala de nuestra parte y dile que pronto **(21)** _____ de regreso con un regalito para ella.

Bueno, me despido por ahora: **(22)** _____ sueño y mañana **(23)** _____ un día de muchos planes.

Un fuerte abrazo para ti y para David,

Victoria

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Ejercicio 7.22 Temas de ensayo y de práctica oral

a. Ensayo

Prestando atención a la selección del verbo correcto para indicar *to be*, escriba un párrafo sobre uno de los temas siguientes:

1. Describa a alguien a quien usted admira.

2. Escriba su autorretrato. Describa sus rasgos físicos y de personalidad, y los cambios por los que ha pasado.

b. Práctica oral

1. Adivina de qué personaje famoso hablo: Descríbales a sus compañeros un personaje famoso, hasta que adivinen de quién se trata. Preste atención al uso correcto de los verbos **ser, estar, tener** y **haber,** y de expresiones de tiempo.

2. Advina de qué compañero hablo: Descríbales a sus compañeros un(a) compañero(a) de la clase, hasta que adivinen de quién se trata. Preste atención al uso correcto de los verbos **ser, estar, tener** y **haber,** y de expresiones de tiempo.

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Chapter 8 Lexical Variations

B. TERMS AND EXPRESSIONS

1. Acabar

Chapter 8.B.1, pages 280–281

Ejercicio 8.1 Llene cada espacio en blanco con **acabé, acabé de, acababa, acababa de, acabo, acabo de** o **se me acabó.**

1. No tengo hambre ahora porque _____ comer. **2.** Cuando yo era niña tenía una manía: siempre _____ ponerme los dos calcetines antes de ponerme los zapatos. **3.** Estoy celebrando porque por fin _____ pintar el cuarto. **4.** Tengo que ir a la tienda porque _____ la leche. **5.** Anoche por fin _____ mi trabajo escrito para la clase de historia. **6.** Cuando era joven, a la hora de comer siempre _____ primero y salía corriendo a jugar; ahora encuentro que como más despacio que los demás, y _____ último.

Ejercicio 8.2 Traduzca.

1. *I finished my work.* **2.** *They finished repairing the bridge in October.* **3.** *He will be finished with the construction by three in the afternoon.* **4.** *I just got up.* **5.** *The exam ended at ten.* **6.** *When I got there, they had just eaten.* **7.** *We finished the bread.* **8.** *We ran out of bread.*

2. *Apply*

Chapter 8.B.2, pages 281–282

Ejercicio 8.3 Llene cada espacio en blanco con la expresión correcta: **aplicar, aplicación, solicitar** o **solicitud.**

1. Como no tenía suficiente dinero, tuve que _____ una beca. **2.** Cuando el doctor me recetó este ungüento, me dijo que se debía _____ con cuidado. **3.** Voy a _____ admisión a cuatro universidades. **4.** El trabajo que iba a _____ para el verano ya no existe. **5.** La _____ con la que estudia ese alumno es admirable. **6.** Recibieron mi _____ para el préstamo, pero no han decidido todavía si me lo van a otorgar.

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Ejercicio 8.4 Traduzca. Para *you*, use el informal singular (tú).

1. *She applied for a scholarship.* **2.** *The doctor applied pressure to the wound to stop the bleeding.* **3.** *We will apply for a loan at the bank.* **4.** *The job you applied for no longer exists.* **5.** *I sent my application for the job yesterday.* **6.** *Apply this ointment three times a day.*

3. *Ask*

Chapter 8.B.3, page 282

Ejercicio 8.5 Llene cada espacio en blanco con la expresión correcta: **pedir, preguntar, hacer, pregunta, pedido** o **cuestión.** Si se trata de un verbo, conjúguelo en el pretérito.

1. Luis me _____ si tenía tiempo. **2.** Yo le _____ a María que me ayudara. **3.** Les _____ un favor a mis amigos. **4.** Roberto _____: —¿Cuándo nos vamos? **5.** Los niños _____ mil preguntas antes de acostarse anoche. **6.** No se trata de dinero: es una _____ de principios. **7.** Necesito hacer otro _____ de papel de color: se nos está acabando. **8.** Tengo una _____ para ti: ¿dónde conseguiste ese libro?

Ejercicio 8.6 Traduzca. Para *you*, use el informal singular (tú).

1. *I want to ask you a favor.* **2.** *I asked him a question.* **3.** *She asked me to take her to town.* **4.** *He asked me, "Are you really sixteen?"* **5.** *We asked him if he had eaten.* **6.** *They asked us why we had called.* **7.** *Do not ask me so many questions.* **8.** *I thought it was a question of ethics.*

4. *At*

Chapter 8.B.4, page 283

Ejercicio 8.7 Llene cada espacio en blanco con **a** o **en.**

1. Los niños se quedaron _____ casa. **2.** Ellos están _____ Nueva York. **3.** La clase es _____ las diez, _____ el edificio de Morrill. **4.** Me siento mejor _____ este momento. **5.** No sé qué decir _____ veces. **6.** Hay alguien _____ la puerta preguntando por ti. **7.** Me parece que oí el timbre. Creo que hay alguien _____ la puerta. **8.** Le gusta tener a su amiga _____ su lado.

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Ejercicio 8.8 Traduzca.

1. *At this moment, I can't go.* **2.** *My first class is at ten.* **3.** *We are at the university.* **4.** *They were not at home.* **5.** *We are going to sit at the table.* **6.** *In Buenos Aires I used to stay at my uncle's house at times.*

5. *Attend*

Chapter 8.B.5, page 284

Ejercicio 8.9 Llene cada espacio en blanco con la expresión correcta: **asistir, atender, asistencia** o **atento.** Si usa un verbo, conjúguelo en la forma correcta para el contexto.

1. La maestra, impaciente con la distracción de los alumnos, les dijo: —¡_____ me! **2.** El dependiente de la tienda se me acercó y me preguntó: —¿En qué puedo _____la hoy, señora? **3.** Ayer yo no _____ a clase porque estaba enfermo. **4.** La mesera nos _____ tan pronto entramos y nos trajo el menú. **5.** Toda la familia _____ al funeral ayer. **6.** La _____ a clase cuenta más que los exámenes. **7.** Tu hermano siempre me abre la puerta: ¿por qué no puedes ser tan _____ como él? **8.** Los servicios de _____ social son esenciales para mucha gente.

Ejercicio 8.10 Traduzca.

1. *We attended the lecture in the afternoon.* **2.** *She did not attend class because she was ill.* **3.** *May I assist you?* **4.** *Tend to the guests, please.* **5.** *Did you have a good audience?* **6.** *Some politicians want to eliminate welfare.* **7.** *Young people today are more polite with their elders than in the previous generation.*

6. *Because*

Chapter 8.B.6, page 285

Ejercicio 8.11 Llene cada espacio en blanco con la expresión correcta: **por, a causa de, porque** o **gracias a.** A veces se puede usar más de una: incluya todas las posibles.

1. Es _____ tus dudas que no ganamos la lotería. **2.** Cerré las ventanas _____ el frío. **3.** Me voy a poner un suéter _____ tengo frío. **4.** No pude cerrar la puerta _____ la humedad: la madera está hinchada. **5.** Sé que me curaré pronto _____ todo el apoyo y la ayuda de mis amigos. **6.** Me dio dolor de cabeza _____ leer tanto. **7.** _____ la tormenta no voy a poder ir al cine.

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Ejercicio 8.12 Traduzca.

1. *I went home because of my brother's illness.* **2.** *They had to cancel the trial because of the news.* **3.** *They had to let him leave because of that.* **4.** *She lost her voice from screaming so much.* **5.** *They did not go out because it was snowing.* **6.** *It's because of your friendship that I managed to get where I am.*

7. *Become* or *Get*

Chapter 8.B.7, pages 285–287

Ejercicio 8.13 Llene cada espacio en blanco con la expresión correcta para significar *became*.

1. De joven _____ médico, y finalmente _____ millonario. **2.** Mi padre _____ muy contento cuando le dije que me había ganado la lotería. **3.** Esa noche, el conde _____ vampiro. **4.** Al ver el fantasma, la mujer _____ pálida. **5.** Tenía muchas ambiciones y finalmente _____ para todos un símbolo del éxito.

Ejercicio 8.14 Traduzca.

1. *I am glad it's Friday.* **2.** *The children became quiet.* **3.** *He calmed down after that.* **4.** *They got tired of walking.* **5.** *I got sick during the vacation.* **6.** *They got mad because I did not write.* **7.** *You get old fast in this job.* **8.** *The horse calmed down after the shot* (inyección). **9.** *I noticed she had become pale.* **10.** *She wanted to become a respected citizen.* **11.** *The flower had become a fruit.* **12.** *He became a doctor.*

Acabar, *Apply, Ask, At, Attend, Because, Become* (Review)

Chapter 8.B.1–7, pages 280–287

Ejercicio 8.15 Temas de ensayo y de práctica oral.

a. Ensayo

Prestando atención al uso correcto en español del léxico indicado, escriba un párrafo sobre uno de los temas que siguen. Refiérase a las páginas apropiadas del capítulo 8 para usar al máximo las expresiones que se deben practicar.

1. (si está en la universidad) Describa sus planes para venir a la universidad, y el proceso por el que pasó para llegar aquí.

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2. (si tiene planes de ir a la universidad) Describa sus planes para ir a la universidad, y el proceso por el que está pasando para llegar allá.

3. Describa un trabajo que tenga o que haya tenido, y el proceso por el que pasó para conseguirlo.

b. Práctica oral

Hable con un(a) compañero(a) sobre uno de los temas anteriores.

8. *But*

Chapter 8.B.8, pages 287–288

Ejercicio 8.16 Llene cada espacio en blanco con la expresión correcta para significar *but.*

1. Estudié el idioma, _____ no me atrevo a hablar. **2.** No fueron a Honduras, _____ a Uruguay. **3.** Ese hombre no es mi tío, _____ mi cuñado. **4.** No lo compró, _____ se lo regaló su hermana. **5.** No hablo el idioma, _____ voy a viajar al país. **6.** Esta clase es interesante, _____ difícil.

9. *Come* and *Go*

Chapter 8.B.9, pages 288–289

Ejercicio 8.17 Llene cada espacio en blanco con la expresión correcta: **ven, voy, llegar, ir** o **vine.**

(La madre de Beto acaba de llegar del supermercado y, al entrar a la cocina, lo llama.)

—Beto, **(1)** _____ acá, necesito tu ayuda.
—Ya **(2)** _____, mami.

(Pasa un rato. La mamá sigue metiendo bolsas, pero Beto no aparece.)

—Apúrate, m'ijo, o **(3)** _____ a buscarte yo.

(Beto llega por fin.)

—¿Dónde estabas? ¿Por qué tardaste tanto en **(4)** _____?
—Pero mami, **(5)** _____ tan pronto como me llamaste.
—No, en lo que te esperaba, tuve tiempo de **(6)** _____ al coche dos veces.
—Lo siento, mami. No me di cuenta.

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Ejercicio 8.18 Traduzca. Para *you*, use el informal singular (tú).

1. *When are your parents coming to see us?* **2.** *I am going to the movies.* **3.** *Can I come with you?* **4.** *"Come here, Juanita!" "I'm coming!"* **5.** *They are always late.* **6.** *Do not be late.* **7.** *I am sorry I am late.* **8.** *When did you get here?* **9.** *He went to the movies.*

10. Despedir

Chapter 8.B.10, page 289

Ejercicio 8.19 Llene cada espacio en blanco con la expresión correcta: **despidieron, nos despedimos, nos despidieron** o **los despedimos.**

1. Como no teníamos en ese trabajo la antigüedad que tenían los demás, _____. **2.** Se formó una protesta cuando _____ a todos los empleados de esa empresa. **3.** A los empleados que son menos productivos _____ cuando el mercado lo requiere. **4.** Cuando fue hora de separarnos, mi novia y yo _____ con un abrazo.

Ejercicio 8.20 Traduzca.

1. *They fired me yesterday.* **2.** *I said good-bye to my parents.* **3.** *I fired him.* **4.** *I said good-bye to her.* **5.** *We said good-bye at the door.*

11. *Exit* and *Success*

Chapter 8.B.11, pages 289–290

Ejercicio 8.21 Llene cada espacio en blanco con la expresión correcta: **éxitos, salidas** o **sucesos.**

1. Para el periódico local, solo hay espacio para reportar los _____ de mayor importancia. **2.** ¿Dónde están las _____ de emergencia? **3.** Mis fracasos son mucho más frecuentes que mis _____.

Ejercicio 8.22 Traduzca.

1. *If we work hard, we shall be successful.* **2.** *Our success depends upon our effort.* **3.** *The exit is to the right.* **4.** *My grandmother liked to talk about the terrible events of World War II.*

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12. *Go* and *Leave*

Chapter 8.B.12, pages 290–292

Ejercicio 8.23 Llene cada espacio en blanco con la expresión correcta: **ir, irse, salir, dejar** o **dejar de.** Conjugue el verbo correctamente para el contexto.

Los turistas **(1)** _____ de su hotel temprano para **(2)** _____ al aeropuerto porque su vuelo iba a **(3)** _____ esa mañana: habían estado en Madrid dos semanas, y ya era hora de **(4)** _____. El viaje les había encantado: **(5)** _____ a muchos lugares turísticos, y todas las noches **(6)** _____ a restaurantes y bares. Tenían muchos recuerdos: uno de ellos se enfermó el tercer día, pero aun así no **(7)** _____ acompañar a los demás en todas sus aventuras. Otro **(8)** _____ sus tarjetas de crédito en casa en los Estados Unidos y tuvo que tomar dinero prestado de los demás. Y todos peleaban con Doña Lupe, que quería comprarse objetos muy frágiles: por fin no la **(9)** _____ comprar más que uno o dos platos. El taxista los **(10)** _____ en el aeropuerto, y todos estaban tristes de que se terminara el viaje.

Ejercicio 8.24 Traduzca. Para *you*, use el informal singular (tú).

1. *We are going to school.* **2.** *She left an hour ago.* **3.** *The cat went outside.* **4.** *They are going out tonight.* **5.** *The nurse went out to lunch.* **6.** *We were playing out in the park, and Luisito got mad and left.* **7.** *At what time does your flight leave?* **8.** *Could you leave me at the corner, please?* **9.** *You will not let me do anything.* **10.** *They stopped screaming.*

13. *Guide*

Chapter 8.B.13, page 292

Ejercicio 8.25 Llene cada espacio en blanco con **el** o **la.**

Al entrar al museo conocimos a Marcos, **(1)** _____ guía que nos habían asignado. Marcos nos dio **(2)** _____ guía de las diferentes exhibiciones del museo por si queríamos recorrer el lugar a solas. Había muchos estudiantes hoy en el museo y muchos llevaban **(3)** _____ guía en las manos.

Ejercicio 8.26 Traduzca. Para *you*, use el informal singular (tú).

1. *Our guide at the museum was an old man.* **2.** *The tour guide was from Venezuela.* **3.** *You will find the rules in the guide book.*

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But, Come and *Go,* **Despedir,** *Exit* and *Success, Go* and *Leave, Guide* (Review)

Chapter 8.B.8–13, pages 287–292

Ejercicio 8.27 Temas de ensayo y de práctica oral

a. Ensayo

Prestando atención al uso correcto en español del léxico indicado, escriba un párrafo sobre uno de los temas que siguen. Refiérase a las páginas apropiadas del capítulo 8 para usar al máximo las expresiones que se deben practicar.

1. Describa las aventuras de unos turistas en un país hispano.

2. Describa una experiencia que usted haya tenido en un viaje.

3. Describa sus planes para su vida profesional.

b. Práctica oral

Hable con un(a) compañero(a) sobre uno de los temas anteriores.

14. *Know*

Chapter 8.B.14, pages 292–293

Ejercicio 8.28 Llene cada espacio en blanco con la expresión correcta para significar *know*. Conjugue el verbo correctamente para el contexto.

Yo **(1)** _____ que ellos **(2)** _____ la ciudad mejor que yo y que **(3)** _____ (ellos) exactamente dónde está la casa de su amigo. Hace muchos años que **(4)** _____ (ellos) a este amigo. Es un individuo que **(5)** _____ que lo andamos buscando, y **(6)** _____ esconderse bien. Me han dicho que **(7)** _____ disfrazarse. No **(8)** _____ (yo) qué vamos a hacer para **(9)** _____ dónde está.

Ejercicio 8.29 Traduzca. Para *you*, use el informal singular (tú).

1. *I know you.* **2.** *He met his new wife in Guatemala.* **3.** *He does not know the area.* **4.** *He knows my phone number.* **5.** *They know how to skate.* **6.** *We knew it was cold.* **7.** *They did not know what to say.* **8.** *Do you know what time it is?* **9.** *Do you know that hotel?* **10.** *He did not know how to swim.*

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15. *Learn*

Chapter 8.B.15, page 293

Ejercicio 8.30 Llene cada espacio en blanco con la expresión correcta: **aprender, enterarse de, averiguar** o **saber.** Conjugue el verbo correctamente para el contexto. Si existe más de una opción, explique la diferencia.

1. Me gustaría _____ a bailar la salsa. **2.** Los jóvenes pensaban que nadie iba a _____ nada de lo que estaban haciendo. **3.** Usando sus poderes de análisis, el detective _____ quiénes eran los ladrones. **4.** Nunca _____ (yo) por qué no me habían invitado a su boda, pero verdaderamente no me importa.

Ejercicio 8.31 Traduzca. Para *you*, use el informal singular (tú).

1. *She learned to dance.* **2.** *They found out about our secret.* **3.** *When I found out that you were here, I came immediately.*

16. *Meet*

Chapter 8.B.16, page 294

Ejercicio 8.32 Llene cada espacio en blanco con la expresión correcta: **conocer, encontrar, encontrarse, encontrarse con, toparse con** o **tropezar con.** Conjugue el verbo correctamente para el contexto.

1. Ayer _____ al nuevo director del programa: me lo presentó el profesor López. **2.** Voy a salir a almorzar con mi mejor amiga: vamos a _____ en el centro. **3.** Me gustaría _____ a tus padres: si son como tú, han de ser muy interesantes. **4.** No tengo ganas de _____ ningún conocido hoy. **5.** Esta tarde voy a _____ mis amigos para repasar para el examen. **6.** Ando buscando mis llaves y no las _____.

Ejercicio 8.33 Traduzca.

1. *Then they decided to meet in the afternoon to discuss the job.* **2.** *Guess whom I met on my way to the library.* **3.** *She met her in the office. (a first acquaintance)*

17. *Order*

Chapter 8.B.17, page 295

Ejercicio 8.34 Llene cada espacio en blanco con **el** o **la.**

1. Mi tía es una mujer obsesiva: para ella no hay nada más importante que _____ orden. **2.** Los soldados dispararon cuando el general les dio _____ orden.

(continued)

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3. ¿Cuál es _____ orden que siguieron para organizar estas fichas? **4.** —Estoy a _____ orden del cliente —dijo el mesero.

Ejercicio 8.35 Traduzca.

1. *Everything had to be placed in a specific order.* **2.** *I did it because I received the order from above.* **3.** "*Hello, my name is Rigoberta Menchú.*" "*Hello, Elisabeth Burgos, at your service.*"

18. Pensar

Chapter 8.B.18, pages 295–296

Ejercicio 8.36 Llene cada espacio en blanco con **en, de** o **Ø** (nada).

1. Cuando pienso _____ mi niñez, no recuerdo nada que sea triste. **2.** Este verano pienso _____ viajar a Europa. **3.** Cada vez que veo a ese actor, pienso _____ mi padre. **4.** ¿Qué pensarán _____ mí?

Ejercicio 8.37 Traduzca. Para *you*, use el informal singular (tú).

1. *I cannot stop thinking of you.* **2.** *What were you thinking of?* **3.** *What do you think of me?* **4.** *She refused to tell me what she thought of the workshop.* **5.** *We are planning on visiting our family next week.*

19. People vs. Machines

Chapter 8.B.19, pages 296–298

Ejercicio 8.38 Subraye la expresión correcta para cada contexto.

1. Mi reloj no (trabaja/funciona). **2.** Jorge (apagó/salió) la luz. **3.** El auto no (empieza/arranca). **4.** Cuando primero compré este coche, (corría/andaba) muy bien. **5.** Tuvimos que entregar el examen incompleto porque (corrimos fuera de/se nos acabó el) tiempo.

Ejercicio 8.39 Traduzca. Para *you*, use el informal singular (tú).

1. *The children were running.* **2.** *That motor stopped running.* **3.** *They work from nine to five.* **4.** *It does not work like that.* **5.** *The batteries ran down.* **6.** *I am going to start the car so it will get warm.* **7.** *The lights went out after ten.* **8.** *He works out every day.* **9.** *We can work it out.* **10.** *I ran out.* **11.** *He ran into his cousin at the museum.* **12.** *When did the movie start?* **13.** *My watch ran down.* **14.** *He ran down*

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the stairs. **15.** *They ran into their friends at the bar.* **16.** *He ran into the wall.* **17.** *Turn out the lights.* **18.** *Everything turned out okay.*

20. *Play*

Chapter 8.B.20, pages 298–299

Ejercicio 8.40 Llene cada espacio en blanco con la expresión correcta: **jugar, tocar, obra, juego, jugada, partido** o **partida.** Si usa un verbo, conjúguelo correctamente para el contexto.

1. Fue una _____ de ajedrez especialmente interesante *(game).* **2.** Con esa _____ *(game move)* ganaron el _____ *(game)* de baloncesto. **3.** Me encanta _____ *(play)* el piano y _____ *(play)* al tenis. **4.** Cuando fuimos a Montevideo asistimos a una _____ de teatro *(play)* y a un _____ *(game)* de fútbol. **5.** La canasta es un _____ *(game)* de cartas. **6.** Ella _____ *(play)* varios instrumentos musicales.

Ejercicio 8.41 Traduzca. Para *you*, use el informal singular (tú).

1. *They played tennis all afternoon.* **2.** *What are you playing?* **3.** *Do you play the guitar?* **4.** *Don't play with your sister's violin.* **5.** *She will be playing the violin tonight.*

Know, Learn, Meet, Order, Pensar, People vs. Machines, *Play* (Review)

Chapter 8.B.14–20, pages 292–299

Ejercicio 8.42 Temas de ensayo y de práctica oral

a. Ensayo

Prestando atención al uso correcto en español del léxico indicado, escriba un párrafo sobre uno de los temas que siguen. Refiérase a las páginas apropiadas del capítulo 8 para usar al máximo las expresiones que se deben practicar.

1. Describa una experiencia que haya tenido con problemas de automóvil.

2. Describa un día en que alguien nuevo entró en su vida.

3. Describa una aventura de un deportista o músico famoso con problemas mecánicos, eléctricos o electrónicos.

b. Práctica oral

En grupos, cuenten oralmente una de las experiencias enumeradas arriba, bajo "Temas de ensayo".

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21. *Put*

Chapter 8.B.21, pages 299–300

Ejercicio 8.43 Llene cada espacio en blanco con la expresión correcta: **aguantar, apoyar, mantener, poner, ponerse** o **soportar.** Conjugue el verbo correctamente para el contexto.

Don José se levantó esa mañana y **(1)** _____ la ropa del día anterior porque no tenía nada limpio. Ya no lo **(2)** _____ más: su esposa no tenía tiempo de lavarle la ropa ahora que ella también trabajaba, y él no podía exigirle lo mismo que antes. El mundo moderno no era para él: no **(3)** _____ que los hombres y las mujeres se consideraran iguales. Él quería ser el único en **(4)** _____ a su familia y, por eso no **(5)** _____ a su esposa cuando esta le pidió permiso para conseguir empleo.

Ejercicio 8.44 Traduzca. Para *you*, use el informal singular (tú).

1. *She put her hand on my shoulder.* **2.** *I put on my boots.* **3.** *He put his hand in his jacket.* **4.** *Help me set the table, please.* **5.** *His face became green.* **6.** *Do not put your finger in your sister's eye.* **7.** *I can't stand your attitude.* **8.** *My mother supports the family with two jobs.* **9.** *My sister supports me, no matter what I want to do.* **10.** *Why do you put up with such stupidity?*

22. *Realize*

Chapter 8.B.22, page 300

Ejercicio 8.45 Llene cada espacio en blanco con la expresión correcta: **darse cuenta de** o **realizar.**

1. Este es un ideal que nunca podré _____. **2.** A veces es difícil _____ los sentimientos de los demás. **3.** Si puedo _____ este proyecto de manera eficiente, estoy seguro que me darán el trabajo.

Ejercicio 8.46 Traduzca. Para *you*, use el informal singular (tú).

1. *I realize that I cannot fulfill your dreams in an instant.* **2.** *If you carry out all your duties responsibly, you can stay.* **3.** *She realized that he was unhappy.* **4.** *He realized his dreams were impossible.*

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23. *Serve*

Chapter 8.B.23, pages 300–301

Ejercicio 8.47 Llene cada espacio en blanco con **lo(s), la(s), le(s)** o **Ø** (nada).

(Dos meseras hablan en un restaurante.)

—Llegaron unos clientes nuevos a la mesa número 4. Te toca **(1)** servir_____.
—No, yo **(2)** _____ serví a los de la mesa 3 y 2.
—Sí, pero tienes tres mesas.
—Bueno, pues, si insistes.

(En la mesa)

—Buenas tardes, señores, ¿en qué puedo **(3)** servir_____?
—¿Podemos cenar a esta hora?
—Claro. La cena **(4)** _____ servimos a partir de las seis.
—¿Nos trae una botella de Marqués de Riscal, por favor?
—Bueno.

(Trae el vino.)

—Si le parece bien, abro ahora el vino y **(5)** _____ sirvo luego.
—No, no, **(6)** sírva_____ de inmediato.

Ejercicio 8.48 Traduzca.

1. *Do not serve me so much, please.* **2.** *How can I help you?* **3.** *Dinner is usually served at eight. Tonight we will serve it at nine thirty.*

24. *Spend*

Chapter 8.B.24, page 301

Ejercicio 8.49 Llene cada espacio en blanco con la expresión correcta: **desperdiciar, gastar** o **pasar.** Conjugue el verbo correctamente para el contexto.

1. Me encanta _____ *(spend)* tiempo con mi abuela en el campo. **2.** Me molesta _____ *(waste)* el agua. **3.** ¿Quieres _____ *(spend)* un rato conmigo? **4.** No quiero _____ *(spend)* mucho dinero esta vez. **5.** Solo _____ *(I only spent)* unos minutos en la cocina. **6.** No hay que _____ *(waste)* dinero: solo se debe _____ *(spend)* para lo que se necesita.

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Ejercicio 8.50 Traduzca. Para *you*, use el informal singular (tú).

1. *You spend more money on your children than you do on yourself.* **2.** *I spent three hours on this paper yesterday.* **3.** *She spent some time abroad.* **4.** *It is terrible to waste time and money.*

25. *Take*

Chapter 8.B.25, pages 301–303

Ejercicio 8.51 Llene cada espacio en blanco con la expresión más natural para el contexto. Use cada uno solo una vez: **apuntar, bajar, llevar, llevarse, quitarse, sacar, subir, tener, tomar, traer.**

1. Tenemos que _____ la basura hoy. **2.** Voy a _____ tu número de teléfono en este papelito. **3.** No quiero _____ esta caja al sótano porque tengo miedo que se moje. **4.** Quisiera _____ un vaso de agua, por favor. **5.** Los hombres deben _____ el sombrero al entrar a la iglesia. **6.** ¿Podrían _____ a mi hermanita cuando se vayan? **7.** Durante el desayuno, el niño le dijo a su mamá: —La maestra nos dijo que teníamos que _____ el libro a clase todos los días. **8.** El mensajero tenía que _____ el paquete hasta el quinto piso. **9.** En clase, la maestra le dijo a un niño al que se le había olvidado el libro: —¿No les dije que debían _____ su libro a clase todos los días? **10.** No sabemos cuándo va a _____ lugar ese evento.

Ejercicio 8.52 Traduzca. Para *you*, use el informal singular (tú).

1. *What would you like to drink?* **2.** *He took his plate to the table.* **3.** *She took the iPad and left.* **4.** *"Can we take you?" "No, thanks, I will take the bus."* **5.** *This is taking too long.* **6.** *Here. This is yours.* **7.** *We took the camera to the store.* **8.** *They took away our towels.* **9.** *Let me take (write) this down.* **10.** *Do you want me to take your books down?* **11.** *They took the food up to the room.* **12.** *We have to take the garbage out.* **13.** *Do not take off your socks.* **14.** *The exam will take place here.* **15.** *Can I bring a friend to your party?* **16.** *Bring your own drink.*

26. *Time*

Chapter 8.B.26, pages 303–304

Ejercicio 8.53 Llene cada espacio en blanco con la expresión correcta: **tiempo, vez, hora** o **rato.**

1. ¿Qué _____ hace allá en invierno? **2.** ¿Cuánto _____ nos queda? **3.** Esta _____ no les voy a contar el final de la película. **4.** Es _____ de cerrar la tienda. **5.** Nos iremos dentro de un _____. **6.** Es la primera _____ que oigo esa canción.

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Ejercicio 8.54 Traduzca. Para *you*, use el informal singular (tú).

1. *Do you have time to talk to me?* **2.** *What was the weather like?* **3.** *How many times do I have to tell you?* **4.** *That time it was different.* **5.** *He would not tell me what time it was.* **6.** *She will be here in a little while.* **7.** *I knew it was time to get up.* **8.** *We had a good time.* **9.** *We had good weather.*

27. *What*

Chapter 8.B.27, pages 304–305

Ejercicio 8.55 Llene cada espacio en blanco con la expresión correcta: **qué, lo que, cuál** o **cómo.**

1. No le importaba _____ yo pensaba de la situación. **2.** —¿_____ es? —Es el de piedra. **3.** —¿_____ es? —Es un animal. **4.** El niño, que no había oído lo que su padre le había dicho, preguntó: —¿_____? Su padre rápidamente lo corrigió: —La gente bien educada no dice ¿_____? sino ¿_____?

Ejercicio 8.56 Traduzca. Para *you*, use el informal singular (tú).

1. *What is* cucurucho? **2.** *Which one is yours?* **3.** *What cities did you visit?* **4.** *Excuse me? (polite "What?")* **5.** *What you do not know will not hurt you.*

Put, Realize, Serve, Spend, Take, Time, What (Review)

Chapter 8.B.21–27, pages 299–305

Ejercicio 8.57 Temas de ensayo y de práctica oral

a. Ensayo

Prestando atención al uso correcto en español del léxico indicado, escriba un párrafo sobre uno de los temas que siguen. Refiérase a las páginas apropiadas del capítulo 8 para usar al máximo las expresiones que se deben practicar.

1. Describa las aventuras de verano de un joven que trabaja de mesero en un restaurante.

2. Describa un día en su vida, usando las expresiones indicadas.

3. Describa una lección cultural que usted haya aprendido en su vida.

b. Práctica oral

En grupos, cuenten oralmente una de las experiencias enumeradas arriba, bajo "Temas de ensayo".

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Chapter 9 Orthography

A. GENERAL INFORMATION

Chapter 9.A, pages 314–318

Ejercicio 9.1 Deletree las palabras siguientes:

MODELO: **lago:** ele, a, ge, o

1. huevo **2.** llano **3.** riña **4.** eficaz **5.** yegua **6.** aguja **7.** bache **8.** errores **9.** balancearse **10.** avestruz

B. CONSONANTS: SPELLING ISSUES

Consonants (B, V)

Chapter 9.B.1, pages 319–320

Ejercicio 9.2 Escoja la opción correcta entre paréntesis.

1. ¡Qué (bello/vello) cuadro! **2.** No sé si prefiero que mi primer hijo sea (barón/varón) o hembra. **3.** No se te ocurra (rebelar/revelar) mi secreto. **4.** ¿Cuándo (bienes/vienes) a visitarme? **5.** Mi madre nunca (tubo/tuvo) la oportunidad de realizar sus sueños. **6.** No te (vallas/vayas/bayas) todavía. **7.** Quiero que (hierbas/hiervas) el agua para el té.

Ejercicio 9.3 En las frases siguientes las palabras entre corchetes ([ ]) están indicadas según su sonido. Escríbalas con su ortografía correcta, usando la lógica del contexto cuando tenga dudas. (Fíjese que las palabras entre corchetes están transcritas según un dialecto que usa seseo y yeísmo. Entre los corchetes el acento indica la vocal con énfasis, pero esto no significa que la palabra representada lleve acento escrito según las reglas de acentuación; por ejemplo, [káma] = cama.)

1. El [sábado] [bámos] adonde siempre [íba] mi familia para Año [nuébo]. **2.** En esta ciudad hay [bários] [bárrios] que son [béyos]. **3.** En [bes] de alejarse, le dio un [béso] en la [bóca] al [abogádo]. **4.** La [báse] de ese [báso] de cristal es de color diferente. **5.** Todos tenemos [béyos] en los [brásos]. **6.** Se me [olbída] el nombre del [bisepresidénte]. **7.** ¿Cómo se dice [boy] en inglés? **8.** No [kábe]

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duda de que es un [jóben] [pribádo] de su [libertád]. **9.** Le [estúbe] [adbirtiéndo] que [andubiéra] con cuidado. **10.** Necesitas [kontribuír] sin [burlárte]. Pon a [erbír] el agua.

Ejercicio 9.4 Las palabras que siguen están indicadas entre corchetes ([ ]) por su sonido. Escríbalas con su ortografía correcta. (Fíjese que las palabras entre corchetes están transcritas según un dialecto que usa seseo. Entre los corchetes el acento indica la vocal con énfasis, pero esto no significa que la palabra representada lleve acento escrito según las reglas de acentuación; por ejemplo, [káma] = cama.)

1. [abía] **2.** [adbertír] **3.** [bebér] **4.** [benefísio] **5.** [bilaterál] **6.** [biolojía] **7.** [bisepresidénte] **8.** [bolbér] **9.** [boy] **10.** [budú] **11.** [debér] **12.** [ebadír] **13.** [esklábo] **14.** [eskribír] **15.** [estúbo] **16.** [íba] **17.** [irbió] **18.** [kabér] **19.** [kontribuír] **20.** [mobilidád] **21.** [posibilidád] **22.** [sabér] **23.** [serbír] **24.** [túbe]

Consonants (K, C, Qu, S)

Chapter 9.B.2, pages 321–324

Ejercicio 9.5 Complete cada espacio en blanco con la forma indicada del verbo.

1. Por lo general Rosa _____ (hacer/ella/presente indicativo) el postre, pero esta vez fue Marta la que lo _____ (hacer/ella/pretérito). **2.** Siempre me _____ (convencer/tú/presente indicativo) con ese razonamiento, pero yo nunca te _____ (convencer/yo/presente indicativo) a ti, aunque use exactamente la misma lógica. **3.** Aunque _____ (parecer/3.ª pers. sing/presente subjuntivo) que va a llover, no _____ (parecer/3.ª pers. sing./presente indicativo) que vaya a hacer viento. **4.** No _____ (merecer/yo/presente indicativo) tanta bondad de los que me rodean, sin embargo los que sí se lo _____ (merecer/ustedes/presente indicativo) son ustedes. **5.** Ojalá que no me _____ (torcer/yo/presente subjuntivo) el tobillo de nuevo, ayer me lo _____ (torcer/yo/pretérito) tan pronto me levanté.

Ejercicio 9.6 Complete las palabras incompletas con -ción, -sión, -tión, -xión, -cion-, -sion-, -tion- o -xion.

1. No me gusta la direc_____ que lleva esta asocia _____ en en la cues_____del cuidado de la pen_____ de los empleados. **2.** Las condi_____es de trabajo en esta empresa merecen nuestra aten_____. **3.** Las ac_____es que tomaron esos

(continued)

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fotógrafos no me parecen muy profe_____ales. **4.** Dicen que se puede controlar la diges_____ usando ejercicios de refle_____ semejantes a la medita_____. **5.** Arrestaron a ese hombre por pose_____ de drogas: se dice que tiene cone_____ es con la mafia.

Consonants (G, Gu, Gü, J)

Chapter 9.B.3, pages 324–328

Ejercicio 9.7 Subraye todas las **u** mudas (que no se pronuncian).

1. Aprendí a tocar la guitarra porque quería poder componer mis propias canciones. **2.** Ese hombre es el que atestiguó en contra del acusado. **3.** Averiguamos que ese queso era holandés y no uruguayo. **4.** No paguemos nunca más los costos de la guerra. **5.** ¿Qué producto químico usaron para preparar ese daguerrotipo?

Ejercicio 9.8 Subraye todas las **u** no mudas (que sí se pronuncian).

1. Aprendí a tocar la guitarra porque quería poder componer mis propias canciones. **2.** Ese hombre es el que atestiguó en contra del acusado. **3.** Averiguamos que ese queso era holandés y no uruguayo. **4.** No paguemos nunca más los costos de la guerra. **5.** Ayúdame a aguantar este cuadro de las cigüeñas, mientras cuelgo este otro aquí.

Ejercicio 9.9 Las palabras que siguen están indicadas entre corchetes ([ ]) por su sonido. Identifique las palabras de la lista que necesitan diéresis en la **u (ü),** y escríbalas con su ortografía correcta al lado de su definición. (Fíjese que las palabras entre corchetes están transcritas según un dialecto que usa seseo y yeísmo. Entre los corchetes el acento indica la vocal con énfasis, pero esto no significa que la palabra representada lleve acento escrito según las reglas de acentuación; por ejemplo, [káma] = cama.)

[água]	[apasiguár]	[deguéyo]	[piraguísta]
[aguéro]	[atestiguár]	[deságue]	[regémos]
[agerrído]	[aberígue]	[distingímos]	[santiguár]
[albérge]	[bilíngue]	[linguístika]	[segí]
[amortiguár]	[siguéña]	[pinguíno]	[berguénsa]

1. La ciencia del lenguaje: _____ **2.** El que habla dos idiomas: _____ **3.** Se le dice también "pájaro bobo": _____ **4.** Acción de cortar el cuello: _____

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5. Salida de aguas: _____ **6.** Tripulante de una nave parecida a la canoa: _____ **7.** Sentimiento de deshonra: _____ **8.** Presagio: _____ **9.** Sinónimo de "descubra", "se entere": _____ **10.** Ave zancuda que anida en las torres: _____

Ejercicio 9.10 Las palabras que siguen están indicadas entre corchetes ([ ]) por su sonido. Escríbalas con su ortografía correcta. (Fíjese que las palabras entre corchetes están transcritas según un dialecto que usa seseo. Entre los corchetes el acento indica la vocal con énfasis, pero esto no significa que la palabra representada lleve acento escrito según las reglas de acentuación; por ejemplo, [káma] = cama.)

1. [anjéliko] **2.** [apoplejía] **3.** [birjinál] **4.** [dijéramos] **5.** [finjámos] **6.** [finjíamos] **7.** [fotojéniko] **8.** [garáje] **9.** [ijiéniko] **10.** [indíjena] **11.** [jeólogo] **12.** [jésto] **13.** [kája] **14.** [kojeár] **15.** [konserjería] **16.** [májia] **17.** [neuráljia] **18.** [ójo] **19.** [omojéneo] **20.** [pedagojía] **21.** [protéja] **22.** [protejér] **23.** [tejído] **24.** [trajéra]

Consonants (H)

Chapter 9.B.4, pages 329–332

Ejercicio 9.11 Escoja la opción correcta para cada contexto.

1. Nunca he (echo/hecho) eso antes. **2.** Me dijo que iba (a ver/haber) una película nueva. **3.** Cuando voy a la playa, me hipnotizan las (holas/olas). **4.** Se le perdieron los lentes a mi abuela, y no los (halla/haya) en ningún lado. **5.** ¡(Has/Haz) tu tarea! **6.** (Asta/Hasta) mañana. **7.** Siempre le (hecho/echo) ajo al aderezo.

Ejercicio 9.12 Las palabras que siguen están indicadas entre corchetes ([ ]) por su sonido. Escríbalas con su ortografía correcta. (Fíjese que las palabras entre corchetes están transcritas según un dialecto que usa yeísmo. Entre los corchetes el acento indica la vocal con énfasis, pero esto no significa que la palabra representada lleve acento escrito según las reglas de acentuación; por ejemplo, [káma] = cama. En algunos casos hay más de una posibilidad: escriba todas las posibilidades.)

1. [an] **2.** [áya] **3.** [ayáste] **4.** [desidratádo] **5.** [ektárea] **6.** [elejír] **7.** [eliotrópo] **8.** [ematóma] **9.** [emigrár] **10.** [emisfério] **11.** [emisión] **12.** [emorrájia] **13.** [eptagonál] **14.** [ermáno] **15.** [ermíta] **16.** [érnia] **17.** [etérno] **18.** [eterodókso] **19.** [inundár] **20.** [óiga] **21.** [ormíga] **22.** [ostentár] **23.** [óye] **24.** [uébo] **25.** [uéso] **26.** [uésped] **27.** [uida] **28.** [umbrál] **29.** [yamár]

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Ejercicio 9.13 Las palabras que siguen están indicadas entre corchetes ([ ]) por su sonido. Escríbalas con su ortografía correcta. (Fíjese que las palabras entre corchetes están transcritas según un dialecto que usa seseo y yeísmo. Entre los corchetes el acento indica la vocal con énfasis, pero esto no significa que la palabra representada lleve acento escrito según las reglas de acentuación; por ejemplo, [káma] = cama.)

1. [ablandár] **2.** [abláramos] **3.** [andár] **4.** [ayá] **5.** [desisiéra] **6.** [idroabión] **7.** [inumáno] **8.** [iperaktíbo] **9.** [ipókrita] **10.** [islám] **11.** [istória] **12.** [italiáno] **13.** [ogár] **14.** [olgánsa] **15.** [olimpiáda] **16.** [óya] **17.** [omojéneo] **18.** [ornaménto] **19.** [ospitál] **20.** [uéko] **21.** [uélga] **22.** [uérfano] **23.** [uérta] **24.** [uéya] **25.** [umedád] **26.** [yáto] **27.** [yeléra] **28.** [yélo] **29.** [yéma] **30.** [yérro]

Consonants (X)

Chapter 9.B.5, pages 333–335

Ejercicio 9.14 Ponga las palabras de la lista en tres grupos, una con la **x** pronunciada como /ks/, otra /s/ y otra /j/.

examen	excito	léxico	sexual
éxito	explorar	México	xenofobia
existe	experto	Oaxaca	xileno

1. /ks/ **2.** /s/ **3.** /j/

Consonants (Ll, Y, Í)

Chapter 9.B.6, pages 335–339

Ejercicio 9.15 Escoja la opción correcta para cada contexto.

1. Mi primo está muy (callado/cayado). **2.** Caminé tanto por la playa que tengo (callos/cayos) en los pies. **3.** En otoño las (ardías/ardillas) recogen nueces.

Ejercicio 9.16 Complete las palabras incompletas con **-ia, -ía** o **-illa.**

1. Esa librer___ tiene muchos libros sobre la histor___ de las cienc___s. **2.** A mi famil___ le encanta cocinar cost___ a la parr___. **3.** Esa secretar___ sabe más de geograf___ que de poes___. **4.** Volvieron con alegr___ a la marav___ de la democrac___. **5.** Por la lluv___ la pand___ entró a la cap___.

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Consonants (R, Rr)

Chapter 9.B.7, pages 340–342

Ejercicio 9.17 Subraye las **r** que se pronuncian /rr/.

1. Nos sorprendió el calor en Roma. **2.** Fuimos a Israel para las vacaciones de verano. **3.** Viajaron alrededor del mundo en treinta días. **4.** Me da rabia que la gente sea deshonrada. **5.** El ratón de Roque no tiene rabo porque Ramón Ramírez se lo ha robado.

Consonants (Ph, Th, Ch; Double Consonants)

Chapter 9.B.8–9, pages 342–343

Ejercicio 9.18 Traduzca con el cognado en español de cada palabra indicada. Preste atención a la ortografía.

1. *photo*, *photographer*, *photography* **2.** *theatre*, *theatrical* **3.** *character*, *characteristic* **4.** *occasion*, *occur*, *accident* **5.** *different*, *difference* **6.** *immediate*, *immortal*, *immigrant*

C. VOWELS AND ACCENTS

(Syllabification: Consonants)

Chapter 9.C.1.a, pages 344–345

Ejercicio 9.19 Consonantes sencillas intervocálicas: Divida cada palabra en sílabas.

raza	meta	visa	callo	serrano
fecha	cerro	caballo	metiche	

Ejercicio 9.20 Dos consonantes intervocálicas: Divida cada palabra en sílabas.

campo	pantera	angelical	musgo	refresco
fantoche	mantilla	mercado	sincero	cencerro
vibra	hablan	autografiar	retrato	adrenalina
reflorecer	aglomerar	negro	aplastar	represión
declive				

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Ejercicio 9.21 Tres o más consonantes intervocálicas: Divida cada palabra en sílabas.

anglosajón	empresario	constante	estrecho	espléndido
instituto	inspección	instrumento	embrollo	transmitir
resplandor	transcribir			

Accents (Syllabification: Vowels)

Chapter 9.C.1.b, pages 345–347

Ejercicio 9.22 Hiatos: Divida cada palabra en sílabas.

recaer	crear	creer	veo	sea
caos	boa	coactar	coexistir	gentío
frío	reí	vestía	etíope	ataúd
raíz	vía	mío	reúnan	continúa
rehúsa				

Ejercicio 9.23 Diptongos: Divida cada palabra en sílabas.

aviador	aire	bienestar	deleite	miope
oiga	resguardo	causa	fueron	endeudarse
fuimos	diurno	duodeno	Dios	hueso
cariátide	recién	comió	aguántate	acuérdense
cantáis	volvéis	óiganlos	enjáulalo	

Ejercicio 9.24 Triptongos y otras combinaciones: Divida cada palabra en sílabas.

veían	seáis	caíamos	esquiáis	vivíais
traían	caeríais	oíais	enviéis	creías
actuéis	adquirierais			

Ejercicio 9.25 La **h** intervocálica: Divida cada palabra en sílabas.

ahora	rehago	ahí	rehíce	prohíben
rehúsa	ahogar	desahogar	ahumado	cacahuate
alcahuete	cohete	rehúyen	sobrehumano	zaherir

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Ejercicio 9.26 Repaso: Divida cada palabra en sílabas.

divida	las	siguientes	palabras	en
sílabas	luego	vea	cuando	necesitan
acentos	porque	rey	reina	voy
boina	bueno	bien		

Accents (Stress)

Chapter 9.C.2, pages 347–354

Ejercicio 9.27 Indique para cada palabra si es **aguda, llana, esdrújula** o **sobresdrújula.**

1. camino **2.** caminó **3.** caminaba **4.** caminábamos **5.** caminad **6.** compra **7.** compró **8.** compraba **9.** comprábamos **10.** cómpralo **11.** cómpramelo **12.** español **13.** españoles **14.** francés **15.** trances **16.** encéstalo

Ejercicio 9.28 Las siguientes palabras son agudas. Póngales acento a las que lo necesiten.

1. presto **2.** enterrar **3.** preparad **4.** desperte **5.** dividir **6.** farol **7.** piedad **8.** pedi **9.** peor **10.** caiman **11.** cocinar **12.** imparcial **13.** cajon **14.** finlandes **15.** trajin **16.** temblor **17.** cristal **18.** riñon

Ejercicio 9.29 Las siguientes palabras son llanas. Póngales acento a las que lo necesiten.

1. lapiz **2.** llamas **3.** llaman **4.** pluma **5.** hablaron **6.** españoles **7.** dioses **8.** dia **9.** deme **10.** españolita **11.** peruano **12.** consigo **13.** traje **14.** examen **15.** caracter **16.** lunes **17.** labio **18.** infertil

Ejercicio 9.30 Las siguientes palabras son esdrújulas y sobresdrújulas; la sílaba tónica (con énfasis) está en negrilla. ¿Necesitan acento?

1. matalo **2.** re**ga**lamelo **3. ca**llense **4.** es**tu**pido **5. par**pado **6.** ca**pi**tulo **7. pro**jimo **8. ba**jame **9. a**nimo **10. cas**cara **11. de**cada **12. e**xito **13. pa**jaro **14. as**pero **15. hun**garo **16. vin**culo **17. ma**quina **18. pil**dora

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Ejercicio 9.31 Póngales acento a los adverbios que lo necesiten. (La sílaba con énfasis en la parte de cada adjetivo original está en negrilla.)

1. rapidamente **2. fa**cilmente **3. len**tamente **4.** di**fi**cilmente
5. pia**do**samente **6.** bri**llan**temente **7. fri**amente **8.** despia**da**damente
9. secamente **10.** fe**liz**mente **11. fi**jamente **12. ca**lidamente
13. cien**ti**ficamente **14.** misericor**dio**samente **15. so**lamente
16. fi**nal**mente **17. gra**vemente **18. pro**ximamente

Ejercicio 9.32 Las palabras siguientes son monosílabas; no hay nada subrayado porque el énfasis es único. Póngales acento si lo necesitan. (Las frases están traducidas por si se necesita.)

1. A el le va bien. *(It's going well for him.)* **2.** Di que el rey te lo dio. *(Say that the king gave it to you.)* **3.** Vio a Dios. *(She saw God.)* **4.** El te no me da tos. *(Tea doesn't make me cough.)* **5.** No se si se fue. *(I don't know if he left.)* **6.** Tu no le des. *(Don't you give her any.)* **7.** Tu voz se te va. *(Your voice is going.)* **8.** Sin ti no se lo da. *(Without you she won't give it to her.)* **9.** No le de la fe. *(Don't give him your faith.)* **10.** Yo si se la di. *(I did give it to her.)* **11.** A ti te doy lo que hay. *(I give you what there is.)* **12.** No hay mas miel por mi. *(There is no more honey because of me.)*

Ejercicio 9.33 Ponga un acento donde se necesite; la sílaba tónica (con énfasis) de cada palabra de más de una sílaba está en negrilla. Si hay más de una opción, explique la diferencia.

1. Aun los **ri**cos neces**i**tan a**mor. 2.** Los **ni**ños a**un** no han co**mi**do.
3. Es**toy so**lo. **4. M**e **sien**to **so**lo **cuan**do no es**tas. 5. Pa**same **e**sa **lla**ve, por fa**vor. 6.** No **quie**ro **es**ta **fru**ta, pre**fie**ro **e**sa. **7.** Por **e**so no **qui**so ir con no**so**tros. **8. Ten**go que recor**dar e**sa ma**ña**na. **9.** ¡Que **bue**na **suer**te **tie**nes! **10.** ¡**Co**mo **can**ta! **11.** Esta**re so**lo a**qui. 12.** No es**ta cla**ro por que te**ni**an **e**stos ta**tua**jes **pe**ro **es**os no.

Ejercicio 9.34 Ponga un acento sobre los **que** que lo necesiten.

1. Prefiero **que** no llueva. **2.** ¿**Que** dijiste? **3.** No sé **que** dije. **4.** Creo **que** dije **que** preferiría **que** no lloviera. **5.** ¡**Que** locura! **6.** Dime **que** crees. **7.** El día **que** no llueva aquí, no sabremos **que** hacer. **8.** Haremos lo **que** ustedes quieran. **9.** La última vez **que** vinieron, nos costó mucho decidir **que** cuarto darles. **10.** ¡**Que** duerman en el piso!

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Ejercicio 9.35 Llene cada espacio en blanco con **porque** o **por qué;** traduzca las frases 4 y 5.

1. Te llamé ____ tengo noticias. **2.** ¿_____ no me llamaste antes? **3.** No te puedo decir _____: ¡es un secreto! **4.** El asesino no pudo explicar _____ había matado al policía. **5.** El asesino no lo pudo explicar _____ había matado al policía. **6.** Yo creo que lo hizo _____ tenía miedo. **7.** ¿Tú matarías a alguien simplemente _____ tienes miedo? **8.** ¿ _____ no? **9.** ¡_____ no se debe matar a nadie! **10.** No sé _____ se fue. **11.** Se fue _____ no le hacías caso.

Ejercicio 9.36 Póngale acento a **como** si lo necesita; traduzca las frases 4–7.

1. Como no tengo hambre, no **como.** **2.** ¿**Como** puedes decir eso?
3. Necesitas pensar **como** yo para comprenderme. **4.** Muéstrame **como** comes con palillos. **5.** ¡**Como** comes! **6. ¿Como como?** **7. Como como como.**
8. Ella se viste **como** yo. **9.** Es un libro **como** los demás. **10.** Si baila **como** canta, ha de ser una maravilla.

Ejercicio 9.37 Póngale acento a **cuanto** si lo necesita.

1. ¿**Cuanto** cuesta este cuarto? **2.** No sé **cuanto** cuesta. **3.** ¿**Cuantos** hermanos tienes? **4.** Me pregunto **cuantos** años tiene esa mujer. **5.** Nadie sabe **cuantas** veces se repetirá. **6.** Le di **cuanto** dinero tenía al ladrón. **7.** No sabe **cuanto** me arrepentí de darle mi dinero. **8.** La profesora le dará **cuanta** información tenga.

Ejercicio 9.38 Póngale acento a **donde** si lo necesita.

1. ¿**Donde** vives? **2.** Vivo **donde** viven mis padres. **3.** No sé **donde** vive mi amiga. **4.** Me dijo **donde** vivía, pero se me olvidó. **5.** Apunté su dirección en la libreta **donde** tengo todas las direcciones. **6.** No sé **donde** puse la libreta.
7. ¿...No estará **donde** siempre la pones?

Ejercicio 9.39 Póngale acento a **cuando** si lo necesita; traduzca las frases 7 y 8.

1. Llegarán **cuando** estemos en la finca. **2.** ¿**Cuando** llegas? **3.** No me dijo **cuando** iban a llegar. **4. Cuando** lleguen, les serviremos cerveza. **5.** ¿Nos escondemos **cuando** los veamos llegar? **6. Cuando** me gradúe, iré al Caribe.
7. ¿**…cuando** te gradúes? **8.** ¿**Cuando** te gradúas?

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Ejercicio 9.40 Póngale acento a **quien** si lo necesita.

1. ¿**Quien** se llevó mi paraguas? **2.** No sé **quien** se lo llevó. **3.** El amigo con **quien** vino Marieta tenía paraguas. **4.** ¿Te dijo **quien** era el chico con **quien** estaba? **5.** No me dijo con **quien** había venido. **6.** Dime con **quien** andas y te diré **quien** eres.

Accents (Review)

Ejercicio 9.41 Ponga un acento sobre cada vocal que lo necesite.

ARMANDO: ¿Es**ta** Juan?

MIGUEL: **Cre**o que fue al **ci**ne, y no se **cuan**do va a regre**sar.** ¿**Pa**ra que lo **quie**res?

ARMANDO: **Quie**ro pe**dir**le pres**ta**do un **li**bro **pa**ra mi **cla**se de espa**ñol.**

MIGUEL: ¿**Sa**bes que **li**bro es?

ARMANDO: Si. Es **u**no que **tie**ne la por**ta**da **ne**gra.

MIGUEL: Yo se **don**de lo **tie**ne, **pe**ro no es**toy** se**gu**ro si te lo po**dri**a pre**star.**

ARMANDO: A mi me **di**jo que no lo neces**i**ta**ba** **es**te se**mes**tre.

MIGUEL: Si tu te lo **lle**vas, y el lo nece**si**ta, yo voy a sen**tir**me muy mal. ¿Por que no te **to**mas **u**na **ta**za de te, y es**pe**ras a que re**gre**se Juan?

ARMANDO: **Bue**no. **Mien**tras es**pe**ro, **pres**tame el **li**bro **pa**ra mi**rar**lo, por fa**vor.**

MIGUEL: Voy a bus**car**lo. […] ¿Es **es**te, ver**dad**?

ARMANDO: No, **e**se no. Es el **o**tro, el de gra**ma**tica. **Tie**ne **ca**si la **mis**ma por**ta**da, **pe**ro un **ti**tulo dife**ren**te.

MIGUEL: A ver si lo en**cuen**tro; es**pe**rame. […] A**qui** lo **tie**nes.

ARMANDO: **Gra**cias.

Ejercicio 9.42 Ponga un acento sobre cada vocal que lo necesite; la sílaba con énfasis está en negrilla, a menos que sea monosílaba.

LUISA: A**lo.** ¿Con quien **ha**blo?

EVA: **Lui**sa, es **E**va. ¿Es**tas** ocu**pa**da?

LUISA: Estu**dian**do **des**de **es**ta ma**ña**na **cuan**do te **fuis**te.

EVA: **Mi**ra, nece**si**to un fa**vor** de ti. A**no**che es**ta**ba traba**jan**do en el es**que**ma **pa**ra la **cla**se de in**gles** de **es**ta **tar**de y se me que**do.** ¿Re**cuer**das **don**de lo **pu**se **cuan**do termi**ne**?

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LUISA: Ni i**de**a. ¿Es**ta** en tu escri**to**rio?

EVA: No es**toy** se**gu**ra de **don**de lo de**je** espe**ci**ficamente, **pe**ro se que es**ta** en al**gun** lu**gar** por a**hi.**

LUISA: **De**jame mi**rar.** Ah, a**qui** es**ta.**

EVA: ¡Que a**li**vio! **Lle**vamelo a la **cla**se por fa**vor.**

LUISA: Que tal si nos encon**tra**mos en la cafete**ri**a estudian**til pa**ra almor**zar** y te lo doy a**si** mas tem**pra**no.

EVA: **Va**le.

LUISA: ¿**Co**mo a las 11:30?

EVA: Claro, hasta entonces.

Ejercicio 9.43 Temas de ensayo y de práctica oral

a. Ensayo

Escriba un párrafo en el pasado sobre uno de los temas siguientes. Cada vez que escriba una palabra, piense en la pronunciación correcta de la palabra, y decida si necesita acento o no.

1. un momento inolvidable

2. una experiencia cómica

3. una lección cultural

b. Práctica oral

En parejas, estudien un párrafo escrito de los temas de ensayo de arriba. En español, analicen cada palabra juntos para determinar si la decisión de usar acento, o no, era correcta. ¿La palabra es aguda, llana, esdrújula o sobresdrújula? ¿Es monosílaba? ¿Necesita acento? ¿Por qué?

D. LINKING BETWEEN WORDS: SYNALEPHA

Chapter 9.D, pages 354–356

Ejercicio 9.44 Lea en voz alta las siguientes transcripciones de frases, y luego escríbalas en español comprensible. Preste atención a la ortografía y a los acentos.

(continued)

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Fíjese que los acentos escritos en la transcripción indican el lugar donde hay énfasis en la frase, y no necesariamente la sílaba donde hay acento escrito en las palabras. El dialecto usado aquí usa seseo.

1. [no-sé-ké-kié-res-de-sír] **2.** [noái-ná-die] **3.** [siém-pre-bié-nea-tiém-po] **4.** [loí-so-sin-ke-rér] **5.** [se-fué-sin-de-si-ra-diós]

Ejercicio 9.45 Lea en voz alta las siguientes transcripciones de frases, y luego escríbalas en español comprensible. Preste atención a la ortografía y a los acentos. Fíjese que los acentos escritos en la transcripción indican el lugar donde hay énfasis en la frase, y no necesariamente la sílaba donde hay acento escrito en las palabras. El dialecto usado aquí usa seseo.

1. [lo-man-dá-ro-na-la-kár-sel] **2.** [a-bía-nué-be-le-fán-te-sen-fér-mos] **3.** [noái-mál-ke-por-bié-no-bén-ga] **4.** [ba-kam-biár-lo-po-rú-no-me-no-san-tí-guo] **5.** [lo-ses-tu-dián-te-so-na-le-má-nes]

Ejercicio 9.46 Lea en voz alta las siguientes transcripciones de frases, y luego escríbalas en español comprensible. Preste atención a la ortografía y a los acentos. Fíjese que los acentos escritos en la transcripción indican el lugar donde hay énfasis en la frase, y no necesariamente la sílaba donde hay acento escrito en las palabras. El dialecto usado aquí usa seseo y yeísmo.

1. [bóya-la-fiés-taes-te-fín-de-se-má-na] **2.** [tú-bo-ke-sa-lí-ra-la-no-che-sér] **3.** [no-me-dí-jo-siu-bo-klá-se] **4.** [ye-gó-suer-má-no-je-mé-lo] **5.** [bióu-na-be-bo-lár-po-rel-sié-loa-sul]

E. C APITALIZATION

Chapter 9.E, pages 357–359

Ejercicio 9.47 Indique las palabras que requieren mayúscula en las siguientes oraciones.

1. el miércoles vamos a ver al señor del valle. **2.** desde la revolución francesa hay separación de iglesia y estado. **3.** los españoles celebran semana santa. **4.** no sé cómo se dice eso en inglés. **5.** me encantó leer *la casa de los espíritus* de isabel allende.

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F. NUMBERS

(Cardinal Numbers)

Chapter 9.F.1, pages 360–365

Ejercicio 9.48 Reescriba las frases, y transcriba las cifras en letras.

1. Murió el 23 de abril del 1616. **2.** Hay más de 100 estudiantes en esa conferencia. **3.** Cada 4 años se reúne toda la familia. **4.** Siento que tengo 1.000 problemas. **5.** Ese país tiene más de 1.000.000 de habitantes.

Ejercicio 9.49 Conteste las siguientes preguntas usando cifras, y luego transcríbalas en letras.

MODELO: ¿En qué año viajaste a Tegucigalpa?
— En (el) 2003. (dos mil tres)

1. ¿Cuál es tu fecha de nacimiento? **2.** ¿En qué año te graduaste del colegio? **3.** ¿Cuántos libros has tenido que comprar este año? **4.** ¿En qué año te vas a graduar de la universidad?

Ejercicio 9.50 Traduzca las oraciones siguientes, transcribiendo las cifras en letras.

MODELO: *In 2007, my brother studied in Argentina.*
En el (año) dos mil siete, mi hermano estudió en (la) Argentina.

1. *Since September 11th, 2001, the world has changed.* **2.** *Almost 3,000 victims and the 19 hijackers* (secuestradores) *died.* **3.** *The country was at war during my 1st 3 years in the Peace Corps* (el Cuerpo de Paz). **4.** *That is a series that started on 08/10/2010.* **5.** My mother was born on July 21, 1971.

Ejercicio 9.51 Traduzca el siguiente horario de trenes de Huelva a Sevilla al inglés, usando *A.M.* o *P.M.* para indicar si es de mañana o de tarde:

Salida	Llegada	*Departure*	*Arrival*
06.55	08.27		
14.25	15.57		
18.55	20.27		

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(Ordinal Numbers)

Chapter 9.F.2, pages 366–368

Ejercicio 9.52 Complete los espacios en blanco traduciendo lo que está entre paréntesis en inglés. No use cifras en español, solo letras.

1. Este es el *(first)* _____ libro de lenguas que comprendo claramente.
2. Cuando estuvimos en Sevilla, vivíamos en el *(fifth floor)* _____ piso.
3. La mujer habló de la *(World War II)* _____. **4.** Es difícil de creer que ya estamos en el siglo *(21st)* _____. **5.** Hay muchas diferencias entre los reyes Juan Carlos I *(the 1st)* _____ y Alfonso XIII *(the 13th)* _____.

G. PUNCTU ATION

Chapter 9.G, pages 371–374

Ejercicio 9.53 Traduzca el texto siguiente, usando la puntuación correcta.

As we walked through the park we noticed reporters running toward a grey-haired man and yelling: "Please! Can we ask you some questions?" That weekend we saw a photo of the same grey-haired man in the paper. The article read: "It was Thursday morning when Mario Vargas Llosa heard the news that he had won the prize. At first, he couldn't believe it. 'It was a surprise,' said the Peruvian author, 'a perfect way to start the day.'"[3]

H. DIALECTAL VARIATION, NORM, REGISTER

Chapter 9.H, pages 374–378

Ejercicio 9.54 Diario personal de variantes

1. Si es usted hablante nativo del español, prepare una lista de palabras o expresiones que usted usa y que ha observado que no se usan en clase, o que le han dicho que son informales, dialectales, o agramaticales. Luego, entreviste a otros hablantes nativos del idioma sobre su uso de estas palabras o expresiones. Averigüe si tienen variantes, cuándo usan cuál, etc. Apunte sus observaciones en un diario personal.

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3. Gomez, Josie. 2010. Vargas Llosa Wins Nobel. *Manual Times*, 7 October.

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2. Si no es usted hablante nativo del español, escuche el habla de hispanohablantes y haga una lista de palabras o expresiones que note que son diferentes de lo que se usa en su clase, o de lo que usted ha aprendido. Luego entreviste a dos o tres de los que usan estas palabras o expresiones, y averigüe si las consideran informales, dialectales, o agramaticales, y en qué contexto las usan, y si usan variantes en otros contextos. Apunte sus observaciones en un diario personal.

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Verb Tables

A Lista de modelos de conjugación

B Modelos de conjugación
(*Verb Tables*)

C Mini-índice de verbos

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A. LISTA DE MODELOS DE CONJUGACIÓN

The table below lists the verb conjugation models of this section, with their corresponding numbers.

LISTA DE MODELOS DE CONJUGACIÓN				
1. actuar	16. conducir	31. haber	46. poner	61. teñir
2. adquirir	17. contar	32. hacer	47. prohibir	62. traer
3. andar	18. creer	33. ir	48. pudrir	63. valer
4. aprender	19. cruzar	34. jugar	49. querer	64. vencer
5. avergonzar	20. dar	35. llegar	50. regir	65. venir
6. averiguar	21. decir	36. lucir	51. reír	66. ver
7. buscar	22. dirigir	37. morir	52. reunir	67. vivir
8. caber	23. discernir	38. mover	53. rogar	68. volcar
9. caer	24. distinguir	39. negar	54. saber	69. volver
10. caminar	25. dormir	40. oír	55. salir	70. yacer
11. cerrar	26. enviar	41. oler	56. seguir	71. zambullir
12. cocer	27. errar	42. parecer	57. sentir	
13. coger	28. esparcir	43. pedir	58. ser	
14. comenzar	29. estar	44. perder	59. soler	
15. concluir	30. forzar	45. poder	60. tener	

Starting on the next page you will find the tables of conjugation models corresponding to the above list. Please note that in these tables, a bold letter or group of letters separated by an arrow indicates a spelling change.

After the tables, there is a mini-index of verbs with the numbers of the conjugation models they follow (the numbers are from the above table, and are also indicated in each conjugation table).

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B. MODELOS DE CONJUGACIÓN

1. ACTUAR *(to act)*

Verbo en **-ar** con cambio de **u → ú**
(Como **acentuar, continuar, evaluar, graduar, insinuar**)

Participio presente: actuando | **Participio pasado:** actuado

Imperativo: actúa (no actúes), actúe Ud., actuemos, actuad (no actuéis), (no) actúen Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
actúo	actuaba	actué	actuaré	actuaría	actúe	actuara
actúas	actuabas	actuaste	actuarás	actuarías	actúes	actuaras
actúa	actuaba	actuó	actuará	actuaría	actúe	actuara
actuamos	actuábamos	actuamos	actuaremos	actuaríamos	actuemos	actuáramos
actuáis	actuabais	actuasteis	actuaréis	actuaríais	actuéis	actuarais
actúan	actuaban	actuaron	actuarán	actuarían	actúen	actuaran
Pres. Perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he actuado	había actuado		habré actuado	habría actuado	haya actuado	hubiera actuado

2. ADQUIRIR *(to acquire)*

Verbo en **-ir** con cambio de **i → ie**
(Como **coadquirir, inquirir**)

Participio presente: adquiriendo | **Participio pasado:** adquirido

Imperativo: adquiere (no adquieras), adquiera Ud., adquiramos, adquirid (no adquiráis), (no) adquieran Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
adquiero	adquiría	adquirí	adquiriré	adquiriría	adquiera	adquiriera
adquieres	adquirías	adquiriste	adquirirás	adquiriría	adquieras	adquirieras
adquiere	adquiría	adquirió	adquirirá	adquiriría	adquiera	adquiriera
adquirimos	adquiríamos	adquirimos	adquiriremos	adquiriríamos	adquiramos	adquiriéramos
adquirís	adquiríais	adquiristeis	adquiriréis	adquiriríais	adquiráis	adquirierais
adquieren	adquirían	adquirieron	adquirirán	adquirirían	adquieran	adquirieran
Pres. Perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he adquirido	había adquirido		habré adquirido	habría adquirido	haya adquirido	hubiera adquirido

3. ANDAR *(to go, to walk)*

Verbo irregular

Participio presente: andando | **Participio pasado:** andado

Imperativo: anda (no andes), ande Ud., andemos, andad (no andéis), (no) anden Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
ando	andaba	anduve	andaré	andaría	ande	anduviera
andas	andabas	anduviste	andarás	andarías	andes	anduvieras
anda	andaba	anduvo	andará	andaría	ande	anduviera
andamos	andábamos	anduvimos	andaremos	andaríamos	andemos	anduviéramos
andáis	andabais	anduvisteis	andaréis	andaríais	andéis	anduvierais
andan	andaban	anduvieron	andarán	andarían	anden	anduvieran
Pres. Perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he andado	había andado		habré andado	habría andado	haya andado	hubiera andado

VERB TABLES

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4. **APRENDER** *(to learn)*	Verbo regular 2.ª conjugación (Como **depender, emprender, meter, prender, responder**)					
Participio presente: aprendiendo			**Participio pasado:** aprendido			
Imperativo: aprende (no aprendas), aprenda Ud., aprendamos, aprended (no aprendáis), (no) aprendan Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
aprendo aprendes aprende aprendemos aprendéis aprenden	aprendía aprendías aprendía aprendíamos aprendíais aprendían	aprendí aprendiste aprendió aprendimos aprendisteis aprendieron	aprenderé aprenderás aprenderá aprenderemos aprenderéis aprenderán	aprendería aprenderías aprendería aprenderíamos aprenderíais aprenderían	aprenda aprendas aprenda aprendamos aprendáis aprendan	aprendiera aprendieras aprendiera aprendiéramos aprendierais aprendieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he aprendido	había aprendido		habré aprendido	habría aprendido	haya aprendido	hubiera aprendido

5. **AVERGONZAR** *(to shame)*	Verbo en **-ar** con cambio de **u → ü** delante de **-e; z → c** delante de **-e** (Como **desvergonzarse**)					
Participio presente: avergonzando			**Participio pasado:** avergonzado			
Imperativo: aver**güe**nza (no aver**güe**nces), aver**güe**n**c**e Ud., aver**gonc**emos, avergonzad (no aver**gonc**éis), (no) aver**güe**n**c**en Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
aver**güe**nzo aver**güe**nzas aver**güe**nza avergonzamos avergonzáis aver**güe**nzan	avergonzaba avergonzabas avergonzaba avergonzábamos avergonzabais avergonzaban	aver**gonc**é avergonzaste avergonzó avergonzamos avergonzasteis avergonzaron	avergonzaré avergonzarás avergonzará avergonzaremos avergonzaréis avergonzarán	avergonzaría avergonzarías avergonzaría avergonzaríamos avergonzaríais avergonzarían	aver**güe**n**c**e aver**güe**n**c**es aver**güe**n**c**e aver**gonc**emos aver**gonc**éis aver**güe**n**c**en	avergonzara avergonzaras avergonzara avergonzáramos avergonzarais avergonzaran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. Perfecto**	**Pluscuamperf.**
he avergonzado	había avergonzado		habré avergonzado	habría avergonzado	haya avergonzado	hubiera avergonzado

6. **AVERIGUAR** *(to ascertain)*	Verbo en **-ar** con cambio de **u → ü** delante de **-e** (Como **aguar, amortiguar, apaciguar, atestiguar, santiguar**)					
Participio presente: averiguando			**Participio pasado:** averiguado			
Imperativo: averigua (no averig**üe**s), averig**üe** Ud., averig**üe**mos, averiguad (no averig**üé**is), (no) averig**üe**n Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
averiguo averiguas averigua averiguamos averiguáis averiguan	averiguaba averiguabas averiguaba averiguábamos averiguabais averiguaban	averig**üé** averiguaste averiguó averiguamos averiguasteis averiguaron	averiguaré averiguarás averiguará averiguaremos averiguaréis averiguarán	averiguaría averiguarías averiguaría averiguaríamos averiguaríais averiguarían	averig**üe** averig**üe**s averig**üe** averig**üe**mos averig**üé**is averig**üe**n	averiguara averiguaras averiguara averiguáramos averiguarais averiguaran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he averiguado	había averiguado		habré averiguado	habría averiguado	haya averiguado	hubiera averiguado

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7. BUSCAR *(to look for)*

Verbo en **-ar** con cambio de **c → qu** delante de **-e**
(Como **acercar, explicar, justificar, sacar, significar**)

Participio presente: buscando | **Participio pasado:** buscado

Imperativo: busca (no bus**qu**es), bus**qu**e Ud., bus**qu**emos, buscad (no bus**qu**éis), (no) bus**qu**en Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
busco buscas busca buscamos buscáis buscan	buscaba buscabas buscaba buscábamos buscabais buscaban	bus**qué** buscaste buscó buscamos buscasteis buscaron	buscaré buscarás buscará buscaremos buscaréis buscarán	buscaría buscarías buscaría buscaríamos buscaríais buscarían	bus**que** bus**que**s bus**que** bus**que**mos bus**qué**is bus**que**n	buscara buscaras buscara buscáramos buscarais buscaran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he buscado	había buscado		habré buscado	habría buscado	haya buscado	hubiera buscado

8. CABER *(to fit)*

Verbo irregular

Participio presente: cabiendo | **Participio pasado:** cabido

Imperativo: cabe (no **quep**as), **quep**a Ud., **quep**amos, cabed (no **quep**áis), (no) **quep**an Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
quepo cabes cabe cabemos cabéis caben	cabía cabías cabía cabíamos cabíais cabían	**cupe** **cup**iste **cupo** **cup**imos **cup**isteis **cup**ieron	ca**br**é ca**br**ás ca**br**á ca**br**emos ca**br**éis ca**br**án	ca**br**ía ca**br**ías ca**br**ía ca**br**íamos ca**br**íais ca**br**ían	**quep**a **quep**as **quep**a **quep**amos **quep**áis **quep**an	**cup**iera **cup**ieras **cup**iera **cup**iéramos **cup**ierais **cup**ieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he cabido	había cabido		habré cabido	habría cabido	haya cabido	hubiera cabido

9. CAER *(to fall)*

Verbo irregular
(Como **decaer, recaer**)

Participio presente: ca**y**endo | **Participio pasado:** caído

Imperativo: cae (no ca**ig**as), ca**ig**a Ud., ca**ig**amos, caed (no ca**ig**áis), (no) ca**ig**an Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
ca**ig**o caes cae caemos caéis caen	caía caías caía caíamos caíais caían	caí ca**í**ste ca**yó** ca**í**mos ca**í**steis ca**ye**ron	caeré caerás caerá caeremos caeréis caerán	caería caerías caería caeríamos caeríais caerían	ca**ig**a ca**ig**as ca**ig**a ca**ig**amos ca**ig**áis ca**ig**an	ca**ye**ra ca**ye**ras ca**ye**ra ca**yé**ramos ca**ye**rais ca**ye**ran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he caído	había caído		habré caído	habría caído	haya caído	hubiera caído

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10. **CAMINAR** *(to walk)*	Verbo regular 1.ª conjugación (Como **acabar, comentar, enamorar, interesar, tardar**)
Participio presente: caminando	**Participio pasado:** caminado
Imperativo: camina (no camines), camine Ud., caminemos, caminad (no caminéis), (no) caminen Uds.	

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
camino caminas camina caminamos camináis caminan	caminaba caminabas caminaba caminábamos caminabais caminaban	caminé caminaste caminó caminamos caminasteis caminaron	caminaré caminarás caminará caminaremos caminaréis caminarán	caminaría caminarías caminaría caminaríamos caminaríais caminarían	camine camines camine caminemos caminéis caminen	caminara caminaras caminara caminámos caminarais caminaran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he caminado	había caminado		habré caminado	habría caminado	haya caminado	hubiera caminado

11. **CERRAR** *(to close)*	Verbo en **-ar** con cambio de **e → ie** (Como **acertar, calentar, despertar, quebrar, sentar**)
Participio presente: cerrando	**Participio pasado:** cerrado
Imperativo: c**ie**rra (no c**ie**rres), c**ie**rre Ud., cerremos, cerrad (no cerréis), (no) c**ie**rren Uds.	

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
c**ie**rro c**ie**rras c**ie**rra cerramos cerráis c**ie**rran	cerraba cerrabas cerraba cerrábamos cerrabais cerraban	cerré cerraste cerró cerramos cerrasteis cerraron	cerraré cerrarás cerrará cerraremos cerraréis cerrarán	cerraría cerrarías cerraría cerraríamos cerraríais cerrarían	c**ie**rre c**ie**rres c**ie**rre cerremos cerréis c**ie**rren	cerrara cerraras cerrara cerráramos cerrarais cerraran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he cerrado	había cerrado		habré cerrado	habría cerrado	haya cerrado	hubiera cerrado

12. **COCER** *(to cook)*	Verbo en **-er** con cambio de **o → ue; c → z** delante de **-a** y **-o** (Como **descocer, destorcer, retorcer, torcer**)
Participio presente: cociendo	**Participio pasado:** cocido
Imperativo: c**ue**ce (no c**uez**as), c**uez**a Ud., co**z**amos, coced (no co**z**áis), (no) c**uez**an Uds.	

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
c**uez**o c**ue**ces c**ue**ce cocemos cocéis c**ue**cen	cocía cocías cocía cocíamos cocíais cocían	cocí cociste cocó cocimos cocisteis cocieron	coceré cocerás cocerá coceremos coceréis cocerán	cocería cocerías cocería coceríamos coceríais cocerían	c**uez**a c**uez**as c**uez**a co**z**amos co**z**áis c**uez**an	cociera cocieras cociera cociéramos cocierais cocieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he cocido	había cocido		habré cocido	habría cocido	haya cocido	hubiera cocido

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13. **COGER** *(to take hold of)*	Verbo en **-er** con cambio de **g → j** delante de **-a** y **-o** (Como **acoger, encoger, escoger, proteger, recoger**)					
Participio presente: cogiendo				**Participio pasado:** cogido		
Imperativo: coge (no cojas), coja Ud., cojamos, coged (no cojáis), (no) cojan Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
cojo coges coge cogemos cogéis cogen	cogía cogías cogía cogíamos cogíais cogían	cogí cogiste cogió cogimos cogisteis cogieron	cogeré cogerás cogerá cogeremos cogeréis cogerán	cogería cogerías cogería cogeríamos cogeríais cogerían	coja cojas coja cojamos cojáis cojan	cogiera cogieras cogiera cogiéramos cogierais cogieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he cogido	había cogido		habré cogido	habría cogido	haya cogido	hubiera cogido

14. **COMENZAR** *(to begin)*	Verbo en **-ar** con cambio de **e → ie; z → c** delante de **-e** (Como **empezar, recomenzar, tropezar**)					
Participio presente: comenzando				**Participio pasado:** comenzado		
Imperativo: comienza (no comiences), comience Ud., comencemos, comenzad (no comencéis), (no) comiencen Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
comienzo comienzas comienza comenzamos comenzáis comienzan	comenzaba comenzabas comenzaba comenzábamos comenzabais comenzaban	comencé comenzaste comenzó comenzamos comenzasteis comenzaron	comenzaré comenzarás comenzará comenzaremos comenzaréis comenzarán	comenzaría comenzarías comenzaría comenzaríamos comenzaríais comenzarían	comience comiences comience comencemos comencéis comiencen	comenzara comenzaras comenzara comenzáramos comenzarais comenzaran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he comenzado	había comenzado		habré comenzado	habría comenzado	haya comenzado	hubiera comenzado

15. **CONCLUIR** *(to conclude)*	Verbo en **-ir** con cambio de **i → y** (Como **atribuir, construir, distribuir, excluir**)					
Participio presente: concluyendo				**Participio pasado:** concluido		
Imperativo: concluye (no concluyas), concluya Ud., concluyamos, concluid (no concluyáis), (no) concluyan Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
concluyo concluyes concluye concluimos concluís* concluyen	concluía concluías concluía concluíamos concluíais concluían	concluí* concluiste concluyó concluimos concluisteis concluyeron	concluiré concluirás concluirá concluiremos concluiréis concluirán	concluiría concluirías concluiría concluiríamos concluiríais concluirían	concluya concluyas concluya concluyamos concluyáis concluyan	concluyera concluyeras concluyera concluyéramos concluyerais concluyeran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he concluido	había concluido		habré concluido	habría concluido	haya concluido	hubiera concluido

***Fluir** y **huir** se conjugan como **concluir** pero no llevan acento en las formas marcadas con asterisco (e.g. **fluis, hui**).

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16. CONDUCIR *(to conduct, to drive)*

Verbo en **-ir** con cambio de **c → zc** delante de **-a** y **-o**; **c → j**
(Como **deducir, introducir, producir, reducir, traducir**)

Participio presente: conduciendo | **Participio pasado:** conducido

Imperativo: conduce (no conduzcas), conduzca Ud., conduzcamos, conducid (no conduzcáis), (no) conduzcan Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	Imperfecto	Pretérito	Futuro	Presente	Presente	Imperfecto
conduzco conduces conduce conducimos conducís conducen	conducía conducías conducía conducíamos conducíais conducían	conduje condujiste condujo condujimos condujisteis condujeron	conduciré conducirás conducirá conduciremos conduciréis conducirán	conduciría conducirías conduciría conduciríamos conduciríais conducirían	conduzca conduzcas conduzca conduzcamos conduzcáis conduzcan	condujera condujeras condujera condujéramos condujerais condujeran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he conducido	había conducido		habré conducido	habría conducido	haya conducido	hubiera conducido

17. CONTAR *(to tell, to count)*

Verbo en **-ar** con cambio de **o → ue**
(Como **acostar, costar, encontrar, mostrar, probar**)

Participio presente: contando | **Participio pasado:** contado

Imperativo: cuenta (no cuentes), cuente Ud., contemos, contad (no contéis), (no) cuenten Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
cuento cuentas cuenta contamos contáis cuentan	contaba contabas contaba contábamos contabais contaban	conté contaste contó contamos contasteis contaron	contaré contarás contará contaremos contaréis contarán	contaría contarías contaría contaríamos contaríais contarían	cuente cuentes cuente contemos contéis cuenten	contara contaras contara contáramos contarais contaran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he contado	había contado		habré contado	habría contado	haya contado	hubiera contado

18. CREER *(to believe)*

Verbo irregular
(Como **descreer, leer, poseer, proveer*, releer**)

Participio presente: creyendo | **Participio pasado:** creído

Imperativo: cree (no creas), crea Ud., creamos, creed (no creáis), (no) crean Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
creo crees cree creemos creéis creen	creía creías creía creíamos creíais creían	creí creíste creyó creímos creísteis creyeron	creeré creerás creerá creeremos creeréis creerán	creería creerías creería creeríamos creeríais creerían	crea creas crea creamos creáis crean	creyera creyeras creyera creyéramos creyerais creyeran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he creído	había creído		habré creído	habría creído	haya creído	hubiera creído

***Proveer** tiene dos formas de participio pasado: **proveído** y **provisto.**

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19. CRUZAR
(to cross)

Verbo en **-ar** con cambio de **z → c** delante de **-e**
(Como **abrazar, bostezar, especializar, lanzar, reemplazar**)

Participio presente: cruzando | **Participio pasado:** cruzado

Imperativo: cruza (no cruces), cruce Ud., crucemos, cruzad (no crucéis), (no) crucen Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
cruzo	cruzaba	crucé	cruzaré	cruzaría	cruce	cruzara
cruzas	cruzabas	cruzaste	cruzarás	cruzarías	cruces	cruzaras
cruza	cruzaba	cruzó	cruzará	cruzaría	cruce	cruzara
cruzamos	cruzábamos	cruzamos	cruzaremos	cruzaríamos	crucemos	cruzáramos
cruzáis	cruzabais	cruzasteis	cruzaréis	cruzaríais	crucéis	cruzarais
cruzan	cruzaban	cruzaron	cruzarán	cruzarían	crucen	cruzaran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he cruzado	había cruzado		habré cruzado	habría cruzado	haya cruzado	hubiera cruzado

20. DAR
(to give)

Verbo irregular

Participio presente: dando | **Participio pasado:** dado

Imperativo: da (no des), dé Ud., demos, dad (no deis), (no) den Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
doy	daba	di	daré	daría	dé	diera
das	dabas	diste	darás	darías	des	dieras
da	daba	dio	dará	daría	dé	diera
damos	dábamos	dimos	daremos	daríamos	demos	diéramos
dais	dabais	disteis	daréis	daríais	deis	dierais
dan	daban	dieron	darán	darían	den	dieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he dado	había dado		habré dado	habría dado	haya dado	hubiera dado

21. DECIR
(to say)

Verbo irregular

Participio presente: diciendo | **Participio pasado:** dicho

Imperativo: di (no digas), diga Ud., digamos, decid (no digáis), (no) digan Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
digo	decía	dije	diré	diría	diga	dijera
dices	decías	dijiste	dirás	dirías	digas	dijeras
dice	decía	dijo	dirá	diría	diga	dijera
decimos	decíamos	dijimos	diremos	diríamos	digamos	dijéramos
decís	decíais	dijisteis	diréis	diríais	digáis	dijerais
dicen	decían	dijeron	dirán	dirían	digan	dijeran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he dicho	había dicho		habré dicho	habría dicho	haya dicho	hubiera dicho

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22. **DIRIGIR** *(to direct)*	Verbo en **-ir** con cambio de **g → j** delante de **-a** y **-o** (Como **afligir, exigir, fingir, surgir, urgir**)					
Participio presente: dirigiendo			**Participio pasado:** dirigido			
Imperativo: dirige (no dirijas), dirija Ud., dirijamos, dirigid (no dirijáis), (no) dirijan Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
dirijo diriges dirige dirigimos dirigís dirigen	dirigía dirigías dirigía dirigíamos dirigíais dirigían	dirigí dirigiste dirigió dirigimos dirigisteis dirigieron	dirigiré dirigirás dirigirá dirigiremos dirigiréis dirigirán	dirigiría dirigirías dirigiría dirigiríamos dirigiríais dirigirían	dirija dirijas dirija dirijamos dirijáis dirijan	dirigiera dirigieras dirigiera dirigiéramos dirigierais dirigieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he dirigido	había dirigido		habré dirigido	habría dirigido	haya dirigido	hubiera dirigido

23. **DISCERNIR** *(to discern)*	Verbo en **-ir** con cambio de **e → ie** (Como **cernir, concernir**)					
Participio presente: discerniendo			**Participio pasado:** discernido			
Imperativo: discierne (no disciernas), discierna Ud., discernamos, discernid (no discernáis), (no) disciernan Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
discierno disciernes discierne discernimos discernís disciernen	discernía discernías discernía discerníamos discerníais discernían	discerní discerniste discernió discernimos discernisteis discernieron	discerniré discernirás discernirá discerniremos discerniréis discernirán	discerniría discernirías discerniría discerniríamos discerniríais discernirían	discierna disciernas discierna discernamos discernáis disciernan	discerniera discernieras discerniera discerniéramos discernierais discernieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he discernido	había discernido		habré discernido	habría discernido	haya discernido	hubiera discernido

24. **DISTINGUIR** *(to distinguish)*	Verbo en **-ir** con cambio de **gu → g** delante de **-a** y **-o** (Como **extinguir**)					
Participio presente: distinguiendo			**Participio pasado:** distinguido			
Imperativo: distingue (no distingas), distinga Ud., distingamos, distinguid (no distingáis), (no) distingan Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
distingo distingues distingue distinguimos distinguís distinguen	distinguía distinguías distinguía distinguíamos distinguíais distinguían	distinguí distinguiste distinguió distinguimos distinguisteis distinguieron	distinguiré distinguirás distinguirá distinguiremos distinguiréis distinguirán	distinguiría distinguirías distinguiría distinguiríamos distinguiríais distinguirían	distinga distingas distinga distingamos distingáis distingan	distinguiera distinguieras distinguiera distinguiéramos distinguierais distinguieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he distinguido	había distinguido		habré distinguido	habría distinguido	haya distinguido	hubiera distinguido

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25. DORMIR
(to sleep)

Verbo en **-ir** con cambio de **o → ue** y **o → u**

Participio presente: d**u**rmiendo | **Participio pasado:** dormido

Imperativo: d**ue**rme (no d**ue**rmas), d**ue**rma Ud., d**u**rmamos, dormid (no d**u**rmáis), (no) d**ue**rman Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
d**ue**rmo	dormía	dormí	dormiré	dormiría	d**ue**rma	d**u**rmiera
d**ue**rmes	dormías	dormiste	dormirás	dormirías	d**ue**rmas	d**u**rmieras
d**ue**rme	dormía	d**u**rmió	dormirá	dormiría	d**ue**rma	d**u**rmiera
dormimos	dormíamos	dormimos	dormiremos	dormiríamos	d**u**rmamos	d**u**rmiéramos
dormís	dormíais	dormisteis	dormiréis	dormiríais	d**u**rmáis	d**u**rmierais
d**ue**rmen	dormían	d**u**rmieron	dormirán	dormirían	d**ue**rman	d**u**rmieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he dormido	había dormido		habré dormido	habría dormido	haya dormido	hubiera dormido

26. ENVIAR
(to send)

Verbo en **-ar** con cambio de **i → í**
(Como **ampliar, confiar, enfriar, rociar, vaciar, variar**)

Participio presente: enviando | **Participio pasado:** enviado

Imperativo: envía (no envíes), envíe Ud., enviemos, enviad (no enviéis*), (no) envíen Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
envío	enviaba	envié*	enviaré	enviaría	envíe	enviara
envías	enviabas	enviaste	enviarás	enviarías	envíes	enviaras
envía	enviaba	envió*	enviará	enviaría	envíe	enviara
enviamos	enviábamos	enviamos	enviaremos	enviaríamos	enviemos	enviáramos
enviáis*	enviabais	enviasteis	enviaréis	enviaríais	enviéis*	enviarais
envían	enviaban	enviaron	enviarán	enviarían	envíen	enviaran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he enviado	había enviado		habré enviado	habría enviado	haya enviado	hubiera enviado

***Criar, fiar, guiar, liar, piar,** y **triar** se conjugan como **enviar** pero no llevan acento en las formas marcadas con asterisco (e.g. **criais, fie, guio, lieis**).

27. ERRAR
(to wander, to err)

Verbo en **-ar** con cambio de **e → ye***

Participio presente: errando | **Participio pasado:** errado

Imperativo: **y**erra (no **y**erres), **y**erre Ud., erremos, errad (no erréis), (no) **y**erren Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
yerro	erraba	erré	erraré	erraría	**y**erre	errara
yerras	errabas	erraste	errarás	errarías	**y**erres	erraras
yerra	erraba	erró	errará	erraría	**y**erre	errara
erramos	errábamos	erramos	erraremos	erraríamos	erremos	erráramos
erráis	errabais	errasteis	erraréis	erraríais	erréis	errarais
yerran	erraban	erraron	errarán	errarían	**y**erren	erraran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he errado	había errado		habré errado	habría errado	haya errado	hubiera errado

*Existe también una conjugación regular de este verbo (e.g. **erro, erras, erra, erran; erre, erres, erre, erren**), de uso común en algunos países de América, y a veces en España para significar *to wander*. Las formas en ye- se consideran preferibles.

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28. ESPARCIR *(to scatter)*

Verbo en **-ir** con cambio de **c → z** delante de **-a** y **-o** (Como **fruncir, uncir, zurcir**)

Participio presente: esparciendo

Participio pasado: esparcido

Imperativo: esparce (no esparzas), esparza Ud., esparzamos, esparcid (no esparzáis), (no) esparzan Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
esparzo esparces esparce esparcimos esparcís esparcen	esparcía esparcías esparcía esparcíamos esparcíais esparcían	esparcí esparciste esparció esparcimos esparcisteis esparcieron	esparciré esparcirás esparcirá esparciremos esparciréis esparcirán	esparciría esparcirías esparciría esparciríamos esparciríais esparcirían	esparza esparzas esparza esparzamos esparzáis esparzan	esparciera esparcieras esparciera esparciéramos esparcierais esparcieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he esparcido	había esparcido		habré esparcido	habría esparcido	haya esparcido	hubiera esparcido

29. ESTAR *(to be)*

Verbo irregular

Participio presente: estando

Participio pasado: estado

Imperativo: está (no estés), esté Ud., estemos, estad (no estéis), (no) estén Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
estoy estás está estamos estáis están	estaba estabas estaba estábamos estabais estaban	estuve estuviste estuvo estuvimos estuvisteis estuvieron	estaré estarás estará estaremos estaréis estarán	estaría estarías estaría estaríamos estaríais estarían	esté estés esté estemos estéis estén	estuviera estuvieras estuviera estuviéramos estuvierais estuvieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he estado	había estado		habré estado	habría estado	haya estado	hubiera estado

30. FORZAR *(to force)*

Verbo en **-ar** con cambio de **o → ue; z → c** delante de **-e** (Como **almorzar, esforzar, reforzar**)

Participio presente: forzando

Participio pasado: forzado

Imperativo: fuerza (no fuerces), fuerce Ud., forcemos, forzad (no forcéis), (no) fuercen Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
fuerzo fuerzas fuerza forzamos forzáis fuerzan	forzaba forzabas forzaba forzábamos forzabais forzaban	forcé forzaste forzó forzamos forzasteis forzaron	forzaré forzarás forzará forzaremos forzaréis forzarán	forzaría forzarías forzaría forzaríamos forzaríais forzarían	fuerce fuerces fuerce forcemos forcéis fuercen	forzara forzaras forzara forzáramos forzarais forzaran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he forzado	había forzado		habré forzado	habría forzado	haya forzado	hubiera forzado

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31. HABER — Verbo irregular
(to have)

Participio presente: habiendo | **Participio pasado:** habido

Imperativo: he (no hayas), haya Ud., hayamos, habed (no hayáis), (no) hayan Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
he has ha (hay*) hemos habéis han	había habías había* habíamos habíais habían	hube hubiste hubo* hubimos hubisteis hubieron	habré habrás habrá* habremos habréis habrán	habría habrías habría* habríamos habríais habrían	haya hayas haya* hayamos hayáis hayan	hubiera hubieras hubiera* hubiéramos hubierais hubieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he habido	había habido		habré habido	habría habido	haya habido	hubiera habido

*Para la conjugación del uso impersonal, vea la 3.ª persona de cada tiempo excepto el presente del indicativo, que es **hay.**

32. HACER — Verbo irregular
(to do) (Como **deshacer, rehacer, satisfacer**)

Participio presente: haciendo | **Participio pasado:** hecho

Imperativo: haz (no hagas), haga Ud., hagamos, haced (no hagáis), (no) hagan Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
hago haces hace hacemos hacéis hacen	hacía hacías hacía hacíamos hacíais hacían	hice hiciste hizo hicimos hicisteis hicieron	haré harás hará haremos haréis harán	haría harías haría haríamos haríais harían	haga hagas haga hagamos hagáis hagan	hiciera hicieras hiciera hiciéramos hicierais hicieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he hecho	había hecho		habré hecho	habría hecho	haya hecho	hubiera hecho

33. IR — Verbo irregular
(to go)

Participio presente: yendo | **Participio pasado:** ido

Imperativo: ve (no vayas), **vaya** Ud., **vamos** (no **vaya**mos), id (no **vaya**is), (no) **vaya**n Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
voy vas va vamos vais van	iba ibas iba íbamos ibais iban	fui fuiste fue fuimos fuisteis fueron	iré irás irá iremos iréis irán	iría irías iría iríamos iríais irían	vaya vayas vaya vayamos vayáis vayan	fuera fueras fuera fuéramos fuerais fueran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he ido	había ido		habré ido	habría ido	haya ido	hubiera ido

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34. JUGAR *(to play)*

Verbo en **-ar** con cambio de **u → ue; g → gu** delante de **-e**

Participio presente: jugando | **Participio pasado:** jugado

Imperativo: **jue**ga (no **jue**gues), **jue**gue Ud., jug**u**emos, jugad (no jug**u**éis), (no) **jue**gu**e**n Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
juego	jugaba	jug**u**é	jugaré	jugaría	**jue**gue	jugara
juegas	jugabas	jugaste	jugarás	jugarías	**jue**gues	jugaras
juega	jugaba	jugó	jugará	jugaría	**jue**gue	jugara
jugamos	jugábamos	jugamos	jugaremos	jugaríamos	jug**u**emos	jugáramos
jugáis	jugabais	jugasteis	jugaréis	jugaríais	jug**u**éis	jugarais
juegan	jugaban	jugaron	jugarán	jugarían	**jue**gu**e**n	jugaran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he jugado	había jugado		habré jugado	habría jugado	haya jugado	hubiera jugado

35. LLEGAR *(to arrive)*

Verbo en **-ar** con cambio de **g → gu** delante de **-e**
(Como **abrigar, cargar, entregar, obligar, pagar**)

Participio presente: llegando | **Participio pasado:** llegado

Imperativo: llega (no lle**gue**s), lle**gue** Ud., lle**gue**mos, llegad (no lle**gué**is), (no) lle**gue**n Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
llego	llegaba	lleg**u**é	llegaré	llegaría	lle**gue**	llegara
llegas	llegabas	llegaste	llegarás	llegarías	lle**gue**s	llegaras
llega	llegaba	llegó	llegará	llegaría	lle**gue**	llegara
llegamos	llegábamos	llegamos	llegaremos	llegaríamos	lle**gue**mos	llegáramos
llegáis	llegabais	llegasteis	llegaréis	llegaríais	lle**gué**is	llegarais
llegan	llegaban	llegaron	llegarán	llegarían	lle**gue**n	llegaran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he llegado	había llegado		habré llegado	habría llegado	haya llegado	hubiera llegado

36. LUCIR *(to shine)*

Verbo en **-ir** con cambio de **c → zc** delante de **-a** y **-o**
(Como **relucir, traslucir**)

Participio presente: luciendo | **Participio pasado:** lucido

Imperativo: luce (no luz**c**as), luz**c**a Ud., luz**c**amos, lucid (no luz**c**áis), (no) luz**c**an Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
luz**c**o	lucía	lucí	luciré	luciría	luz**c**a	luciera
luces	lucías	luciste	lucirás	lucirías	luz**c**as	lucieras
luce	lucía	lució	lucirá	luciría	luz**c**a	luciera
lucimos	lucíamos	lucimos	luciremos	luciríamos	luz**c**amos	luciéramos
lucís	lucíais	lucisteis	luciréis	luciríais	luz**c**áis	lucierais
lucen	lucían	lucieron	lucirán	lucirían	luz**c**an	lucieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he lucido	había lucido		habré lucido	habría lucido	haya lucido	hubiera lucido

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37. MORIR *(to die)*

Verbo en **-ir** con cambio de **o → ue;** participio pasado irregular

Participio presente: m**u**riendo | **Participio pasado:** m**uert**o

Imperativo: m**ue**re (no m**ue**ras), m**ue**ra Ud., m**u**ramos, morid (no m**u**ráis), (no) m**ue**ran Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
m**ue**ro	moría	morí	moriré	moriría	m**ue**ra	m**u**riera
m**ue**res	morías	moriste	morirás	morirías	m**ue**ras	m**u**rieras
m**ue**re	moría	m**u**rió	morirá	moriría	m**ue**ra	m**u**riera
morimos	moríamos	morimos	moriremos	moriríamos	m**u**ramos	m**u**riéramos
morís	moríais	moristeis	moriréis	moriríais	m**u**ráis	m**u**rierais
m**ue**ren	morían	m**u**rieron	morirán	morirían	m**ue**ran	m**u**rieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he m**uert**o	había m**uert**o		habré m**uert**o	habría m**uert**o	haya m**uert**o	hubiera m**uert**o

38. MOVER *(to move)*

Verbo en **-er** con cambio de **o → ue**
(Como **doler, llover, morder, promover, remorder**)

Participio presente: moviendo | **Participio pasado:** movido

Imperativo: m**ue**ve (no m**ue**vas), m**ue**va Ud., movamos, moved (no mováis), (no) m**ue**van Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
m**ue**vo	movía	moví	moveré	movería	m**ue**va	moviera
m**ue**ves	movías	moviste	moverás	moverías	m**ue**vas	movieras
m**ue**ve	movía	movió	moverá	movería	m**ue**va	moviera
movemos	movíamos	movimos	moveremos	moveríamos	movamos	moviéramos
movéis	movíais	movisteis	moveréis	moveríais	mováis	movierais
m**ue**ven	movían	movieron	moverán	moverían	m**ue**van	movieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he movido	había movido		habré movido	habría movido	haya movido	hubiera movido

39. NEGAR *(to deny)*

Verbo en **-ar** con cambio de **e → ie; g → gu** delante de **-e**
(Como **cegar, fregar, regar, renegar, restregar**)

Participio presente: negando | **Participio pasado:** negado

Imperativo: n**ie**ga (no n**ie**gu**e**s), n**ie**gu**e** Ud., negu**e**mos, negad (no negu**é**is), (no) n**ie**gu**e**n Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
n**ie**go	negaba	negu**é**	negaré	negaría	n**ie**gue	negara
n**ie**gas	negabas	negaste	negarás	negarías	n**ie**gues	negaras
n**ie**ga	negaba	negó	negará	negaría	n**ie**gue	negara
negamos	negábamos	negamos	negaremos	negaríamos	negu**e**mos	negáramos
negáis	negabais	negasteis	negaréis	negaríais	negu**é**is	negarais
n**ie**gan	negaban	negaron	negarán	negarían	n**ie**gu**e**n	negaran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he negado	había negado		habré negado	habría negado	haya negado	hubiera negado

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40. OÍR — Verbo irregular
(to hear)

Participio presente: oyendo | **Participio pasado:** oído

Imperativo: o**ye** (no o**ig**as), o**ig**a Ud., o**ig**amos, oíd (no o**ig**áis), (no) o**ig**an Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
o**ig**o	oía	oí	oiré	oiría	o**ig**a	o**ye**ra
o**ye**s	oías	oíste	oirás	oirías	o**ig**as	o**ye**ras
o**ye**	oía	o**yó**	oirá	oiría	o**ig**a	o**ye**ra
oímos	oíamos	oímos	oiremos	oiríamos	o**ig**amos	o**yé**ramos
oís	oíais	oísteis	oiréis	oiríais	o**ig**áis	o**ye**rais
o**ye**n	oían	o**ye**ron	oirán	oirían	o**ig**an	o**ye**ran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he oído	había oído		habré oído	habría oído	haya oído	hubiera oído

41. OLER — Verbo en **-er** con cambio de **o → hue**
(to smell)

Participio presente: oliendo | **Participio pasado:** olido

Imperativo: **hue**le (no **hue**las), **hue**la Ud., olamos, oled (no oláis), (no) **hue**lan Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
huelo	olía	olí	oleré	olería	**hue**la	oliera
hueles	olías	oliste	olerás	olerías	**hue**las	olieras
huele	olía	olió	olerá	olería	**hue**la	oliera
olemos	olíamos	olimos	oleremos	oleríamos	olamos	oliéramos
oléis	olíais	olisteis	oleréis	oleríais	oláis	olierais
huelen	olían	olieron	olerán	olerían	**hue**lan	olieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he olido	había olido		habré olido	habría olido	haya olido	hubiera olido

42. PARECER — Verbo en **-er** con cambio de **c → zc** delante de **-a** y **-o**
(to seem) (Como **agradecer, conocer, crecer, merecer, nacer**)

Participio presente: pareciendo | **Participio pasado:** parecido

Imperativo: parece (no pare**zc**as), pare**zc**a Ud., pare**zc**amos, pareced (no pare**zc**áis), (no) pare**zc**an Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
pare**zc**o	parecía	parecí	pareceré	parecería	pare**zc**a	pareciera
pareces	parecías	pareciste	parecerás	parecerías	pare**zc**as	parecieras
parece	parecía	pareció	parecerá	parecería	pare**zc**a	pareciera
parecemos	parecíamos	parecimos	pareceremos	pareceríamos	pare**zc**amos	pareciéramos
parecéis	parecíais	parecisteis	pareceréis	pareceríais	pare**zc**áis	parecierais
parecen	parecían	parecieron	parecerán	parecerían	pare**zc**an	parecieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he parecido	había parecido		habré parecido	habría parecido	haya parecido	hubiera parecido

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43. PEDIR
(to ask for)

Verbo en **-ir** con cambio de **e → i**
(Como **competir, despedir, medir, repetir, servir**)

Participio presente: pidiendo | **Participio pasado:** pedido

Imperativo: pide (no pidas), pida Ud., pidamos, pedid (no pidáis), (no) pidan Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
pido	pedía	pedí	pediré	pediría	pida	pidiera
pides	pedías	pediste	pedirás	pedirías	pidas	pidieras
pide	pedía	pidió	pedirá	pediría	pida	pidiera
pedimos	pedíamos	pedimos	pediremos	pediríamos	pidamos	pidiéramos
pedís	pedíais	pedisteis	pediréis	pediríais	pidáis	pidierais
piden	pedían	pidieron	pedirán	pedirían	pidan	pidieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he pedido	había pedido		habré pedido	habría pedido	haya pedido	hubiera pedido

44. PERDER
(to lose)

Verbo en **-er** con cambio de **e → ie**
(Como **atender, defender, encender, entender, tender**)

Participio presente: perdiendo | **Participio pasado:** perdido

Imperativo: pierde (no pierdas), pierda Ud., perdamos, perded (no perdáis), (no) pierdan Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
pierdo	perdía	perdí	perderé	perdería	pierda	perdiera
pierdes	perdías	perdiste	perderás	perderías	pierdas	perdieras
pierde	perdía	perdió	perderá	perdería	pierda	perdiera
perdemos	perdíamos	perdimos	perderemos	perderíamos	perdamos	perdiéramos
perdéis	perdíais	perdisteis	perderéis	perderíais	perdáis	perdierais
pierden	perdían	perdieron	perderán	perderían	pierdan	perdieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he perdido	había perdido		habré perdido	habría perdido	haya perdido	hubiera perdido

45. PODER
(to be able)

Verbo irregular

Participio presente: pudiendo | **Participio pasado:** podido

Imperativo: puede (no puedas), pueda Ud., podamos, poded (no podáis), (no) puedan Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
puedo	podía	pude	podré	podría	pueda	pudiera
puedes	podías	pudiste	podrás	podrías	puedas	pudieras
puede	podía	pudo	podrá	podría	pueda	pudiera
podemos	podíamos	pudimos	podremos	podríamos	podamos	pudiéramos
podéis	podíais	pudisteis	podréis	podríais	podáis	pudierais
pueden	podían	pudieron	podrán	podrían	puedan	pudieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he podido	había podido		habré podido	habría podido	haya podido	hubiera podido

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46. PONER *(to put)*	Verbo irregular (Como **componer, disponer, oponer, proponer, suponer**)					
Participio presente: poniendo			**Participio pasado:** puesto			
Imperativo: p**on** (no pon**g**as), pon**g**a Ud., pon**g**amos, poned (no pon**g**áis), (no) pon**g**an Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
pon**g**o pones pone ponemos ponéis ponen	ponía ponías ponía poníamos poníais ponían	p**use** p**usi**ste p**uso** p**usi**mos p**usi**steis p**usi**eron	pon**dr**é pon**dr**ás pon**dr**á pon**dr**emos pon**dr**éis pon**dr**án	pon**dr**ía pon**dr**ías pon**dr**ía pon**dr**íamos pon**dr**íais pon**dr**ían	pon**g**a pon**g**as pon**g**a pon**g**amos pon**g**áis pon**g**an	p**usi**era p**usi**eras p**usi**era p**usié**ramos p**usi**erais p**usi**eran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he p**uest**o	había p**uest**o		habré p**uest**o	habría p**uest**o	haya p**uest**o	hubiera p**uest**o

47. PROHIBIR *(to prohibit)*	Verbo en **-ir** con cambio de **i → í** (Como **cohibir**)					
Participio presente: prohibiendo			**Participio pasado:** prohibido			
Imperativo: proh**í**be (no proh**í**bas), proh**í**ba Ud., prohibamos, prohibid (no prohibáis), (no) proh**í**ban Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
proh**í**bo proh**í**bes proh**í**be prohibimos prohibís proh**í**ben	prohibía prohibías prohibía prohibíamos prohibíais prohibían	prohibí prohibiste prohibió prohibimos prohibisteis prohibieron	prohibiré prohibirás prohibirá prohibiremos prohibiréis prohibirán	prohibiría prohibirías prohibiría prohibiríamos prohibiríais prohibirían	proh**í**ba proh**í**bas proh**í**ba prohibamos prohibáis proh**í**ban	prohibiera prohibieras prohibiera prohibiéramos prohibierais prohibieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he prohibido	había prohibido		habré prohibido	habría prohibido	haya prohibido	hubiera prohibido

48. PUDRIR* o **PODRIR** *(to rot)*	Verbo irregular					
Participio presente: pudriendo			**Participio pasado:** p**o**drido			
Imperativo: pudre (no pudras), pudra Ud., pudramos, pudrid (no pudráis), (no) pudran Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
pudro pudres pudre pudrimos pudrís pudren	pudría pudrías pudría pudríamos pudríais pudrían	pudrí; p**o**drí* pudriste pudrió pudrimos pudristeis pudrieron	pudriré; p**o**driré* pudrirás pudrirá pudriremos pudriréis pudrirán	pudriría pudrirías pudriría pudriríamos pudriríais pudrirían	pudra pudras pudra pudramos pudráis pudran	pudriera pudrieras pudriera pudriéramos pudrierais pudrieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he p**o**drido	había p**o**drido		habré p**o**drido	habría p**o**drido	haya p**o**drido	hubiera p**o**drido

*Donde hay dos opciones, las formas con **-u-** predominan en la norma culta.

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49. **QUERER** *(to want)*	Verbo irregular (Como **bienquerer**)					
Participio presente: queriendo				**Participio pasado:** querido		
Imperativo: qu**ie**re (no qu**ie**ras), qu**ie**ra Ud., queramos, quered (no queráis), (no) qu**ie**ran Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
qu**ie**ro qu**ie**res qu**ie**re queremos queréis qu**ie**ren	quería querías quería queríamos queríais querían	qu**i**se qu**i**siste qu**i**so qu**i**simos qu**i**sisteis qu**i**sieron	querré querrás querrá querremos querréis querrán	querría querrías querría querríamos querríais querrían	qu**ie**ra qu**ie**ras qu**ie**ra queramos queráis qu**ie**ran	qu**i**siera qu**i**sieras qu**i**siera qu**i**siéramos qu**i**sierais qu**i**sieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he querido	había querido		habré querido	habría querido	haya querido	hubiera querido

50. **REGIR** *(to rule)*	Verbo en **-ir** con cambio de **e → i; g → j** delante de **-a** y **-o** (Como **colegir, corregir, elegir, reelegir**)					
Participio presente: r**i**giendo				**Participio pasado:** regido		
Imperativo: rige (no r**ij**as), r**ij**a Ud., r**ij**amos, regid (no r**ij**áis), (no) r**ij**an Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
r**ij**o r**i**ges r**i**ge regimos regís r**i**gen	regía regías regía regíamos regíais regían	regí registe rigió regimos registeis rigieron	regiré regirás regirá regiremos regiréis regirán	regiría regirías regiría regiríamos regiríais regirían	r**ij**a r**ij**as r**ij**a r**ij**amos r**ij**áis r**ij**an	r**i**giera r**i**gieras r**i**giera r**i**giéramos r**i**gierais r**i**gieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he regido	había regido		habré regido	habría regido	haya regido	hubiera regido

51. **REÍR** *(to laugh)*	Verbo irregular (Como **freír**)					
Participio presente: r**i**endo				**Participio pasado:** reído		
Imperativo: r**í**e (no r**í**as), r**í**a Ud., r**i**amos, reíd (no r**i**ais*), (no) r**í**an Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
r**í**o r**í**es r**í**e reímos reís r**í**en	reía reías reía reíamos reíais reían	reí re**í**ste rio* re**í**mos re**í**steis r**i**eron	reiré reirás reirá reiremos reiréis reirán	reiría reirías reiría reiríamos reiríais reirían	r**í**a r**í**as r**í**a r**i**amos r**i**ais* r**í**an	r**i**era r**i**eras r**i**era r**i**éramos r**i**erais r**i**eran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he reído	había reído		habré reído	habría reído	haya reído	hubiera reído

***Refreír, sofreír** y **sonreír** se conjugan como **reír** pero llevan acento en las formas marcadas con asterisco (e.g. **sofrió, sonriáis**).

VERB TABLES

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52. REUNIR
(to assemble)

Verbo en **-ir** con cambio de **u → ú**

Participio presente: reuniendo | **Participio pasado:** reunido

Imperativo: reú**n**e (no reú**n**as), reú**n**a Ud., reunamos, reunid (no reunáis), (no) reú**n**an Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
reú**n**o	reunía	reuní	reuniré	reuniría	reú**n**a	reuniera
reú**n**es	reunías	reuniste	reunirás	reunirías	reú**n**as	reunieras
reú**n**e	reunía	reunió	reunirá	reuniría	reú**n**a	reuniera
reunimos	reuníamos	reunimos	reuniremos	reuniríamos	reunamos	reuniéramos
reunís	reuníais	reunisteis	reuniréis	reuniríais	reunáis	reunierais
reú**n**en	reunían	reunieron	reunirán	reunirían	reú**n**an	reunieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he reunido	había reunido		habré reunido	habría reunido	haya reunido	hubiera reunido

53. ROGAR
(to beg)

Verbo en **-ar** con cambio de **o → ue; g → gu** delante de **-e**
(Como **colgar, descolgar**)

Participio presente: rogando | **Participio pasado:** rogado

Imperativo: r**ue**ga (no r**ue**gues), r**ue**gue Ud., rog**u**emos, rogad (no rog**u**éis), (no) r**ue**guen Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
r**ue**go	rogaba	rog**u**é	rogaré	rogaría	r**ue**gue	rogara
r**ue**gas	rogabas	rogaste	rogarás	rogarías	r**ue**gues	rogaras
r**ue**ga	rogaba	rogó	rogará	rogaría	r**ue**gue	rogara
rogamos	rogábamos	rogamos	rogaremos	rogaríamos	rog**u**emos	rogáramos
rogáis	rogabais	rogasteis	rogaréis	rogaríais	rog**u**éis	rogarais
r**ue**gan	rogaban	rogaron	rogarán	rogarían	r**ue**guen	rogaran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he rogado	había rogado		habré rogado	habría rogado	haya rogado	hubiera rogado

54. SABER
(to know)

Verbo irregular

Participio presente: sabiendo | **Participio pasado:** sabido

Imperativo: sabe (no s**e**pas), s**e**pa Ud., s**e**pamos, sabed (no s**e**páis), (no) s**e**pan Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
sé	sabía	s**upe**	sab**r**é	sab**r**ía	s**epa**	s**upi**era
sabes	sabías	s**upi**ste	sab**r**ás	sab**r**ías	s**epa**s	s**upi**eras
sabe	sabía	s**upo**	sab**r**á	sab**r**ía	s**epa**	s**upi**era
sabemos	sabíamos	s**upi**mos	sab**r**emos	sab**r**íamos	s**epa**mos	s**upi**éramos
sabéis	sabíais	s**upi**steis	sab**r**éis	sab**r**íais	s**epá**is	s**upi**erais
saben	sabían	s**upi**eron	sab**r**án	sab**r**ían	s**epa**n	s**upi**eran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he sabido	había sabido		habré sabido	habría sabido	haya sabido	hubiera sabido

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55. SALIR
(to go out)

Verbo irregular
(Como **sobresalir**)

Participio presente: saliendo

Participio pasado: salido

Imperativo: **sal** (no sal**g**as), sal**g**a Ud., sal**g**amos, salid (no sal**g**áis), (no) sal**g**an Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
sal**g**o	salía	salí	sal**dr**é	sal**dr**ía	sal**g**a	saliera
sales	salías	saliste	sal**dr**ás	sal**dr**ías	sal**g**as	salieras
sale	salía	salió	sal**dr**á	sal**dr**ía	sal**g**a	saliera
salimos	salíamos	salimos	sal**dr**emos	sal**dr**íamos	sal**g**amos	saliéramos
salís	salíais	salisteis	sal**dr**éis	sal**dr**íais	sal**g**áis	salierais
salen	salían	salieron	sal**dr**án	sal**dr**ían	sal**g**an	salieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he salido	había salido		habré salido	habría salido	haya salido	hubiera salido

56. SEGUIR
(to follow, to continue)

Verbo en **-ir** con cambio de **gu → g** delante de **-a** y **-o; e → i**
(Como **conseguir, perseguir, proseguir**)

Participio presente: siguiendo

Participio pasado: seguido

Imperativo: sigue (no **siga**s), **siga** Ud., **siga**mos, seguid (no **sig**áis), (no) **siga**n Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
sigo	seguía	seguí	seguiré	seguiría	**siga**	siguiera
sigues	seguías	seguiste	seguirás	seguirías	**siga**s	siguieras
sigue	seguía	siguió	seguirá	seguiría	**siga**	siguiera
seguimos	seguíamos	seguimos	seguiremos	seguiríamos	**siga**mos	siguiéramos
seguís	seguíais	seguisteis	seguiréis	seguiríais	**sig**áis	siguierais
siguen	seguían	siguieron	seguirán	seguirían	**siga**n	siguieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he seguido	había seguido		habré seguido	habría seguido	haya seguido	hubiera seguido

57. SENTIR
(to feel)

Verbo en **-ir** con cambio de **e → ie; e → i**
(Como **arrepentirse, divertir, mentir, preferir, sugerir**)

Participio presente: sintiendo

Participio pasado: sentido

Imperativo: **sie**nte (no **sie**ntas), **sie**nta Ud., **s**intamos, sentid (no **s**intáis), (no) **sie**ntan Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
siento	sentía	sentí	sentiré	sentiría	**sie**nta	**s**intiera
sientes	sentías	sentiste	sentirás	sentirías	**sie**ntas	**s**intieras
siente	sentía	**s**intió	sentirá	sentiría	**sie**nta	**s**intiera
sentimos	sentíamos	sentimos	sentiremos	sentiríamos	**s**intamos	**s**intiéramos
sentís	sentíais	sentisteis	sentiréis	sentiríais	**s**intáis	**s**intierais
sienten	sentían	sintieron	sentirán	sentirían	**sie**ntan	**s**intieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he sentido	había sentido		habré sentido	habría sentido	haya sentido	hubiera sentido

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58. SER — Verbo irregular
(to be)

Participio presente: siendo | **Participio pasado:** sido

Imperativo: sé (no seas), sea Ud., seamos, sed (no seáis), (no) sean Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
soy	era	fui	seré	sería	sea	fuera
eres	eras	fuiste	serás	serías	seas	fueras
es	era	fue	será	sería	sea	fuera
somos	éramos	fuimos	seremos	seríamos	seamos	fuéramos
sois	erais	fuisteis	seréis	seríais	seáis	fuerais
son	eran	fueron	serán	serían	sean	fueran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he sido	había sido		habré sido	habría sido	haya sido	hubiera sido

59. SOLER — Verbo irregular defectivo*
(to accustom, to do habitually)

Participio presente: soliendo | **Participio pasado:** solido

Imperativo:

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
suelo	solía				suela	soliera
sueles	solías				suelas	solieras
suele	solía				suela	soliera
solemos	solíamos				solamos	soliéramos
soléis	solíais				soláis	solierais
suelen	solían				suelan	solieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he solido	había solido				haya solido	hubiera solido

*Un verbo defectivo es uno que no se usa en todos los modos, tiempos o personas.

60. TENER — Verbo irregular
(to have)
(Como **atenerse, contener, detener, mantener, obtener, retener, sostener**)

Participio presente: teniendo | **Participio pasado:** tenido

Imperativo: ten (no tengas), tenga Ud., tengamos, tened (no tengáis), (no) tengan Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
tengo	tenía	tuve	tendré	tendría	tenga	tuviera
tienes	tenías	tuviste	tendrás	tendrías	tengas	tuvieras
tiene	tenía	tuvo	tendrá	tendría	tenga	tuviera
tenemos	teníamos	tuvimos	tendremos	tendríamos	tengamos	tuviéramos
tenéis	teníais	tuvisteis	tendréis	tendríais	tengáis	tuvierais
tienen	tenían	tuvieron	tendrán	tendrían	tengan	tuvieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he tenido	había tenido		habré tenido	habría tenido	haya tenido	hubiera tenido

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61. TEÑIR *(to dye)*

Verbo en **-ir** con cambio de **e → i;** pierde la **-i-** átona de la terminación (Como **ceñir, desteñir, estreñir, reñir**)

Participio presente: ti**ñ**endo | **Participio pasado:** teñido

Imperativo: ti**ñ**e (no ti**ñ**as), ti**ñ**a Ud., ti**ñ**amos, teñid (no ti**ñ**áis), (no) ti**ñ**an Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
ti**ñ**o	teñía	teñí	teñiré	teñiría	ti**ñ**a	ti**ñ**era
ti**ñ**es	teñías	teñiste	teñirás	teñirías	ti**ñ**as	ti**ñ**eras
ti**ñ**e	teñía	ti**ñ**ó	teñirá	teñiría	ti**ñ**a	ti**ñ**era
teñimos	teñíamos	teñimos	teñiremos	teñiríamos	ti**ñ**amos	ti**ñ**éramos
teñís	teñíais	teñisteis	teñiréis	teñiríais	ti**ñ**áis	ti**ñ**erais
ti**ñ**en	teñían	ti**ñ**eron	teñirán	teñirían	ti**ñ**an	ti**ñ**eran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he teñido	había teñido		habré teñido	habría teñido	haya teñido	hubiera teñido

62. TRAER *(to bring)*

Verbo irregular (Como **atraer, contraer, detraer, distraer, extraer**)

Participio presente: tra**y**endo | **Participio pasado:** traído

Imperativo: trae (no tr**aig**as), tr**aig**a Ud., tr**aig**amos, traed (no tr**aig**áis), (no) tr**aig**an Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
tr**aig**o	traía	tr**aje**	traeré	traería	tr**aig**a	tr**aje**ra
traes	traías	tr**aji**ste	traerás	traerías	tr**aig**as	tr**aje**ras
trae	traía	tr**aj**o	traerá	traería	tr**aig**a	tr**aje**ra
traemos	traíamos	tr**aji**mos	traeremos	traeríamos	tr**aig**amos	tr**aje**ramos
traéis	traíais	tr**aji**steis	traeréis	traeríais	tr**aig**áis	tr**aje**rais
traen	traían	tr**aje**ron	traerán	traerían	tr**aig**an	tr**aje**ran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he tra**í**do	había tra**í**do		habré tra**í**do	habría tra**í**do	haya tra**í**do	hubiera tra**í**do

63. VALER *(to be worth)*

Verbo irregular (Como **equivaler, prevaler**)

Participio presente: valiendo | **Participio pasado:** valido

Imperativo: vale (no val**g**as), val**g**a Ud., val**g**amos, valed (no val**g**áis), (no) val**g**an Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
val**g**o	valía	valí	val**dr**é	val**dr**ía	val**g**a	valiera
vales	valías	valiste	val**dr**ás	val**dr**ías	val**g**as	valieras
vale	valía	valió	val**dr**á	val**dr**ía	val**g**a	valiera
valemos	valíamos	valimos	val**dr**emos	val**dr**íamos	val**g**amos	valiéramos
valéis	valíais	valisteis	val**dr**éis	val**dr**íais	val**g**áis	valierais
valen	valían	valieron	val**dr**án	val**dr**ían	val**g**an	valieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he valido	había valido		habré valido	habría valido	haya valido	hubiera valido

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64. VENCER *(to conquer)*

Verbo en **-er** con cambio de **c → z** delante de **-a** y **-o** (Como **coercer, convencer, ejercer, mecer**)

Participio presente: venciendo | **Participio pasado:** vencido

Imperativo: vence (no ven**z**as), ven**z**a Ud., ven**z**amos, venced (no ven**z**áis), (no) ven**z**an Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
ven**z**o	vencía	vencí	venceré	vencería	ven**z**a	venciera
vences	vencías	venciste	vencerás	vencerías	ven**z**as	vencieras
vence	vencía	venció	vencerá	vencería	ven**z**a	venciera
vencemos	vencíamos	vencimos	venceremos	venceríamos	ven**z**amos	venciéramos
vencéis	vencíais	vencisteis	venceréis	venceríais	ven**z**áis	vencierais
vencen	vencían	vencieron	vencerán	vencerían	ven**z**an	vencieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he vencido	había vencido		habré vencido	habría vencido	haya vencido	hubiera vencido

65. VENIR *(to come)*

Verbo irregular (Como **convenir, intervenir, prevenir, provenir, reconvenir**)

Participio presente: v**i**niendo | **Participio pasado:** venido

Imperativo: **ven** (no veng**a**s), veng**a** Ud., veng**a**mos, venid (no veng**á**is), (no) veng**a**n Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
veng**o**	venía	v**i**ne	ven**dr**é	ven**dr**ía	veng**a**	v**i**niera
v**ie**nes	venías	v**i**niste	ven**dr**ás	ven**dr**ías	veng**a**s	v**i**nieras
v**ie**ne	venía	vin**o**	ven**dr**á	ven**dr**ía	veng**a**	v**i**niera
venimos	veníamos	v**i**nimos	ven**dr**emos	ven**dr**íamos	veng**a**mos	v**i**niéramos
venís	veníais	v**i**nisteis	ven**dr**éis	ven**dr**íais	veng**á**is	v**i**nierais
v**ie**nen	venían	v**i**nieron	ven**dr**án	ven**dr**ían	veng**a**n	v**i**nieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he venido	había venido		habré venido	habría venido	haya venido	hubiera venido

66. VER *(to see)*

Verbo irregular

Participio presente: viendo | **Participio pasado:** vist**o**

Imperativo: ve* (no v**e**as), v**e**a Ud., v**e**amos, ved (no v**e**áis), (no) v**e**an Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
v**e**o	v**e**ía	v**i**	veré	vería	v**e**a	viera
ves	v**e**ías	viste	verás	verías	v**e**as	vieras
ve*	v**e**ía	v**io**	verá	vería	v**e**a	viera
vemos	v**e**íamos	vimos	veremos	veríamos	v**e**amos	viéramos
veis	v**e**íais	visteis	veréis	veríais	v**e**áis	vierais
ven	v**e**ían	vieron	verán	verían	v**e**an	vieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he v**ist**o	había v**ist**o		habré v**ist**o	habría v**ist**o	haya v**ist**o	hubiera v**ist**o

*__Entrever__ y __prever__ se conjugan como __ver__ pero tienen acento en las formas marcadas con asterisco (e.g. __entrevé, prevé__).

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67. VIVIR *(to live)*

Verbo regular 3.ª conjugación
(Como **compartir, decidir, emitir, permitir, resumir**)

Participio presente: viviendo

Participio pasado: vivido

Imperativo: vive (no vivas), viva Ud., vivamos, vivid (no viváis), (no) vivan Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
vivo	vivía	viví	viviré	viviría	viva	viviera
vives	vivías	viviste	vivirás	vivirías	vivas	vivieras
vive	vivía	vivió	vivirá	viviría	viva	viviera
vivimos	vivíamos	vivimos	viviremos	viviríamos	vivamos	viviéramos
vivís	vivíais	vivisteis	viviréis	viviríais	viváis	vivierais
viven	vivían	vivieron	vivirán	vivirían	vivan	vivieran
Pres. Perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he vivido	había vivido		habré vivido	habría vivido	haya vivido	hubiera vivido

68. VOLCAR *(to tip over)*

Verbo en **-ar** con cambio de **o → ue; c → qu** delante de **-e**
(Como **revolcar, trocar**)

Participio presente: volcando

Participio pasado: volcado

Imperativo: v**ue**lca (no v**uelqu**es), v**uelqu**e Ud., vol**qu**emos, volcad (no vol**qu**éis), (no) v**uelqu**en Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
v**ue**lco	volcaba	vol**qu**é	volcaré	volcaría	v**uelqu**e	volcara
v**ue**lcas	volcabas	volcaste	volcarás	volcarías	v**uelqu**es	volcaras
v**ue**lca	volcaba	volcó	volcará	volcaría	v**uelqu**e	volcara
volcamos	volcábamos	volcamos	volcaremos	volcaríamos	vol**qu**emos	volcáramos
volcáis	volcabais	volcasteis	volcaréis	volcaríais	vol**qu**éis	volcarais
v**ue**lcan	volcaban	volcaron	volcarán	volcarían	v**uelqu**en	volcaran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he volcado	había volcado		habré volcado	habría volcado	haya volcado	hubiera volcado

69. VOLVER *(to return)*

Verbo en **-er** con cambio de **o → ue;** participio pasado irregular
(Como **devolver, disolver, envolver, resolver, revolver**)

Participio presente: volviendo

Participio pasado: v**uelt**o

Imperativo: v**ue**lve (no v**ue**lvas), v**ue**lva Ud., volvamos, volved (no volváis), (no) v**ue**lvan Uds.

INDICATIVO				CONDICIONAL	SUBJUNTIVO	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
v**ue**lvo	volvía	volví	volveré	volvería	v**ue**lva	volviera
v**ue**lves	volvías	volviste	volverás	volverías	v**ue**lvas	volvieras
v**ue**lve	volvía	volvió	volverá	volvería	v**ue**lva	volviera
volvemos	volvíamos	volvimos	volveremos	volveríamos	volvamos	volviéramos
volvéis	volvíais	volvisteis	volveréis	volveríais	volváis	volvierais
v**ue**lven	volvían	volvieron	volverán	volverían	v**ue**lvan	volvieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he v**uelt**o	había v**uelt**o		habré v**uelt**o	habría v**uelt**o	haya v**uelt**o	hubiera v**uelt**o

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70. YACER* Verbo irregular *(to lie [usually dead])*						
Participio presente: yaciendo				**Participio pasado:** yacido		
Imperativo: yace o ya**z** (no ya**zc**as), ya**zc**a Ud., ya**zc**amos, yaced (no ya**zc**áis), (no) ya**zc**an Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
ya**zc**o yaces yace yacemos yacéis yacen	yacía yacías yacía yacíamos yacíais yacían	yací yaciste yació yacimos yacisteis yacieron	yaceré yacerás yacerá yaceremos yaceréis yacerán	yacería yacerías yacería yaceríamos yaceríais yacerían	ya**zc**a ya**zc**as ya**zc**a ya**zc**amos ya**zc**áis ya**zc**an	yaciera yacieras yaciera yaciéramos yacierais yacieran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he yacido	había yacido		habré yacido	habría yacido	haya yacido	hubiera yacido

*Existen otras formas de este verbo, menos usuales, en las que en vez de **-zc-** se usa **-zg-** o **-g-**.

71. ZAMBULLIR Verbo irregular *(to submerge)*						
Participio presente: zambull**e**ndo				**Participio pasado:** zambullido		
Imperativo: zambulle (no zambullas), zambulla Ud., zambullamos, zambullid (no zambulláis), (no) zambullan Uds.						
INDICATIVO				**CONDICIONAL**	**SUBJUNTIVO**	
Presente	**Imperfecto**	**Pretérito**	**Futuro**	**Presente**	**Presente**	**Imperfecto**
zambullo zambulles zambulle zambullimos zambullís zambullen	zambullía zambullías zambullía zambullíamos zambullíais zambullían	zambullí zambulliste zambulló zambullimos zambullisteis zambulleron	zambulliré zambullirás zambullirá zambulliremos zambulliréis zambullirán	zambulliría zambullirías zambulliría zambulliríamos zambulliríais zambullirían	zambulla zambullas zambulla zambullamos zambulláis zambullan	zambull**e**ra zambull**e**ras zambull**e**ra zambull**é**ramos zambull**e**rais zambull**e**ran
Pres. perfecto	**Pluscuamperf.**		**Futuro perfecto**	**Perfecto**	**Pres. perfecto**	**Pluscuamperf.**
he zambullido	había zambullido		habré zambullido	habría zambullido	haya zambullido	hubiera zambullido

C. MINI-ÍNDICE DE VERBOS

*(El número de la derecha de cada verbo es el que corresponde al verbo modelo de conjugación. Vea la "Lista de modelos de conjugación" para la referencia. Note: Los verbos con **-se** al final son reflexivos. Es necesario usarlos con los pronombres reflexivos: "yo **me** abstengo", por ejemplo.)*

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abaratar 10
abarcar 7
abarrotar 10
abastecer 42
abatir 67
abdicar 7
aberrar 10
abjurar 10
ablandar 10
ablandecer 42
abnegar 39
abobar 10
abocar 7
abochornar 10
abofetear 10
abogar 35
abombar 10
abominar 10
abonar 10
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acechar 10
aceitar 10
acelerar 10
acentuar 1
acepillar 10
aceptar 10

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