

Nouns and adjectives

In English Words used to name people, places and things are **nouns**. Some nouns have natural **gender**: *cow* is feminine, *boy* is masculine. Most other nouns (*book*, *foot*) do not have gender. Most nouns form their **plural** by adding an **-s** or **-es**, except for some *irregular* nouns, where the plural is unpredictable.

	SINGULAR	PLURAL
MASCULINE	boy, man	boys, men
FEMININE	cow, goose	cows, geese
NO GENDER	book, foot	books, feet

Adjectives are words that describe nouns. English adjectives never change their forms to match the nouns they describe.

That actress is **beautiful**.

The **tall** boy plays basketball.

A Underline the noun and circle the adjective. Then write whether the noun is singular (S) or plural (P), masculine (M), feminine (F), or has no gender (NG).

- My aunt is very athletic. S, F
- Your nephews are very perceptive. _____
- Gina is not very tall. _____
- This city is rather large. _____
- Grandpa is very agile. _____
- The queen of Denmark is very elegant. _____
- The clean buses run on methanol. _____

In Spanish All **nouns** have **gender**: **masculine** nouns tend to end in **-o** (*libro*) and **feminine** nouns tend to end in **-a** (*mesa*). Gender in many other nouns simply must be memorized. To form a **plural** noun, add an **-s** to a noun ending in a vowel, or add **-es** to a noun ending in a consonant.

	MASCULINE	FEMININE
Based on sex	hombre(s), chico(s)	mujer(es), chica(s)
Based on ending	cuaderno(s)	verdura(s)
Must be memorized	viaje(s), amor(es)	clase(s), flor(es)

Adjectives agree with the nouns they describe in gender and number. Adjectives with endings in **-o** or **-r** for the **masculine** take **-a** or **-ra** for the **feminine**. Adjectives that end in **-e** or **other consonants** are both feminine and masculine. To make an adjective **plural**, add an **-s** to a final vowel, or **-es** to a consonant.

	MASCULINE	FEMININE
-o/-a, -r/-ra changes	bonito(s), trabajador(es)	bonita(s), trabajadora(s)
Same ending	fuerte(s), fácil(es)	fuerte(s), fácil(es)

NOUNS AND ADJECTIVES

B Underline the noun and circle the adjective in each sentence. Then, write whether the noun is singular (S) or plural (P), masculine (M) or feminine (F).

1. La muchacha es rubia. S, F
2. El actor es extrovertido. _____
3. Los relojes son dorados. _____
4. Esos exámenes son difíciles. _____
5. Estas amigas son peruanas. _____
6. Mi habitación es grande. _____
7. Su tía Herminia está nerviosa. _____
8. Hace muy buen tiempo. _____

C Tell what happens in your city on Saturdays. Complete the following sentences with the correct form of the adjective in parentheses.

1. Los chicos guapos bailan en la discoteca Karina. (guapo)
2. Las muchachas _____ también salen a bailar (joven)
3. Los turistas _____ pasean por la ciudad. (alemán)
4. Todos comemos comida _____. (mexicano)
5. Algunas mujeres _____ pasean por el parque. (mayor)
6. La ciudad está muy _____ por la tarde. (lindo = pretty)
7. Ceno con mis padres en un restaurante _____. (pequeño)

D Use the clues to write complete sentences that tell the nationality of each person.

1. Valeria Mazza / una modelo / argentino
Valeria Mazza es una modelo argentina.
2. Frida Kahlo y Diego Rivera / pintores / mexicano

3. Shakira Mebarak / una cantante / colombiano

4. Pedro Martínez y Sammy Sosa / atletas / dominicano

5. Beyoncé y Norah Jones / artistas / americano

Present tense

In English Verbs express actions, processes, or states of being. To say what people normally do, use verbs in the present tense, which only have a change in the third person singular.

<i>I</i>	dance	<i>we</i>	dance
<i>you</i>	dance	<i>you</i>	dance
<i>he, she, it</i>	dances	<i>they</i>	dance

A Underline the subject and circle the verb in each sentence.

1. Lucinda sings country songs beautifully.
2. Our parents come home by 5:30.
3. I see squirrels running in the trees.
4. An owl always sits on a branch outside my balcony.
5. In the evening, people water their lawns and gardens.
6. You read very little news.
7. We always show you pictures of our trips.

In Spanish To conjugate **regular** verbs in the present tense, replace the infinitive endings **-ar**, **-er**, and **-ir** with an ending that matches the subject. Some verbs also have **stem changes** in all but the **nosotros** and **vosotros** forms.

	-ar	-er	-ir	volver (<i>ue</i>)	sentir (<i>ie</i>)
<i>yo</i>	habl o	corr o	viv o	vuelv o	sient o
<i>tú</i>	habl as	corr es	viv es	vuelv es	sient es
<i>él, ella, Ud.</i>	habl a	corr e	viv e	vuelv e	sient e
<i>nosotros(as)</i>	habl amos	corr emos	viv imos	volv emos	sient imos
<i>vosotros(as)</i>	habl áis	corr éis	viv ís	volv éis	sient ís
<i>ellos(as), Uds.</i>	habl an	corr en	viv en	vuelv en	sient en

Some verbs have an **irregular** present tense **yo** form. **Venir** and **tener** have an irregular **yo** form and also undergo a stem change from **e** → **ie**.

conocer: cono zco	dar: do y	decir: dig o	estar: est oy
hacer: ha go	oír: oi go	poner: pon go	saber: sé
salir: sal go	tener: ten go	traer: tra igo	venir: ven go

B Underline the subject and circle the verb in each sentence.

1. Enriqueta vive en Barranquilla.
2. Ella y sus amigos bailan vallenato en las fiestas.

PRESENT TENSE

3. Nosotros siempre visitamos Barranquilla para ver a Enriqueta.
4. Allí la gente compra jugos deliciosos en la calle.
5. Su amigo Ramiro hace pasteles de coco.
6. Yo tengo que comer ese pastel enseguida.
7. Tú prefieres el pastel de tres leches, ¿no?
8. Todos prueban los grandes pasteles de Ramiro.

C Look at the verbs you circled in Activity B. Write them below and tell whether each is an **-ar**, **-er**, or **-ir** verb, and also whether it is **stem changing or irregular**.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

D How do people spend their day? Complete the following sentences with the correct present tense form of the verbs in parentheses.

1. Los estudiantes **asisten** _____ a clases. (asistir)
2. Ustedes _____ por el parque. (correr)
3. Mi vecina _____ (almorzar) sola en su casa con el gato.
4. Yo _____ la siesta después de comer. (dormir)
5. Nosotras _____ pasar la tarde en el cine. (preferir)
6. Mi mejor amigo no _____ ir a ver la película. (poder)
7. Tú _____ al béisbol con el equipo del colegio. (jugar)
8. Yo _____ canciones en mi CD. (oír)

E Read this sentence: ***Siempre salimos de casa a las ocho, porque tengo que llegar al colegio, pero el autobús a veces pasa temprano y no para.*** How do verb endings allow you to drop the subject in many cases? Why is a subject sometimes needed?

Present progressive

In English The **present progressive** is the verb tense used to talk about what is happening *right now*. It is formed by combining the verb **to be** in the present tense with the **-ing** form, or **present participle**, of the action verb.

We **are playing** videogames right now. It **is raining**.

The **present progressive** is also used to talk about what will be happening *in the near future*.

We **are getting** into town tonight. We **are leaving** tomorrow.

A Circle the present progressive in each sentence and then write whether it refers to what is happening *right now* or to what will be happening *in the near future*.

1. We are starting a new diet in a few days. In the near future
2. Saul is enjoying himself at the amusement park. _____
3. We are staying at home tonight. _____
4. I am coming soon, so wait for me. _____
5. My sister is reading a book in her room. _____
6. Be quiet. The students are taking a test. _____
7. We're visiting our grandparents next weekend. _____
8. Don't bother me now. I am redoing my composition. _____

In Spanish The **present progressive** also tells what is happening *right now*. To form it, combine a present form of **estar** with the present participle. The present participle has the **-ando** ending for **-ar** verbs and the **-iendo** ending for **-er** and **-ir** verbs, except that **-iendo** changes to **-yendo** when the verb stem ends in a vowel. Stem-changing **-ir** verbs change **o** → **u** and **e** → **i**.

cantar → cant ando	perder → perdi endo
salir → sali endo	caer → cay endo
dormir → durmi endo	decir → dici endo

¿Qué estás **comiendo**? Estoy **almorzando** un sándwich.

The present progressive is not used to talk about what will be happening *in the near future*. Instead, the **present** or **ir a + infinitive** constructions are used.

Vamos a llegar a tu ciudad esta noche, pero **salimos** para Puebla mañana.

B Circle the **present progressive** or the **ir a + infinitive** construction in each sentence. Write whether each action is happening *right now* or *in the near future*.

1. Vamos a empezar una nueva dieta en unos días. In the near future
2. No despiertes a Rodrigo. Está durmiendo. _____

PRESENT PROGRESSIVE

3. Los estudiantes están haciendo un examen. _____
4. Los González van a cenar en un restaurante chino. _____
5. Voy a ir al cine esta tarde, ¿vienes conmigo? _____
6. Santiago no está en casa. Está visitando a sus abuelos. _____
7. Vamos a estudiar esta tarde, no podemos salir. _____
8. Estoy viendo la televisión. _____

C You're at a friend's birthday party and your mother is asking you questions on the phone, but she is guessing it all wrong. For everything that she thinks you are doing now, tell her you'll be doing that later, and vice versa.

1. ¿Van a ver una película más tarde?
No, mamá, la estamos viendo ahora. _____
2. ¿Estás estudiando ahora?

3. ¿Ustedes van a jugar a las cartas luego?

4. ¿Ustedes están cenando ahora?

5. ¿Tu amigo va a abrir los regalos después?

6. ¿Están comiendo el pastel de cumpleaños ahora?

7. ¿Van a servir la bebida luego?

D What is the difference in meaning between the present tense and the present progressive in Spanish? Think of sentence pairs such as:

- | | |
|------------------------|---|
| a. Yo estudio español. | Estoy estudiando para el examen. |
| b. Mi tía lee mucho. | Mi tía está leyendo <i>Guerra y paz</i> . |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Direct object pronouns

In English A **direct object** is the person or thing that receives the action of the verb. It answers the questions *who(m)?* or *what?*

I bought **a book**. (*a book* answers the question, *What did I buy?*)

I sent **Craig** home. (*Craig* answers the question, *Who did I send home?*)

To avoid repeating nouns that have already been mentioned, use **direct object pronouns**. They always come after the verb. The direct object pronouns are **me, you, him, her, it, us, you,** and **them**.

I have a new car. I showed **it** to you yesterday.

Brandi argues a lot with her mother, but she loves **her** very much.

The bedrooms are all untidy. You need to clean **them** up.

A Fill in the blanks with the correct direct object pronoun.

1. Fred knew where Brandon was, because he saw **him** at the rodeo.
2. We want to go to the concert. Dad said he would take _____ there.
3. Do you like my jacket? I bought _____ at that corner store.
4. When I like books very much, I read _____ over and over again.
5. My sister asked my parents if they would let _____ go on a class trip.
6. Nora talks about me, but she doesn't know _____ very well at all.
7. Where were you? We missed _____ at the pep rally.

In Spanish The **direct object pronouns** are also used to avoid repeating a direct object noun that has already been mentioned. These pronouns must agree with the nouns they stand for.

			MASCULINE	FEMININE
SINGULAR	me me	te you	lo him, it, you	la her, it, you
PLURAL	nos us	os you (pl)	los them, you	las them, you

Direct object pronouns go before the *conjugated* verb. They can be attached to the end of an **infinitive** or a **present participle**.

¿Quién lava los platos?

Mi hermano **los** lava.

¿Estás llamando a Nati?

Sí, **la** estoy llamando ahora.

No, no estoy llamándola ahora.

Voy a llamar**la** luego.

B Fill in the blanks with the correct direct object pronoun.

1. Federico sabe dónde está Bruno porque **lo** vio en el rodeo.
2. Queremos ir al concierto, y papá _____ va a llevar allí.
3. ¿Te gusta mi chaqueta? _____ compré en aquella tienda.

DIRECT OBJECT PRONOUNS

- 4. Cuando me gustan mucho los libros, _____ leo muchas veces.
- 5. Mi hermana quiere ir de viaje. Mis padres van a dejar _____ ir.
- 6. Nuria habla mucho de mí, pero no _____ conoce muy bien.
- 7. Mis amigos juegan al básquetbol; yo _____ veo jugar.
- 8. ¿Dónde estuviste ayer? No _____ vimos en la fiesta.

C Your dad is asking you about school life. Answer him using direct object pronouns and the words in parentheses. When there is an infinitive or present participle, answer in two ways by changing the position of the direct object pronoun.

- 1. ¿Estás estudiando la gramática española? (sí, ahora)
Sí, la estoy estudiando ahora. / Sí, estoy estudiándola ahora.

- 2. ¿Vas a ver el partido del viernes? (no)

- 3. ¿Cuándo lees novelas? (en la clase de inglés)

- 4. ¿Dónde compras los libros para el colegio? (en la librería)

- 5. ¿Conoces a las hijas de mi vecino? (sí, bien)

- 6. ¿Vas a invitar a tus amigos a casa? (sí, el viernes)

- D** Translate the following into Spanish. Leave out the subject pronouns.
- a. *I see you.* _____
 - b. *You see her.* _____
 - c. *They see me.* _____

What word comes first in the Spanish sentences? How is English different?

Informal commands

In English Commands tell someone to do or not to do something. **Affirmative commands** are formed by using the infinitive form of the verb without the word **to**. **Negative commands** are formed by placing the word(s) **don't** or **do not** before the infinitive. There are no irregular commands in English. Pronouns are always placed after the infinitive of the verb.

Grab your plates! **Do not** drop **them**!
 Please **keep** talking! **Don't** stop for my sake!
Behave yourselves! **Don't** get **us** in trouble.

A Circle the verbs that express commands. Then check the appropriate column to tell whether the command is affirmative or negative.

1. Please do as you're told.
2. Don't hesitate to ask for help.
3. Look, an avalanche! Run for your life!
4. Don't stop thinking about your future.
5. Send me a postcard when you get to Rome.
6. Stand clear of the doors.
7. Don't give up so easily!

AFFIRMATIVE	NEGATIVE
✓	

In Spanish Informal commands are used to tell a friend or relative (someone you address as **tú**) to do or not to do something. **Affirmative** commands are formed by using the **tú** form of the present tense and dropping the final **-s**. Object pronouns are attached at the end.

empiezas → **empieza** **Empieza** a estudiar.
 pides → **pide** **Pídele** un cuaderno a Quique.

Negative commands use the word **no** followed by the verb form. They are formed by dropping the final **-o** of the **yo** form, and adding **-es** for **-ar** verbs, and **-as** for **-er** and **-ir** verbs. **Object pronouns** go between **no** and the verb.

hago → **hagas** Haz eso, pero **no lo hagas** todavía.
 pienso → **pienses** **No pienses** mucho en el futuro.

Some verbs have **irregular** affirmative or negative informal command forms.

tener → **ten** hacer → **haz** ir → **ve** **no vayas**
 venir → **ven** salir → **sal** ser → **sé** **no seas**
 poner → **pon** decir → **di** **no digas**

Negative commands of verbs ending in **-car**, **-zar** and **-gar** have spelling changes:

sacar → sa**ques** pagar → no pa**gues** empezar → no empie**ces**

INFORMAL COMMANDS

B Complete each command with the correct form of the verb in parentheses.

1. No **llegues** _____ a casa demasiado tarde. (llegar)
2. _____ la mesa, porque tenemos que comer. (poner)
3. No _____ al concierto sin tu hermana. (ir)
4. Jorgito, no _____ malo si quieres ir al parque. (ser)
5. _____ el baño, que está muy sucio (*dirty*). (limpiar)
6. No _____ la basura hasta mañana. (sacar)
7. No me _____ tantos favores. (pedir)
8. Hija, _____ de casa si estás aburrida. (salir)

C You are giving advice on how to run a home. Use the cues to tell people what to do and not to do, then to tell them how often to do or not to do it.

1. pagar las cuentas (todos los meses)
Paga las cuentas. Págalas todos los meses.

2. hacer las camas (todos los días)

3. no acostarse tarde (durante la semana)

4. comer fruta (siempre de postre)

5. limpiar el baño (todas las semanas)

6. no tomar alcohol (nunca)

D 1. Change the affirmative commands to negatives and vice versa.

- a. Llámalo ya. **No lo llames todavía.** _____
- b. No lo traigas todavía. _____
- c. Acuéstate ya. _____
- d. No te olvides del paraguas. _____

2. What changes did you have to make in the position of the object pronouns?

Indirect objects and indirect object pronouns

In English An **indirect object** noun tells *to whom* or *for whom* something is done. The indirect object noun can either go before or after the direct object. However, when it follows the direct object, the preposition **to** must be used.

My parents gave **my cousin** a gift.

My parents gave a gift **to my cousin**.

An indirect object noun can be replaced by an **indirect object pronoun**. In English these are **me, you, him, her, us, you** (*plural*), and **them**.

My grandmother told **me** that story years ago.

I gave your books **to them**.

A Circle the indirect object nouns or pronouns in the following sentences.

1. I wrote my best friend lots of letters while I was away.
2. Who sent you that package?
3. I brought her a bouquet of daisies.
4. My parents bought my brother and me a new computer!
5. Obviously, she can't tell me the truth.
6. That lady sold us a great used car.
7. We gave the dog a big, juicy bone.
8. Carlos offered him some advice.

In Spanish The **indirect object** is the person who *receives* the direct object, or the person who *benefits from* or *is affected by* the action of the verb. It is often used with verbs like **dar** (*to give*) or **decir** (*to tell*). The indirect object usually follows the direct object, and it always comes after the preposition **a**.

Le presté mi reloj **a tu hermana**. *I lent my watch to your sister.*

Él **les** da mi correo **a los vecinos**. *He gives my mail to the neighbors.*

An **indirect object pronoun (me, te, le, nos, os, les)** must always be used in addition to any indirect object noun mentioned. In context, it can replace the noun altogether.

Le presté mi reloj. *I lent her my watch.*

Él **les** da nuestro correo. *He gives them our mail.*

Indirect object pronouns go before conjugated verbs, except for affirmative commands, where the pronoun must be attached to the end of the command. When used with infinitives, indirect object pronouns may come before or after.

Enséñale a José tu habitación. *Van a cortarle el pelo a Diana.*

INDIRECT OBJECTS AND INDIRECT OBJECT PRONOUNS

B. Circle the indirect object nouns and pronouns in the following sentences.

1. Marta les vende libros a sus compañeros.
2. Nuestro hijo siempre nos dice la verdad.
3. La mujer de negocios le pide información a su secretaria.
4. ¿Te cuento un chiste?
5. Escríbele una carta a tu novio.
6. Yo puedo enseñarles la ciudad a los turistas.
7. ¿A ustedes les dan muchos regalos por Navidad?
8. La madre le manda un paquete a su hijo.

C. Complete the answers to the following questions with indirect object pronouns.

1. —¿A quién le pides el correo?
—Le pido el correo al cartero.
2. —¿Les pides ayuda a tus padres en casa?
—Sí, _____ pido ayuda con la tarea.
3. —¿Quién me va a cortar el pelo?
—El peluquero _____ va a cortar el pelo.
4. —Tu prima visita la ciudad, ¿verdad?
—Sí, ¿no puedes enseñar _____ tus lugares preferidos?
5. —¿Nos puede vender ese carro por diez dólares?
—No, no puedo vender _____ el carro tan barato.
6. —¿_____ prestas tu carro a Enrique y a mí?
—Sí, _____ presto el carro por una hora.

D Translate the following into Spanish, then answer the question.

- a. I gave Cecilia all my money. _____
- b. I gave her all my money. _____
- c. How does adding **a** + *pronoun* or **a** + *noun* help you understand the meaning?

Saber and conocer

In English There is one verb that means **to know**. It can be used to refer to *facts* or *information*, to a *person* or *place*, or to an *activity* (to say that someone *knows how* to do something).

They always **know** the answer.

Patricia **knows** your sister.

Ramiro **knows** Bogotá like the back of his hand.

I **know** how to dance better than you think!

A Underline the form of the verb **to know**. Then say whether the verb refers to **information**, an **activity**, a **person** or a **place**.

- | | |
|---|--------------------|
| 1. Someone must <u>know</u> the way to Cuzco. | <u>information</u> |
| 2. Melissa knows the preterite thoroughly. | _____ |
| 3. I know my grandfather well. | _____ |
| 4. Do you know that restaurant? | _____ |
| 5. Our tour guide knows Peru very well. | _____ |
| 6. I know that man; he's very famous! | _____ |
| 7. I do know how to drive a stick shift. | _____ |
| 8. Do you know where Ayacucho is? | _____ |

In Spanish There are two verbs that mean *to know*: **saber** and **conocer**. They both have irregular **yo** forms in the present tense (**yo sé, yo conozco**).

Saber is used to talk about knowing *facts* or *information*. When followed by an **infinitive**, it means to *know how to do something* (an activity).

Nosotros **sabemos** el vocabulario.

information

Yo **sé** bailar el tango.

activity

Conocer means *to know* or *to be familiar with people, places* or *things*. When a person is the object, the personal **a** must be used before the person. This **a** has no English translation.

Brad y Maddie **conocen** bien este pueblo.

place

Yo no **conozco a** la madre de Filomena.

person

B Underline the form of the verb **saber** or **conocer**. Then state whether the verb refers to **information**, an **activity**, a **person**, or a **place**.

- | | |
|---|-----------------|
| 1. La madre de Ana <u>sabe</u> usar el DVD. | <u>activity</u> |
| 2. ¿Conoces bien la ciudad? | _____ |
| 3. Yo sé escribir en chino. | _____ |

SABER AND CONOCER

- 4. ¿Ustedes conocen a mi madre? _____
- 5. Sabemos decir los números en español. _____
- 6. Mi prima conoce a Gwyneth Paltrow. _____
- 7. Mi compañero de clase sabe tocar el piano. _____
- 8. Ellos conocen bien los barrios de las afueras. _____

C Circle the verb that correctly completes each sentence.

- 1. Hortensia (sabe/conoce) cantar muy bien.
- 2. Nosotras (sabemos/conocemos) la casa de la profesora.
- 3. ¿Tú (sabes/conoces) dónde está su casa?
- 4. Emilia y Jacobo (saben/conocen) mi número de teléfono.
- 5. Ustedes (saben/conocen) hablar alemán.
- 6. Yo (sé/conozco) a la tía de María Luisa.
- 7. Mi hermana (sabe/conoce) a la enfermera.
- 8. Ellas (saben/conocen) cocinar pasteles de chocolate y flan.
- 9. La mujer policía (sabe/conoce) bien el vecindario.
- 10. ¿Ella ya (sabe/conoce) conducir?

D Use the cues to write questions in Spanish.

- 1. Ask your friend if she knows a good restaurant nearby.

- 2. Ask your friend if she knows how to get to the restaurant.

- 3. Ask your teacher if he or she knows the new student.

- 4. Ask the teacher if he or she knows the student's name.

- 5. Ask the teacher if he or she knows where the student lives.

- 6. Ask the new student if he or she knows the secretary.

Ser and estar

In English There is only one verb that means **to be**. This verb can be used:

- | | |
|---|-----------------------------|
| 1. to define someone or something | That is my sister. |
| 2. to say what someone or something is like | She is tall. |
| 3. to say where someone is from; also nationality | He is from Cádiz. |
| 4. to give the date or the time | It is six o'clock. |
| 5. to say what belongs to someone | This is my book. |
| 6. to say where something takes place | The concert is here. |
| 7. to talk about states or conditions | Pablo is sick now. |
| 8. to say where something or someone is | He is in bed. |
| 9. to say what is going on right now | Pablo is resting . |

A Circle the form of **to be** in the sentences. Then tell what the verb expresses by writing the number of the corresponding example in the chart above.

- | | |
|--|------------|
| 1. Nicolás <u>is</u> Claudia's cousin. | 1
_____ |
| 2. Is this your sister's backpack? | _____ |
| 3. Vero is singing my favorite song. | _____ |
| 4. She is really happy right now. | _____ |
| 5. He is from Lima originally. | _____ |
| 6. Daniela is at my house right now. | _____ |
| 7. We are interesting people, don't you think? | _____ |
| 8. The game is at half past seven. | _____ |

In Spanish There are two verbs that mean *to be*: **ser** and **estar**. They are *not* interchangeable. Mostly, **ser** expresses invariable characteristics, while **estar** expresses location, variable qualities, or changing states.

Use **ser**:

- | | |
|---|------------------------------|
| 1. to define someone or something | Ésta es mi madre. |
| 2. to say what someone or something is like | Es bastante seria. |
| 3. to say where someone is from, also nationality | Es de Caracas. |
| 4. to give the date or the time | Hoy es lunes. |
| 5. to say what belongs to someone | Ésta es mi casa. |
| 6. to say where something takes place | El concierto es aquí. |

Use **estar**:

- | | |
|---|----------------------------|
| 7. to talk about states or feelings | Pablo está enfermo. |
| 8. to say where something or someone is | Está en la cama. |
| 9. to say what is going on right now | Está descansando. |

SER AND ESTAR

B Circle the form of **ser** or **estar** in the sentences. Then tell what the verb expresses by writing the number of the corresponding example from the chart.

1. ¿Dónde está Mariano ahora? _____ **8** _____
2. Creo que está cantando. _____
3. La clase de violín es a las cinco. _____
4. ¿Dónde es la clase? _____
5. El señor Rodríguez es abogado. _____
6. Es de Arequipa, Perú. _____
7. ¿Cuál es su teléfono? _____
8. El sofá es de mi hermana. _____
9. Estoy muy cansado: me gusta el sofá. _____

C For each incomplete sentence, say if the verb is going to express a defining **feature**, a variable **state**, or **location**. Then, complete each sentence using the present tense of the appropriate verb: **ser** or **estar**.

- feature**
1. Elisa _____ **es** _____ ingeniera.
 - _____ 2. Juan Luis _____ un gran profesor.
 - _____ 3. Los bomberos _____ atléticos.
 - _____ 4. Rosa _____ con el médico.
 - _____ 5. El dentista _____ el señor Herrera.
 - _____ 6. Yo _____ de Medellín, Colombia.
 - _____ 7. El sillón _____ al lado de la puerta.
 - _____ 8. Las toallas _____ verdes.
 - _____ 9. Las toallas _____ en el baño.
 - _____ 10. Herlinda _____ una persona chistosa.
 - _____ 11. Isabel _____ jugando con el perro ahora.

D Both sentences in each pair are correct. According to the explanations of **ser** and **estar** given above, how would you interpret each sentence?

1. Mario es delgado. _____
Mario está delgado. _____
2. Lucía es seria. _____
Lucía está seria. _____

Impersonal se and passive se

In English To make generalizations or to say what is usually done or not done by people in a given situation, **impersonal** constructions are often used. A number of subjects can be used, like **people, one, we, you, they**, but none refers to a specific person or group of people.

People live happily in this neighborhood. **They** built this road in 1962.
You can't do anything around here. **We** must participate in class.
One must always obey traffic signs.

When no agent is given, a passive sentence is used. You make the passive by combining the verb **to be** with the **past participle** of a verb.

Spanish **is** not **spoken** in Brazil.
 Smoking **is forbidden** here.

A Decide whether each sentence is impersonal or not. If it is, circle the word that indicates its **impersonal** nature; this could be either a general subject or a passive verb.

1. This water can't be drunk. You could get sick if you drank it.
2. People will do what you tell them.
3. One must be careful to lock the car door.
4. You remember Lindsey and Jonathan. They sent you a card.
5. I saw the two brothers at the party. One gave me a flower.
6. In this case we can be sure nothing will happen.
7. You can get hurt when you don't pay attention to the road.
8. This city was founded in 1507. They built it on a marsh.

In Spanish To make generalizations or to talk about what people usually do, **impersonal se** is used, followed by a **verb** in the **third person singular**. The subject is never expressed.

Se puede nadar aquí. *One/You can swim here.*
Se trabaja mejor cuando hace frío. *People work better when it's cold out.*

To say that something *is done* without saying who does it, **passive se** is used. In this case, the verb agrees in number with the noun receiving the action.

Se juegan varios partidos. *Several games are played.*
Se prohíbe fumar. *Smoking is forbidden.*

B Decide if the following sentences are impersonal or not. If they are, circle the **impersonal se** and the verb that follows.

1. ¿Qué se hace aquí los domingos?
2. Bueno, en general, no se trabaja.
3. No se puede jugar al fútbol en el auditorio.

IMPERSONAL SE AND PASSIVE SE

4. Se dice que Juan va al gimnasio los domingos por la mañana.
5. Se come con la familia.
6. Se sale de paseo por las tardes
7. Mis padres se acuestan temprano.
8. Se vive bien en esta ciudad.

C You're taking a trip to Spain. A friend who has been there before tells you what people generally do over there. Complete each sentence using the impersonal **se** or passive **se** with the verb in parentheses.

1. **Se ve** _____ mucha gente por las calles. (ver)
2. _____ tapas en los cafés antes de almorzar. (comer)
3. _____ más tarde que aquí, a las dos de la tarde. (almorzar)
4. _____ la siesta después de comer. (dormir)
5. _____ hasta las ocho de la noche. (trabajar)
6. _____ paseos con los amigos o con la familia. (hacer)
7. _____ varios cafés durante el día. (tomar)
8. _____ muchos museos y monumentos. (visitar)

D When are the pronouns **we**, **they**, and **you** impersonal, and when do they refer to specific people? For each pair of sentences, decide which is impersonal and which specific, then translate the impersonal one using **se**.

1. a. Do **you** know what this word means? **Specific** _____
 b. In life, **you** must be patient. _____

2. a. **They** said many things after **they** left. _____
 b. **They** eat a lot of fish in Santo Domingo. _____

3. a. Nowadays **we** know much more about that. _____
 b. **We** can see our friend by the bridge. _____

Formal commands

In English Affirmative commands are formed by using the **infinitive** form of the verb without the word *to*. **Negative commands** are formed by placing **don't** or **do not** before the infinitive. There is no difference between *formal* and *informal* commands.

Randy, **help** me move this box. Hey, **don't lift** it by yourself.
Mr. Brown, please **give** me a hand. Mr. Brown, **don't scold** me.

A Circle the verbs that express commands. To the right, mark whether the command is affirmative or negative.

1. School's out! Celebrate with us!
2. Don't steal! Stealing is wrong.
3. It is snowing. Bring your scarf.
4. Don't be grumpy! It's Friday.
5. I'm trying to sleep. Don't disturb me, please.
6. Honey, bring me my slippers please!
7. Don't close the window. It's stuffy in here.
8. Derek James Smith, you go to your room!

AFFIRMATIVE NEGATIVE

AFFIRMATIVE	NEGATIVE
✓	

In Spanish There are two types of commands: *formal* and *informal*. **Formal commands** are used to tell people you would address as **usted** or **ustedes** what to do. To form them, replace the final **-o** of the **yo** form with **-e** for **-ar** verbs, and with **-a** for **-er** and **-ir** verbs. Negative formal commands are formed by placing the word **no** before the verb.

HABLAR	hablo	¡Hable Ud!	¡Hablen Uds!
LEER	leo	¡Lea Ud!	¡Lean Uds!
SERVIR	sirvo	¡Sirva Ud!	¡Sirvan Uds!
VENIR	vengo	¡Venga Ud!	¡Vengan Uds!
¡No hable!	¡No hablen!	¡No sirva Ud!	¡No sirvan Uds!

Verbs ending in **-car**, **-gar**, **-zar**, **-ger** and **-guir** have spelling changes in their formal command forms.

SACAR	saco	¡Saque Ud!	¡Saquen Uds!
PAGAR	pago	¡Pague Ud!	¡Paguen Uds!
EMPEZAR	empiezo	¡Empiece Ud!	¡Empiecen Uds!
RECOGER	recojo	¡Recoja Ud!	¡Recojan Uds!
SEGUIR	sigo	¡Siga Ud!	¡Sigan Uds!

Some verbs have irregular forms.

IR	vaya, vayan	DAR	dé, den	SER	sea, sean
----	--------------------	-----	----------------	-----	------------------

FORMAL COMMANDS

B Circle the verbs that express commands and underline the ending. Then, write the infinitive of the command verb.

1. Coma Ud bien. Se va a sentir mejor. comer
2. Si le duelen los pies, deje de correr. _____
3. ¡Tengan cuidado! Está nevando. _____
4. ¡No escalen montañas! Es peligroso. _____
5. Duerma un poco, está Ud. cansado. _____
6. No juegue con el vaso. Se puede romper. _____
7. Cierren las ventanas antes de irse. _____
8. ¡Sigam las instrucciones! _____

C Give your friends advice on what to do in the United States. Complete each formal command with the correct form of the verb in parentheses.

1. Visiten _____ a Avenida Michigan en Chicago. (visitar)
2. _____ su viaje en Houston. (empezar)
3. _____ al Arco de la Independencia en San Luis. (subir)
4. _____ el sol en South Beach en Miami. (tomar)
5. _____ al vólibol en la playa de Venice en Los Ángeles. (jugar)
6. _____ un paseo en bote en la bahía de Tampa. (organizar)
7. _____ a la Estatua de la Libertad en Nueva York. (ir)
8. _____ el puente Golden Gate en San Francisco. (cruzar)
9. _____ un paseo por el Barrio Francés de Nueva Orleans. (dar)
10. ¡No _____ tímidos! (ser)
11. ¡_____ de su hotel! (salir)
12. ¡Y _____ a visitarme a mi ciudad también! (venir)

D Why do you think there are two types of commands (informal and formal) in Spanish and only one in English?

Past participles as adjectives

In English Verbs have a form called the **past participle**, which can be used as an adjective. You can use it to describe a condition resulting from the action of the verb.

VERB

I **sprained** my ankle.
She **broke** her arm.

PAST PARTICIPLE

I have a **sprained** ankle.
Her arm is **broken**.

Many past participles, like **sprained**, have the same form as the past tense of the verb. Irregular verbs like **break** often have a different form: **broken** rather than **broke**, and so on. In either case, the past participle always describes a noun, whereas the past tense verb has a subject.

He **overcooked** the vegetables.

His vegetables are **overcooked**.

A Circle the past participle in each sentence and underline the noun it refers to.

- The library is closed right now.
- Your Spanish skills are much improved!
- His arm is broken in two places.
- The town was quarantined due to the outbreak of a mysterious disease.
- After so much hard work, my hands are swollen.
- Don't worry, all the hardest work is done.
- Luz and Majo are all dressed up and ready to go out.

In Spanish The **past participle** can also be used as an adjective. It must therefore agree in gender and number with the noun it modifies. It *always* has a different form from the **preterite** tense.

PRETERITE

Me rompí el brazo.
Se quemó las manos.

PAST PARTICIPLE

Tengo el brazo **roto**.
Tiene las manos **quemadas**.

To form the **past participle** of regular verbs, replace the **-ar** ending of infinitives with **-ado**, and the **-er** and **-ir** endings with **-ido**. Some past participles are irregular.

hinchar	→	hinchado	torcer	→	torcido
lavar	→	lavado	herir	→	herido
romper	→	roto	abrir	→	abierto

B Circle the past participle in each sentence and underline the noun it refers to.

- Tengo las manos hinchadas de tanto trabajar.
- No está durmiendo: tiene los ojos abiertos.

PAST PARTICIPLES AS ADJECTIVES

3. No se puede usar ese reloj porque está roto.
4. Hipólito tiene el dedo infectado.
5. Los entrenadores están encantados de poder ayudarte.
6. Mi amiga se cayó al suelo y ahora está herida.
7. La señora se rompió las muñecas y ahora las tiene vendadas.
8. Me duele el codo, porque lo tengo lastimado.

C Your friend wants to help you get ready for the party, but everything's already done. Write an appropriate answer using a past participle.

1. ¿Tengo que preparar la comida?

No, ya la tengo preparada.

2. ¿Corto las verduras?

3. ¿Debo abrir las ventanas?

4. ¿Puedo cocinar un pastel?

5. ¿Cuelgo las decoraciones?

6. ¿Qué tal si decoro el salón?

7. ¿Puedo servir la bebida?

D Compare the following sentences:

- | | |
|--------------------------------|---------------------------|
| a. <i>His eyes are green.</i> | Tiene los ojos verdes. |
| b. <i>My feet are swollen.</i> | Tengo los pies hinchados. |

In these sentences, Spanish uses definite articles where English requires possessive adjectives. What else in the Spanish sentences makes it clear *whose* eyes and *whose* feet are being referred to?

Possessive pronouns

In English To show ownership or relationship we can use possessive adjectives or pronouns. Possessive adjectives always go before a noun. Possessive pronouns are used alone, when you leave out the noun.

Possessive adjectives

These are **my** books.
I saw **their** car in the garage.

Possessive pronouns

Are those books **mine**?
Have you seen **ours**?

Possessive pronouns have slightly different endings from possessive adjectives.

my → **mine**
your → **yours**
his → **his**
her → **hers**
its → **its**

our → **ours**
your → **yours**
their → **theirs**

A In the following sentences, circle any **possessive pronouns** you find, and underline any possessive adjectives.

- I cannot drive my car. Can I borrow yours?
- Can I see your picture? I like it better than mine.
- Give Lisa her purse. Is this jacket hers as well?
- They claim this land is all theirs. But it's mine!
- Our family went to the amusement park last week. And yours?
- Tell Mike the dog is not wearing its collar. The dog is his, after all.
- The Johnsons bought their house two years ago. We bought ours last year.
- Their mothers don't get along. Her mom is much stricter than his.

In Spanish The **possessive adjectives** go before the noun, and **possessive pronouns** are used when the noun is left out. Pronouns must be used with the definite article (**el, la, los, las**), except after a form of the verb **ser**.

Possessive adjectives

Esos son **mis** libros.
Vi **su** carro en el garaje.

Possessive pronouns

¿Esos libros son **míos**?
¿Has visto **el nuestro**?

Possessive pronouns (and the definite article) must agree with the noun they refer to in gender and number.

<i>mine</i>	el mío	la mía	los míos	las mías
<i>yours (informal)</i>	el tuyo	la tuya	los tuyos	las tuyas
<i>his/hers/yours (formal)</i>	el suyo	la suya	los suyos	las suyas
<i>ours</i>	el nuestro	la nuestra	los nuestros	las nuestras
<i>yours (informal)</i>	el vuestro	la vuestra	los vuestros	las vuestras
<i>theirs/yours (formal)</i>	el suyo	la suya	los suyos	las suyas

POSSESSIVE PRONOUNS

B Circle the **possessive pronouns** and underline the possessive adjectives.

1. Mi carro no funciona. ¿Me prestas el tuyo?
2. Nuestra cámara es más barata que la suya.
3. Sus perros comen mucho, los míos no.
4. Mis verduras están calientes, pero las tuyas están frías.
5. Amanda y Beatriz van a visitar a su abuelo; nosotros vamos a ver al nuestro.
6. Aquí están mi anillo y el de Carlota. El mío es más grande que el suyo.
7. Dorotea y Pili van a vender sus libros, pero los nuestros no se venden.
8. Mi chaqueta es más vieja que la de Alfonso. La suya es muy moderna.

C You and a friend are comparing things. Use possessive pronouns to answer her.

1. **Amiga:** ¿Cuál es más elegante, tu camisa o la de Alfredo?
Tú: La mía es más elegante que la suya.
2. **Amiga:** ¿Cuáles son más caros, mis aretes o los de Laura?
Tú: _____
3. **Amiga:** ¿Cuáles son más modernos, mis zapatos o los tuyos?
Tú: _____
4. **Amiga:** ¿Cuál es más divertida, nuestra clase o la clase de Julián y Ana?
Tú: _____
5. **Amiga:** ¿Cuál está más lejos, tu casa o la de tus primos?
Tú: _____
6. **Amiga:** ¿Cuáles son mayores, nuestros amigos o los amigos del profesor?
Tú: _____

D 1. Compare the following sentences, and fill in the blank in the Spanish sentence.

- | | |
|---|--|
| a. <i>That tie is mine.</i> | Esa corbata es _____. |
| b. <i>Look at our ties. Mine is better.</i> | Mira nuestras corbatas. _____
es mejor. |

2. When did you use the definite article **la** in Spanish? When is it left out?

Hace with time expressions

In English To talk about an event that began in the past and is still going on, the present perfect progressive tense is used. This is formed by combining the present tense of the verb **have**, the past participle **been**, and the **present participle** of the main verb. *How long* is usually expressed by the preposition **for**.

I **have been living** in this city **for** three years. (I still live here)
 She **has been studying for** three hours. (She is still studying)

The question used to ask about this time is **how long**:

How long have you been waiting?
 I have been waiting **for twenty minutes**.

A Underline the present perfect progressive in each sentence and circle the time period in each case.

- Liam has been talking to his girlfriend on the phone for three hours.
- We have been taking Spanish for three semesters.
- I have been waiting for this game for a whole year.
- He has been reading this book for a week.
- Johnny and Matt have been playing for a couple of hours.
- Lisa Marie has been dating her boyfriend for six months.
- Eve and Kristen have been playing basketball for three years.
- My parents have been saving for our vacation for nine months.

In Spanish To talk about an event that began in the past and is still going on, use **hace** + time period + **que** + **present tense verb**.

Hace tres años **que vivo** en esta ciudad.
Hace tres semestres **que** mi amiga **estudia** español.

Use **¿cuánto tiempo...?** to ask *how long*? There is no preposition in the answer, just **hace** + the time expression. Here are a few time expressions:

una semana	tres días	veinte minutos
dos meses	cuatro años	mucho/poco (tiempo)

¿Cuánto tiempo hace que trabajas? *How long have you been working?*
Hace seis meses **que trabajo**. *I have been working for six months.*

B Underline the **hace...+ que + present tense verb** expression in each sentence and circle the time period in each case.

- Hace mucho tiempo que mi padre trabaja en el banco.
- Hace tres horas que espero el autobús.

HACE WITH TIME EXPRESSIONS

3. Hace seis generaciones que nuestra familia vive en nuestra mansión.
4. Hace seis días que conozco a Enrique.
5. Hace tres horas que Gastón practica el violín.
6. Hace poco que mi hermana usa gafas.
7. ¿Cuánto tiempo hace que sabes manejar?

C You're a famous star, and are being interviewed for a magazine about your lifestyle. Write an appropriate answer using **hace... + que + present verb**.

1. ¿Cuánto tiempo hace que tu familia vive en tu ciudad o pueblo?

Hace diez años que mi familia vive en mi ciudad.

2. ¿Cuánto tiempo hace que conoces a tu mejor amigo o amiga?

3. ¿Cuánto tiempo hace que asistes a este colegio?

4. ¿Cuánto tiempo hace que juegas a tu deporte favorito?

5. ¿Cuánto tiempo hace que estudias español?

6. ¿Cuánto tiempo hace que eres famoso(a)?

D Compare the following sentences:

- a. *I **have been reading** novels for years.* Hace años que leo novelas.
- b. *I **have known** you for a week.* Hace una semana que te conozco.

What difference do you notice in the tense of the two English sentences? Is the Spanish **present** tense with **hace** good for events that “began in the past and are still going on” in both cases?

Pero and sino

In English The word **but** is a **conjunction**. Conjunctions generally link two sentences, or parts of sentences. The sentence after **but** usually either raises an *objection* to what the first sentence expresses, or it can be a total *contradiction* of it.

I like this shirt, **but** I can't afford it. *Objection*

I don't like the green shirt, **but** the red one. *Contradiction*

In the second sentence, *the red one* directly negates the first part (*green shirt*). There is a choice between green and red shirts. No such choice exists in the first sentence: not being able to afford the shirt doesn't mean that one doesn't like it.

A For each sentence, determine whether **but** expresses a contradiction (C) to the first part of the sentence or a simple objection (O).

1. I don't shop here, but rather at the supermarket. C _____
2. They like me very much, but they can't hire me. _____
3. You shouldn't eat cake, but fruit. _____
4. It's crowded in here, but there's enough room. _____
5. I don't want you to stay, but rather to leave. _____
6. He doesn't read newspapers, but magazines. _____
7. Man's best friend isn't the cat, but the dog. _____

In Spanish There are two words to express *but*: **pero** and **sino**. To express an objection, or to mean *however*, use **pero**. When you want to contradict the first negative sentence, meaning *but rather*, use **sino**.

No me gusta cocinar, **pero** voy a cocinar mañana.

I don't like cooking, but (however) I will cook tomorrow.

No me gusta montar en bicicleta, **sino** montar a caballo.

I don't like riding a bike, but rather riding a horse.

A common expression with **sino** is **no sólo... sino también...**

No sólo como comida mexicana, **sino también** china.

I not only eat Mexican food, but also Chinese.

B Circle the word that stands for **but** in the following sentences. Then say whether it stands for *however* and is an objection (O), or it stands for *but rather* and is a contradiction (C).

1. En general no como pizza, pero a veces sí me gusta. O, however _____
2. No me gusta el queso, sino el chocolate. _____
3. Me gusta leer libros, pero también me gusta el fútbol. _____

PERO AND SINO

4. No me gusta el básquetbol, sino el béisbol. _____
5. No leo novelas de aventuras, sino de amor. _____
6. Me gusta esquiar, pero este fin de semana voy a nadar. _____
7. No tienes que secarte el pelo, sino maquillarte. _____

C Write appropriate sentences linked with **pero** or **sino**.

1. gustar / comer bien / preferir / comer barato.
Me gusta comer bien, pero prefiero comer barato. _____
2. no querer / comer / hamburguesas / ensalada

3. no pensar / almorzar / a las doce / a la una

4. no sólo / ir a / almorzar en casa / también / echar la siesta

5. querer / comer solo / tener que / comer con mis padres

6. no pensar / tomar postre / comer fruta

7. después / querer / descansar / ir a / entrenarme

D 1. Fill in the blanks to answer the question *¿Estudias francés o alemán?*

- a. No estudio francés _____ alemán. *I do not study French but German.*
- b. Estudio francés, _____ no alemán. *I study French, but not German.*
- c. Estudio francés, _____ también alemán. *I study French, but also German.*

2. Out of the three answers, in only one is German studied *instead of* French. Which one is it? Did you translate it as **pero** or **sino**? Why?

Imperfect tense

In English To say what someone did *habitually* in the past, you use either the **simple past** tense, or **used to**, or **would**.

I **drank** water all the time when I was a kid.

Kathy and Dave **used to play** marbles when they were little.

Every summer we **would visit** our aunt, who lived by the beach.

The verbs **to be** or **to have** can be used to say what things *were like*, what *there was*, or how things *used to be* at a certain time in the past.

When my father **was** a child, **there were** no computers.

I **was** pretty shy when I **was** a kid, but my friends **had** a lot of patience.

A Circle the verbs that say what people *used to do*, what things *were like*, or what *there was*.

- When I **was** a little kid, we **used to spend** our summers in the mountains.
- My parents were young back then, and would hike with us kids.
- We would always fall behind because we were not so fast.
- We would stay in cabins in the woods.
- I loved looking at the stars in the sky.
- I used to enjoy waking up in the cool mornings.
- Every day, there was an early breakfast, then we would all go hiking.
- Sometimes we would rest for a day or two, and just swim in the stream.

In Spanish There is another tense in the past to express how things *used to be*, what someone *used to do*, what *there was*, or what things *were like*: the **imperfect tense**. The imperfect has different uses than the preterite tense.

De niño mis padres y yo **vivíamos** en una casa pequeña.

Yo **jugaba** en la calle con mis amigos. Nos **divertíamos** mucho.

En el jardín **había** un árbol grande. Yo siempre **trepaba** a ese árbol.

The imperfect endings are as follows. Context will usually make it clear who the subject is in the case of the **yo** and **Ud./él/ella** forms, which are identical.

yo	cant aba	corr ía	viv ía
tú	cant abas	corr ías	viv ías
usted, él, ella	cant aba	corr ía	viv ía
nosotros(as)	cant ábamos	corr íamos	viv íamos
vosotros(as)	cant abais	corr íais	viv íais
ustedes, ellos, ellas	cant aban	corr ían	viv ían

The imperfect form of the verb **sol**er is used with an infinitive to express that someone *usually* did something.

De pequeños, **solíamos ir** a la playa todos los domingos del verano.

IMPERFECT TENSE

B Circle the verb in the imperfect tense in each sentence. Then write the subject.

1. De pequeños vivíamos en una gran ciudad. nosotros
2. Había mucho tráfico en las calles. _____
3. Yo solía ir a la escuela andando. _____
4. Estaba muy cerca de mi casa. _____
5. Caminaba a la escuela con mi hermanos. _____
6. Todos los estudiantes comían en la escuela. _____
7. Salíamos de clase a las tres de la tarde. _____
8. Venías a nuestra casa después de la escuela. _____

C Complete the paragraph with the imperfect tense of the verbs in parentheses.

Cuando era niña siempre jugaba (jugar) en el parque. Mi hermano también _____ (venir) y _____ (jugar) conmigo. Nosotros _____ (trepar) a los árboles y _____ (construir) casitas con bloques. A mi hermano le _____ (gustar) molestar a los pájaros en el lago del parque. Mis padres también _____ (salir) a pasear por el parque con nosotros. Ellos _____ (traer) la comida y todos _____ (comer) juntos. Yo siempre _____ (estar) muy contenta con mi familia en el parque. ¿Y tú? ¿_____ (visitar) el parque con tu familia? ¿_____ (almorzar) ustedes allí juntos? ¿_____ (haber) muchos patos (*ducks*) en el lago de tu parque?

D Depending on the context, the English past tense can be equivalent to the Spanish imperfect tense or to the preterite. Decide which of these sentences must take the imperfect in Spanish and explain why. Translate the sentences.

1. I wrote a letter to my grandmother yesterday.

2. As a kid, I wrote letters to my grandmother every week.

Verbs with reciprocal pronouns

In English Actions that involve two or more people doing something to or for each other are **reciprocal actions**. These mutual actions can be seen in the expressions **each other** or **one another**. The subject of the sentence must be plural.

My best friend and I are not talking to **each other** any more.
Randy and Madison help **one another** with their homework.

A Circle the subject and underline the reciprocal expression in each sentence.

1. Petulia and Jay love each other very much.
2. There's no love lost between Reed and me: we despise each other.
3. After the quarrel, the girls finally made up with each other.
4. We trust one another with our deepest secrets.
5. You and your classmate have a lot of respect for each other.
6. The students told one another about their hometowns.
7. Robert and Noah support one another through the football season.
8. When we left the party we were wearing each other's jacket.

In Spanish Reciprocal actions can be expressed through the use of **reciprocal pronouns**. The **plural** reflexive pronouns **nos**, **os**, and **se**, when used with a plural verb form, can show that the action is reciprocal.

	querer se	<i>to love each other</i>
nosotros(as)	nos queremos	<i>we love each other</i>
vosotros(as)	os queréis	<i>you love each other</i>
ustedes	se quieren	<i>you love each other</i>
ellos(as)	se quieren	<i>they love each other</i>

Context will usually make it clear whether the action is **reflexive** or **reciprocal**.

Nos entendemos muy bien. *We understand each other very well.*
Nos levantamos de la cama. *We get up.*

B Circle the subjects and underline the reciprocal pronouns and verb forms that express mutual actions in each sentence.

1. Laura y Luis se escriben cartas.
2. Tú y yo nos abrazamos cuando nos vemos.
3. Mis padres se conocen muy bien.
4. Nos vimos en el concierto de rock, ¿te acuerdas?
5. Vosotras os respetáis mucho.

VERBS WITH RECIPROCAL PRONOUNS

6. Ustedes dos no se hablan, ¿verdad?
7. Los dos amigos se llevan muy bien, pero ayer se pelearon.
8. Pilar y Gloria se cuentan todos los secretos.

C For each pair of sentences, write one complete sentence using a plural reflexive verb form to express a reciprocal action.

1. Loli conoció a Chema en el parque. Chema conoció a Loli en el parque.

Chema y Loli se conocieron en el parque.

2. Yo no le hablo a Román. Román no me habla a mí.
-

3. Tú viste a Isabel en la playa. Isabel te vio a ti en la playa.
-

4. Puri llama a Álvaro por teléfono. Álvaro llama a Puri por teléfono.
-

5. Rita ayuda a Guillermo con la tarea. Guillermo ayuda a Rita con la tarea.
-

6. La hija le cuenta todo a su madre. La madre le cuenta todo a su hija.
-

7. Yo te presté dinero ayer. Tú me prestaste dinero hoy.
-

8. Tu compañera de clase te manda información. Tú le mandas información a ella.
-

D How do you know when a plural reflexive verb form like **se** expresses the reciprocal idea of *each other*, and when it doesn't? Explain your answer using the following sentences as examples.

- a. Luis y Rosa **se ponen** el abrigo.

- b. Luis y Rosa **se mandan** correos electrónicos todos los días.

Preterite with mental and emotional states

In English The **past tense** is used to talk about *the beginning of (or a change in) a mental or emotional state or a reaction to a new situation.*

Mom **was/got/became** angry when she saw that I hadn't done my work.

With a verb like **to know**, it's not always clear whether there has been a *change in mental state*. Substituting **to know** with **to find out** makes this change clearer.

I already **knew** the truth about the locket. (no change)

Suddenly I **knew** the truth about the locket! (change)

That day I **found out** the truth about the locket! (change)

With the verb **to want**, it's often unclear if a mental state is just beginning or has been going on for some time. More information, or context, can clear this up.

I **wanted** to know the truth. That's why I'm a scientist! (no change)

When I heard the story, I **wanted** to know the truth. (change)

The past tense of **to be** can signal a change of mental state, or no change at all.

I **was** mad at him. In fact, I **was** mad at him for a week! (no change)

A Circle the past tense of the verbs discussed above and write whether they signal **a** a change of state or **b** no change of state.

1. I was happy to see them win. _____ **a** _____
2. I wanted to make him laugh, but was unsuccessful. _____
3. Upon seeing the mess she became furious. _____
4. I knew they weren't coming even before you told me. _____
5. I was excited for a whole month before our vacation. _____
6. When she looked at me I knew something was wrong. _____

In Spanish The **preterite** of verbs like **ponerse** and **sentirse** can indicate *changes in emotional state*, whereas **estar** implies *no change*. Instead, **estar** is used to talk about being or feeling a certain way *for a given period of time*.

Se puso nerviosa durante el examen. (change)

Me sentí feliz cuando vi que mis amigos estaban bien. (change)

Estuviste furioso toda la tarde. (no change)

The **preterite** of **querer** or **saber** refer only to *changes in a mental or emotional state*. **Querer** is translated as *to want (and set out) to do something or to try to do something*, and **no querer** means *to refuse (to do something)*. **Saber** means *to know, to realize, or to find out*.

Quiso salir por la ciudad él solo. *He wanted to go out on the town alone.*

Supe entonces la verdad de tu vida. *I found out the truth about your life.*

PRETERITE WITH MENTAL AND EMOTIONAL STATES

B Circle the preterite of the verbs discussed on the previous page and write whether they signal **a** a change of state, or **b** no change of state.

1. Se pusieron muy contentos cuando te vieron ir. _____ **a** _____
2. Quise hacerle reír, pero no lo conseguí. _____
3. Se sintió herida cuando no la invitaron a la fiesta. _____
4. Aquel día supo que no podía dejar el carro en la calle. _____
5. Estuve cansado todo el fin de semana. _____
6. Pedro quiso salir con Gloria, pero ella no quiso salir con él. _____
7. Entonces Pedro se puso muy triste. _____
8. Estuvo deprimido toda una semana. _____

C Tell a friend what happened yesterday, and how people reacted. Use the preterite of each verb given in the infinitive.

1. mi padre / querer / ir / campo / con todos / pero / mi madre / no querer / ir
Mi padre quiso ir al campo con todos pero mi madre no quiso ir. _____
2. mi padre / sentirse / herido / pero / luego / saber / que / iba a llover

3. yo / estar / triste / toda la mañana / pero / ponerme / contento / por la tarde

4. por la tarde / mi madre / querer / ir / al parque

5. todos nosotros / querer / ir / con ella

6. mi padre / saber / que / ya / no llovía más

7. mis padres / estar / enojado / toda la mañana / pero / ponerse / felices

D Translate these sentences into Spanish. How do you say **was** in each case? What does it depend on?

- a. I **was** happy all week. _____
- b. I **was** happy when it began to rain. _____

Double object pronouns

In English The **direct objects** receive the action of the verb, and the **indirect objects** receive the direct object or benefit from the action of the verb.

Rachel sent her friend some chocolate.

What was sent? some **chocolate** (direct object)

Who received the chocolate? **her friend** (indirect object)

Direct and indirect objects can be replaced by the object pronouns **me, you, him, her, it, us, you** (*plural*), and **them**. When both objects are expressed as pronouns in the same sentence, the indirect object goes after **to** or **for**.

Rachel sent **it** to **her**.

A In the following sentences, circle the direct object pronouns and underline the indirect object pronouns.

- Who gave me this present? Frank gave (it) to you.
- Who writes you letters? You write them to me.
- Who bought us this car? Your rich grandfather bought it.
- Susan came to see Anton. He did not know her, but offered her advice.
- Our mother saw our cousins and offered them lemonade. They thanked her.
- The waiter served you that meal. You gave him a tip.
- I brought you home in my van, and left it in the garage.

In Spanish The **direct objects** receive the action of the verb, and the **indirect objects** receive the direct object or benefit from the action of the verb.

Raquel le mandó chocolate a su amigo.

¿*Qué* mandó Raquel? **chocolate** (direct object)

¿*Quién* recibió chocolate? **su amigo** (indirect object)

Direct objects are replaced by the pronouns: **me, te, lo, la, nos, os, los, las**.

Indirect objects are replaced by the pronouns: **me, te, le, nos, os, les**.

When a direct and an indirect object pronoun are used together, the **indirect** object pronoun (or the reflexive pronoun) always comes **first**. Change the indirect object pronouns **le** and **les** to **se** when used with **lo/la/los/las**.

Raquel **me** mandó una flor. Raquel **me la** mandó.

Raquel **le** mandó chocolate a su amigo. Raquel **se lo** mandó.

Both pronouns are placed *before* conjugated verbs and before negative commands, but *attached* to infinitives, to the present participle, and to affirmative commands.

¿Estás mandándome **melo** ahora? No **me lo** mandes todavía.

Tienes que mandármelo **melo** mañana. Mándame **melo** mañana

DOUBLE OBJECT PRONOUNS

B In these sentences, circle all the direct object nouns or pronouns and underline all the indirect object nouns or pronouns.

1. ¿Quién me compró la televisión? Te la compramos nosotras.
2. ¿Quién le escribe cartas de amor a su novia? Se las escribes tú.
3. ¿Quién les da toallas a ustedes? Nos las da la señora Jiménez.
4. ¿Quién me trae regalos a mí? Te los trae tu hermana.
5. ¿Quién te da tarea a ti? Me la da la profesora.
6. ¿Quién les ofrece dulces a los visitantes? Se los ofrece mi amiga.
7. ¿Quién les llevó unos libros a los abuelos? Se los llevé yo.

C Write the answer to each question using a direct and an indirect object pronoun.

1. ¿Quién pone el examen a los estudiantes? (el profesor)

Se lo pone el profesor.

2. ¿A quiénes les ofreces la manzana? (a ustedes)

3. ¿A quién le mandamos las maletas? (a ti)

4. ¿Quién me escribe los correos electrónicos? (Juan Hilario)

5. ¿Quién nos prepara la cena? (papá)

6. ¿A quién le prestas tu bicicleta? (a Aurora)

D Use the verb in parentheses to tell Paco to do or not to do something for each person. Replace all nouns with pronouns.

1. Marisol quiere el almuerzo. (preparar) **Prepáraselo.**

2. David no quiere la bicicleta. (comprar) _____

3. Ana y Gracia quieren la maleta. (traer) _____

4. Nosotros no queremos ver las fotos. (enseñar) _____

Adverbs

In English Adverbs are used to modify verbs, adjectives, or other adverbs.

Adverbs are used most often to modify verbs, and as such can be used to tell:

- | | |
|--|--|
| 1. <i>when</i> : | Lucy arrived early . |
| 2. <i>where</i> : | I ate lunch over there . |
| 3. <i>how</i> : | He slowly turned around. |
| 4. <i>how much</i> or <i>how often</i> : | Cliff seldom sleeps enough . |

Many adverbs that tell how an action is done are formed by adding **-ly** to the end of an adjective. In example 3 above, the adjective **slow** has become the adverb **slowly**. If the adjective ends in **-y**, the **-y** changes to **-i** before **-ly**.

- | | |
|------------------------|----------------------------------|
| quick → quickly | peaceful → peacefully |
| happy → happily | continuous → continuously |

A Underline the verb and circle the adverbs in the following sentences. Then, say whether the adverb expresses **when**, **where**, **how**, or **how often** an action is done.

- | | |
|--|------------------------|
| 1. Peter <u>speaks</u> <u>slowly</u> and <u>deliberately</u> . | _____ how _____ |
| 2. I woke up late this morning. | _____ |
| 3. Our classmates study daily. | _____ |
| 4. I will buy new shoes tomorrow. | _____ |
| 5. The alarm clock rang softly. | _____ |
| 6. That store must be somewhere nearby. | _____ |
| 7. The thief answered the questions nervously. | _____ |
| 8. Please leave your shoes here, by the door. | _____ |

In Spanish Adverbs are also used to modify verbs, adjectives, or other adverbs.

Most often, adverbs are used to modify verbs. They can be used to tell:

- | | |
|--|--|
| 1. <i>when</i> : | Lucía llegó temprano . |
| 2. <i>where</i> : | Almorcé allí . |
| 3. <i>how</i> : | Ese animal come lentamente . |
| 4. <i>how much</i> or <i>how often</i> : | Cristóbal siempre duerme mucho . |

Many adverbs that tell how an action is done are formed by adding **-mente** to the **feminine** form of an adjective. In example 3 above, the adjective **lenta** has become the adverb **lentamente**. Notice that adjectives that end in **-e** or in a **consonant** just add **-mente**.

- | | |
|-----------------------------------|---------------------------------|
| rápida → rápidamente | elegante → elegantemente |
| inmediata → inmediatamente | general → generalmente |

ADVERBS

B Underline the verb and circle the adverbs in the following sentences. Then, say whether the adverb expresses **when**, **where**, **how**, or **how often** an action is done.

1. Pedro se baña lentamente. _____ **how** _____
2. Normalmente se mira en el espejo por la tarde. _____
3. ¿Cómo te secas el pelo tan rápidamente? _____
4. Tu tío llegó ayer. _____
5. Casi siempre cenamos a las siete. _____
6. Aquí hay muchos estudiantes brillantes. _____
7. Llovió continuamente durante dos días. _____
8. La farmacia está muy lejos. _____

C How well or how often do people do these things? Complete the following sentences with adverbs formed from the adjectives in parentheses.

1. Plácido Domingo canta estupendamente. (estupendo)
2. Mi hermana menor salta a la cuerda _____. (constante)
3. _____ yo no sé qué decir. (desgraciado)
4. Llévalo a casa y hazlo allí _____. (tranquilo)
5. Magdalena se despierta _____ cada mañana. (fácil)
6. Mi tía Maricarmen nos habla siempre _____. (cariñoso)
7. La estudiante contesta la pregunta _____. (correcto)
8. La madre lava al bebé _____. (cuidadoso)
9. La profesora nos explicó todo muy _____. (amable)

D Some words that end in **-ly** are not adverbs. In the following sentences, circle the **-ly** words that are adverbs and underline those that are adjectives. Then write each sentence in Spanish.

1. She talks slowly. _____
2. The party is lovely. _____
3. We should walk carefully. _____
4. The new student is friendly. _____

How do the Spanish sentences help you know which **-ly** words are adverbs?

Imperfect and preterite

In English The **simple past** is used to express actions or states that *began, ended, or were going on* in the past.

- I **started** studying Spanish at age 12. (*beginning of action*)
- I **left** the office at 6 P.M. (*end of event*)
- Back then things **cost** a lot less. (*ongoing state*)

Sometimes, for describing actions that were going on at a certain time, the **past progressive** can be used. The past progressive is formed with the past tense of the verb **to be (was, were)** and the **present participle (-ing form)** of the main verb. Sometimes the past progressive is used together with the **simple past**, which *interrupts* the event that *was going on*. The simple past can also be used to interrupt or prevent an action that *was going to happen*.

- At that time, I **was taking** a nap.
- I **was playing** videogames when you **showed** up at my door.
- I **was falling** asleep, but the phone **rang**, and I **had** to answer it.

A Circle the **first** verb in each sentence, and write whether it refers to an event as *ending*, as *beginning*, as *ongoing*, or as *about to happen*.

- | | |
|--|---------------|
| 1. Yesterday I <u>studied</u> until 8. | <u>Ending</u> |
| 2. I was studying Spanish when you called. | _____ |
| 3. I was going to study until 9, but I started talking to you. | _____ |
| 4. While we were talking, I heard a crash. | _____ |
| 5. I was going to go downstairs, but then I heard you yell. | _____ |
| 6. Your cousins came while you were talking to me. | _____ |
| 7. They were tired, so you hung up and talked to them. | _____ |
| 8. As I went downstairs, I saw my sister was listening to CDs. | _____ |

In Spanish The **preterite** and the **imperfect** tense are used together to talk about events in the past. The **imperfect** can express *ongoing states or actions*, without an end in sight. The **preterite** is used to express the *beginning or end* of a past action, or an event that *interrupts* an action in progress (expressed by the imperfect).

- Mi madre **salió** de casa al supermercado mientras **estudiábamos**.
My mother left home for the supermarket while we were studying.
- Compré** los zapatos caros, porque **llevaba** mucho dinero.
I bought the expensive shoes because I had a lot of money with me.

The **preterite** can also be used to interrupt an expression with the *imperfect of ir a + infinitive*, which is used to say what *was going to happen*.

- Luisa **iba a salir** de casa, pero **empezó** a llover y no **pudo**.
Luisa was going to leave the house, but it started raining, so she couldn't.

IMPERFECT AND PRETERITE

B Circle the **first** verb in each sentence, and write whether it is in the imperfect (I) or in the preterite (P) tense, and also whether it refers to an event that is **a ended**, **b beginning**, **c ongoing**, or **d about to happen**.

1. Ayer estudié hasta las ocho. P, ending
2. Mientras estudiaba español, me llamaste por teléfono. _____
3. Iba a estudiar hasta las nueve, pero empecé a hablar contigo. _____
4. Mientras hablaba contigo, oí un ruido abajo. _____
5. Iba a bajar, pero entonces te oí gritar. _____
6. Tus primos llegaron a tu casa mientras hablabas conmigo. _____
7. Estaban cansados, así que colgaste y hablaste con ellos. _____
8. Cuando empecé a bajar, vi a mi hermana escuchando CDs. _____

C Complete each sentence with the **preterite** or **imperfect** of the verbs in parentheses.

1. Yo _____ **tenía** _____ (tener) veinte años cuando _____ (decidir) estudiar periodismo.
2. Un día yo _____ (hablar) en la calle con una mujer que _____ (ser) abogada y _____ (vivir) muy bien.
3. Mientras me _____ (contar) cómo _____ (ser) su vida, yo _____ (ver) a mi amiga Susana, la periodista.
4. Yo _____ (ir) a preguntarle a Susana cómo _____ (estar), pero ella _____ (comenzar) a hablar primero.
5. Susana le _____ (hacer) muchas preguntas difíciles a la abogada, mientras yo _____ (escuchar) con atención.
6. Cuando Susana _____ (terminar) sus preguntas, yo _____ (saber) que _____ (ir) a ser periodista.

D Translate the following sentences into Spanish, using the imperfect and the preterite.

1. We were going to eat dinner when you came into the dining room.

2. You decided to eat with us because the food smelled so good.

3. While I was serving the food, you asked me for a glass of water.

Comparatives and superlatives

In English Use the following formulas to make **comparisons** of actions:

Inequality: **more** + (adverb) + **than** I spend **more than** you.
less + (adverb) + **than** I eat **less than** you.

Equality: **as** + (adverb) + **as** I study **as** much **as** you.
 I go to the movies **as** often **as** you.

Superlatives single something out as **the most** or **the least**. Add **-est** to form the superlative of adjectives of one syllable and some of two syllables. For longer adjectives, use the formula **the most** + *adjective*. The formula **the least** + *adjective* is used for *all* adjectives to indicate the least.

Kenny is the **smartest** boy in the class.
 This chair is **the most comfortable** of them all.
 This box is **the least heavy**. You can lift it.

Some adjectives have irregular superlative forms.

good → **best** bad → **worst** little → **least** much → **most**

A Underline the comparative or superlative phrase in each sentence and state whether it is Comparative (C) or Superlative (S).

- The snake is the least appealing animal I can imagine. _____ (S)
- The strangest thing happened to me this morning! _____
- We drank less lemonade than you. _____
- This is the worst day of my life! _____
- The soprano sings more beautifully than cousin Agatha. _____
- Rowena exercises as little as you do. _____
- Einstein was one of the most intelligent people of his time. _____

In Spanish Use the following formulas to make **comparisons** of actions:

Inequality: **más** + (adverb) + **que** Camino **más** lentamente **que** tú.
menos + (adverb) + **que** Como **menos que** tú.

Equality: **tan** + (adverb) + **como** Hablo español **tan** bien **como** ella.

Superlatives are used to talk about someone having **the most** or **the least** of a quality. Use the following formula: **el/la/los/las** + (*noun*) + **más/menos** + *adjective* + **de...**

Candela es **la** chica **más alta de la** clase, y Trini es **la menos** lista **de** todas.

Some adjectives also have irregular superlative forms. Use the formula

el/la/los/las + **mejor(es)/peor(es)/mayor(es)/menor(es)** + (*noun*) + **de...**

En esta tienda venden **los mejores** pasteles **de** la ciudad.

COMPARATIVES AND SUPERLATIVES

B Underline the comparative or superlative phrase in each sentence and state whether it is Comparative (C) or Superlative (S).

1. Einstein fue el hombre más inteligente de su época. **S** _____
2. Rosana sabe mucho más que tú. _____
3. Esa señora camina tan despacio como mi abuela. _____
4. Gabriela es la mayor de todas las hermanas. _____
5. Fernando es el menos tímido de los chicos. _____
6. Esos libros son los más divertidos de la biblioteca. _____
7. Silvio hace yoga más frecuentemente que Nacho. _____
8. Esas dos son las peores películas de este director. _____

C Rewrite the following sentences to single out the students at school as the most or the least.

1. Carolina es muy traviesa.
Carolina es la estudiante más traviesa de la clase. _____
2. Marcos y Sara son muy extrovertidos.

3. Eugenio y Julián no son nada impacientes.

4. Martica es muy mala estudiante.

5. Rodrigo es muy cariñoso.

6. Laura y Daniela son buenas estudiantes.

7. Pedro no es nada egoísta.

D Read the following sentences. When do you think the noun in the superlative formula (el/la/los/las + *noun* + más/menos + *adjective*) can be left out?

Armando is the slowest runner on the team. Armando is the slowest.
Armando es el corredor más lento del equipo. Armando es el más lento.

Por and para

In English The preposition **for** has many possible uses:

- | | |
|---------------------------------|--|
| 1. as a goal or purpose | I'm ready for the game. |
| 2. to or for a person or thing | This new shirt is for you. |
| 3. to or towards a place | Tomorrow we leave for Concepción. |
| 4. in exchange for, when buying | I bought the shirt for \$12. |
| 5. because of, due to | Thank you for your kindness. |
| 6. during a period of time | I stayed there for a month. |

The prepositions **through** and **by** have several meanings. Both may be used to indicate a general direction.

- | | |
|-------------------------------|--|
| 7. through, by | She came in through the window. |
| 8. by, past | I went by the bank |
| 9. through, in a general area | He walked through/in the park. |

A Underline the prepositions **for**, **through**, and **by** in these sentences. Then, write the number of the example from above that best matches its meaning.

- | | |
|---|------------|
| 1. The mole got in <u>through</u> that hole. | 7
_____ |
| 2. Thank you for the earrings you bought me! | _____ |
| 3. I have been waiting for a long time. | _____ |
| 4. Do you need clothes for the party? | _____ |
| 5. Smoking is very bad for your health. | _____ |
| 6. I've brought a few things for the kids. | _____ |
| 7. How much did you pay for that belt? | _____ |
| 8. Are you headed to the opera? | _____ |
| 9. He walked by the park on his way to the store. | _____ |

In Spanish The prepositions **por** and **para** can mean *for*, or have other meanings. Use **para** to mean:

- | | |
|--------------------------------|--|
| 1. a goal or purpose | Estoy lista para el partido. |
| 2. to or for a person or thing | Esta camisa nueva es para ti. |
| 3. to or towards a place | Salimos para Puerto Montt mañana. |

Use **por** to mean:

- | | |
|---------------------------------|--|
| 4. in exchange for, when buying | Pagué doce dólares por la camisa. |
| 5. because of, due to | Gracias por tu amabilidad. |
| 6. during a period of time | Estuve allí por un período de un mes. |
| 7. through, by | Entró por la ventana. |
| 8. by, past | Pasé por el banco. |

POR AND PARA

B Underline the prepositions **por** and **para** in these sentences. Then, write the number of the example from the previous page that best matches its meaning.

1. El topo entró por ese agujero. _____ **7** _____
2. ¡Gracias por los aretes que me compraste! _____
3. ¿Cuánto pagaste por ese cinturón tan bonito? _____
4. Fumar es muy malo para la salud. _____
5. Compré unas cosas para los niños. _____
6. ¿Vas ahora para la ópera? _____
7. Estuvo en el ejército sólo por dos meses. _____
8. Paseó por el mercado antes de ir a la tienda. _____

C Complete the following story with either **por** or **para**.

Maribel no quiere salir a pasear _____ **por** _____ la calle. _____ mí, esta chica está un poco loca, pero me lo explicó así. Fue a Lima _____ Navidades y encontró unos suéteres muy bonitos que compró _____ cinco dólares cada uno. Cuando pasó _____ la aduana, le preguntaron _____ quién eran esos suéteres. _____ no querer contestar, le iban a poner una multa (*fine*), pero luego dijo que los suéteres eran _____ sus sobrinos: los llevaba _____ su cumpleaños, porque todos nacieron en diciembre. Además tenía que tomar el avión _____ Santiago, que salía enseguida. Perdió el avión _____ cinco minutos, pero el avión regresó a la puerta _____ el mal tiempo. “Gracias _____ el mal tiempo”, pensó Maribel. Los otros pasajeros salieron muy enojados _____ la puerta del avión. Mientras esperaba, salió a la calle _____ pasear. Casi la atropelló (*run over by*) un taxi.

D Compare the following sentences. What do you conclude about how the English **for** is translated into Spanish with the verbs *pagar*, *buscar*, *pedir* and *esperar*?

- | | |
|--|---------------------------------|
| a. <i>He paid for the tickets today.</i> | Pagó los boletos hoy. |
| b. <i>She was looking for a book.</i> | Buscaba un libro. |
| c. <i>He asked for her phone number.</i> | Le pidió el número de teléfono. |
| d. <i>I was waiting for the bus.</i> | Esperaba el autobús. |
- _____
- _____
- _____
- _____

Adjectives as nouns

In English To avoid repeating a noun, you often use **the** + *adjective* + **one(s)**.

Do you want to buy the red *car* or **the blue one**?

I don't like those high *boots*. Give me **the low ones**.

One(s) stands for the noun (*car*, *boots*), which you don't repeat. With **posses-sives** (nouns ending in 's'), you *don't* use **one(s)**. With **demonstratives**, you *do* use **one** to avoid repeating the singular noun: **this one**, **that one**. In the plural (**these**, **those**), **ones** is *not* used.

Do you like Susan's *blouse*, or do you prefer Valerie's?

I'd much rather sail in *this* small *boat* than in **that** big **one**.

These kids are playing soccer; **those** are playing chess.

A Circle the word **one(s)** in each sentence and underline the noun it refers to.

1. I cannot see the two-story building, but I can see the tall glass one.
2. This bottle of water tastes bad; give me that one.
3. The gold necklace is more expensive than the silver one.
4. Elisa's dog is better trained than this one.
5. We don't have to do all the exercises, only the important ones.
6. You'd rather go to a good affordable university than an overpriced one.
7. Tina's wearing her corduroy pants today, not the cotton ones.

In Spanish To avoid repeating a noun, you can use a **definite** or **indefinite article**, followed by an **adjective**. The *article* + *adjective* phrase acts as a noun and agrees in gender and number with the noun it refers to, which has been left out.

¿Quieres comprar *el carro rojo* o **el azul**?

No me gustan *las botas altas*. Dame **unas bajas**.

With **possessives** or when saying what something is made of, the phrase you use is *article* + **de** + *noun*. With demonstratives, you use a **demonstrative pronoun** to avoid repeating the noun. This pronoun has an accent mark, and agrees in gender and number with the noun it stands for.

¿Te gusta *la blusa* de Sinforosa, o prefieres **la de Valeria**?

Los zapatos de cuero son más elegantes que **los de plástico**.

Prefiero viajar *en este* bote pequeño que en **ése** grande.

Estas niñas juegan al fútbol, **aquéllas** al ajedrez.

B Circle the *article* + *adjective* phrase, the *article* + **de** + *noun* phrase or the demonstrative pronoun and underline the noun each refers to.

1. No veo el edificio bajo de dos plantas, pero sí veo el alto.
2. Esta botella de agua sabe mal, dame ésa.

ADJECTIVES AS NOUNS

3. El collar de oro es más caro que el de plata.
4. El perro de Elisa está mejor domesticado que éste.
5. No tenemos que hacer todos los ejercicios, sólo los importantes.
6. Prefieres ir a una universidad buena y barata que a una cara.
7. ¿Esas son las hermanas de Paulina o las de Patricia?
8. Tina lleva los pantalones de pana, no los de algodón.

C Your friend thinks he or she knows you well, but he or she’s got it all wrong. Respond to his or her questions using adjectives as nouns or demonstrative pronouns and the words in parentheses.

1. Quieres comprar esta camisa azul, ¿no? (verde)
No, quiero comprar la verde.

2. Vas a comprarte los vestidos de rayas, ¿verdad? (de cuadros)

3. Quieres viajar a esta ciudad, ¿no? (aquél)

4. Éste es el teléfono de Juliana, ¿no? (de Marquitos)

5. Vives en la casa más grande del barrio, ¿no? (más pequeña)

6. Compraste aquellas pinturas que vimos, ¿no? (éste)

D 1. Compare the following sentences, and complete the ones in Spanish.

- a. *Here are two wallets. I don’t like that one. I like the brown one.*
Aquí hay dos carteras. No me gusta _____. Me gusta _____.
- b. *Look at these hats. I don’t like the white ones. I like those.*
Mira estos sombreros. No me gustan _____. Prefiero _____.

2. English uses the words **one** and **ones** to refer to an absent noun. What does Spanish do? Why is the agreement of gender and number important?

Comparing quantities

In English To compare *how often* things happen, use the following formulas:

<i>Inequality:</i>	more + than	I study more than you.
	less + than	You talk less than she does.
<i>Equality:</i>	as + much + as	My dad works as much as yours.

To compare quantities, use nouns with the following formulas:

<i>Inequality:</i>	more + noun + than	She owns more shoes than you.
	less/fewer + noun + than	You've read fewer novels than me.
<i>Equality:</i>	as + much + noun + as	Sue drinks as much milk as a kid.
	as + many + noun + as	Bill has as many dogs as we do.

A Underline the comparative phrase in each sentence and say whether it is comparing how often things happen or quantities of nouns.

- I want to have more friends than anybody. Quantities of nouns
- There are as many folks at the game as at home. _____
- I know as much Spanish as the other students. _____
- Today I ate fewer apples than yesterday. _____
- Rose laughs less than her sister. _____
- This store sells as many books as that one. _____
- I don't eat as much chocolate as you. _____
- I exercise less than my uncle. _____

In Spanish To compare *how often* things happen, use the following formulas:

<i>Inequality:</i>	más + que	Yo estudio más que tú.
	menos + que	Tú hablas menos que ella.
<i>Equality:</i>	tanto + como	Mi padre gana tanto como el tuyo.

To compare *quantities*, use the following formulas. When used with nouns, or replacing them, **tanto** always agrees in gender and number with the noun.

<i>Inequality:</i>	más + noun + que	Ella tiene más zapatos que tú.
	menos + noun + que	Tú lees menos novelas que ella.
<i>Equality:</i>	tanto/a/os/as + noun + como	

No hay **tantos** turistas en Chicago **como** en Nueva York.

Sara bebe **tanta** leche **como** mi hija pequeña.

To avoid repeating nouns, use **más**, **menos**, or **tanto/tanta/tantos/tantas**.

¿Me sirves *leche*? Quiero **más**. Pero no me des **tanta**.

COMPARING QUANTITIES

B Underline the comparative phrase in each sentence and say whether it is comparing how often things happen or quantities of nouns.

1. Quiero tener más amigos que nadie. Quantities of nouns _____
2. Hay tanta gente en el partido como en casa. _____
3. Yo sé tanto español como los otros estudiantes. _____
4. Hoy comí menos manzanas que ayer. _____
5. Rosalia se ríe más que su hermana. _____
6. Esa tienda vende tantos libros como ese almacén. _____
7. Yo no como tanto chocolate como tú. _____
8. Yo hago menos ejercicio que mi tío. _____

C You and a friend are discussing what people did on their vacation. Use the words in parentheses to answer using comparatives.

1. Rosario gastó mucho dinero. (Ramiro tanto)
Ramiro gastó tanto dinero como Rosario. _____
2. Armando nadó mucho en la piscina. (Pili más)

3. Santi pescó muchos peces en el río. (Clara tanto)

4. Miguel buceó poco en el mar. (Teresita menos)

5. Sabina remó mucho por las tardes. (Javi tanto)

6. Silvia encontró muchos caracoles en la playa. (Tico más)

7. Jorge exploró muchas cuevas. (Viviana tanto)

D 1. Translate the following sentences. Use forms of **tanto** for *so much / so many*.

- a. *I have a lot of potatoes on my plate. I don't want so many.*

- b. *I have a lot of water in my glass. I don't want so much.*

- c. *I work a lot. I don't want to work so much.*

2. When does **tanto** agree in gender and number and when does it not? Why?

Preterite and imperfect in stories

In English The **simple past** is used to describe actions or states that *began, ended, or were going on* in the past, for *sequences* of events, or for *reactions*.

I **saw** that movie and I **liked** it. (end of action, reaction)

I **got up, ate** breakfast, and **made** the 7 A.M. flight. (sequence of events)

Back then things **cost** a lot less, so we **were** happier. (ongoing states)

For describing actions that were *ongoing* at a certain time, you can also use the **past progressive**. The simple past can then be used to interrupt the ongoing action. To say what you did *habitually* in the past, you can also use the **used to + infinitive** formula.

At 7 P.M. I **was studying**. (ongoing action)

When I **called** Henry, he **was playing** soccer. (action interrupting another ongoing action)

I **used to watch** cartoons every Saturday morning. (habitual action)

A Circle the verb(s) in each sentence. Then write what each verb is expressing.

1. I read that book, and it made me cry. 1. end of action, 2. reaction
2. Lulu was dancing when we opened the door. _____
3. Travis used to climb trees as a kid. _____
4. We played soccer, talked, and then went home. _____
5. Samantha had a big dog when she was a kid. _____
6. Ian used to climb a different hill every month. _____
7. You were sleeping when the fire alarm rang. _____
8. We ignored little Frankie, so he got angry. _____

In Spanish The **preterite** and the **imperfect** tenses are both used to talk about the past. When telling a story, you should use the **imperfect**:

- | | |
|-------------------------------------|--|
| 1. to say what something was like | De pequeño, yo era tímido. |
| 2. to set the scene | Era lunes y hacía calor. |
| 3. to say what was going on | Nos llamó mientras dormíamos . |
| 4. for habitual actions in the past | De pequeño, bebía mucha leche. |

Use the **preterite**:

- | | |
|--|--|
| 1. to talk about what happened | Yo subí al autobús. |
| 2. to show a sequence of events | Me levanté y desayuné . |
| 3. to show a change of state or reaction | Me gustó esa película. |
| 4. to talk about an event that interrupted | Mientras paseaba, vi un camión. |

PRETERITE AND IMPERFECT IN STORIES

B Circle the verb in each sentence. Then write whether each verb is in the preterite (P) or in the imperfect (I).

1. Leí ese libro y me hizo llorar. _____ **P, P**
2. En esta foto Luisa tenía nueve años. _____
3. De pequeña, Ana trepaba a los árboles. _____
4. Jugamos al fútbol, nos duchamos y nos fuimos a casa. _____
5. Simón tenía un perro grande cuando era niño. _____
6. El gato entró en tu cuarto mientras leías el periódico. _____
7. Le trajimos un regalo a Carlos y se puso muy contento. _____
8. Eran las siete y llovía. Salí de casa con un paraguas. _____

C Fill in the paragraph with the preterite or imperfect of the verbs in parentheses.

Era _____ (1. ser) una noche de primavera cuando Mila _____
 (2. llegar) a Zaragoza. La ciudad _____ (3. tener) muchas luces que
 _____ (4. brillar *to shine*) con mucha intensidad. A Mila le
 _____ (5. parecer) una ciudad fantástica. Algunos edificios
 _____ (6. ser) antiguos y otros modernos, pero todos bonitos. Mila
 _____ (7. llamar) a su amiga Ana, que _____ (8. vivir) en
 Zaragoza. Ana _____ (9. estudiar) para un examen cuando
 _____ (10. sonar *to ring*) el teléfono. Las dos _____ (11. ir)
 a cenar, y luego _____ (12. salir) a pasear por las calles de la ciudad.
 Las dos amigas se _____ (13. conocer) desde pequeñas, cuando
 _____ (14. jugar) juntas en el parque. Después del paseo, Ana
 _____ (15. regresar) a casa, y Mila _____ (16. acostarse) y
 _____ (17. dormirse) enseguida.

D 1. Translate the following sentences into Spanish.

a. *Gloria was studying while we were playing chess.*

b. *Gloria was studying when we decided to play chess.*

2. In which sentence did one action interrupt the other? In which were both going on at once? How did this affect your choice of preterite or imperfect?

Subjunctive mood for hopes and wishes

In English Verbs may be in one of three **moods**: *indicative*, *imperative*, or *subjunctive*, and also in the *infinitive* form. Most verbs are in the **indicative mood**, which is used to make statements of fact or to report events. The **imperative mood** is used for commands.

INDICATIVE: Dorothy **eats** like a bird. Irvin **buys** so many books!

IMPERATIVE: **Come** see us soon! **Don't linger!**

The **subjunctive mood** is not often used in English. A few verbs for expressing hopes and wishes, such as to *prefer*, are used with the **present subjunctive**.

Verbs such as to *hope* and to *want*, however, take the *indicative* or an *infinitive*:

PRESENT SUBJUNCTIVE: His parents *prefer* that he **stay** home.

INDICATIVE: We *hope* the weather **is** good.

INFINITIVE: Elsie *wants* you **to come** along as well.

For expressing wishes about the present or future, English often uses a *modal auxiliary verb* such as **will** or **would**:

MODAL: Allene wishes you **would** call. I hope you **will** come!

A Write whether each underlined verb is in the indicative, subjunctive, imperative, or infinitive form.

- | | |
|---|-------------------------|
| 1. Our grandmother <u>tells</u> us scary stories. | Indicative _____ |
| 2. Jeanne hopes you <u>remember</u> her. | _____ |
| 3. <u>Stay</u> home this evening, please. | _____ |
| 4. Vic wants Claire <u>to come out</u> and play. | _____ |
| 5. We prefer that she <u>take</u> fewer photos. | _____ |
| 6. Daisy <u>speaks</u> three languages. | _____ |
| 7. The teacher wants all of us <u>to learn</u> . | _____ |

In Spanish Verbs may also be in the indicative, imperative, or subjunctive moods, as well as in the infinitive. The **indicative mood** is used to make statements of fact or to report events. The **imperative mood** is used for commands. The **infinitive** is used to say what someone *wants to do*.

INDICATIVE: Susana **come** muy poco.

IMPERATIVE: ¡**Ven** aquí ya!

INFINITIVE: Elisa quiere **ir** al colegio.

The **subjunctive mood** is common in Spanish. It is used for *wishes*, following the phrases **esperar que** and **ojalá que**. It is also used to say what someone *wants somebody else to do*, following **querer que** and **preferir que**.

SUBJUNCTIVE: **Espero que** Juan **esté** bien. **Ojalá que** nos **llame** pronto.
Elisa no **quiere que vengas** todavía. **Prefiere que esperes**.

SUBJUNCTIVE MOOD FOR HOPES AND WISHES

B Write whether each underlined verb is in the indicative or subjunctive mood.

1. Mi abuela nos contó una historia muy bonita. Indicative
2. Prefiero que vayamos de vacaciones al pueblo. _____
3. Pensamos salir el día 17. _____
4. Ojalá que venga también la tía Damiana. _____
5. Quiero que estemos todos juntos. _____
6. Siempre lo pasamos muy bien en el pueblo. _____
7. Espero que haga buen tiempo. _____
8. Así, podemos tomar el sol todos los días. _____

C Abuelita Flores is telling her grandson Tito a story. Fill in the blanks with the correct subjunctive form of the verbs in parentheses to help Tito express his hopes and wishes.

Abuelita Había una vez una princesa dormida por un hechizo (*spell*).

Tito Espero que _____ (*despierte*) pronto.

Abuelita Un día llegó un príncipe y la vio dormida. Vio que era muy bonita.

Tito ¡Ojalá la _____ (*poder*) despertar!

Abuelita Antes de llegar adonde la princesa, tuvo que pelear con un lobo feroz.

Tito Quiero que el príncipe _____ (*ganar*) la pelea.

Abuelita Ganó y despertó a la princesa. Luego la princesa se fue con el lobo.

Tito Prefiero que la princesa _____ (*casarse*) con el príncipe.

D Translate each sentence into Spanish. Then say why you chose to use the subjunctive versus the infinitive.

a. *I want you to go home.* _____

b. *I want to go home.* _____

The future tense

In English The **future tense** is used to talk about actions or events that *will* or *will not happen* in the future. It is formed by placing the auxiliary verbs **will** (or sometimes **shall**) before the base form of the verb.

Next month I **will travel** to Venezuela.

My cousin Jill **will come** with me.

We **shall visit** Angel Falls, which is the tallest waterfall in the world.

To say *what is probably true* or *is likely to happen*, English uses auxiliaries like **must**, **might**, or **can/could**, or the phrase **I wonder...**, or the word **probably**.

Where **can** Sheila be? She **must** be at home.

I wonder what she thinks. She **probably** thinks you're crazy!

A Underline the base form of the verb and circle the auxiliaries **will** or **shall**.

- The library will close in a few minutes.
- I shall return all the books you have checked out.
- We will go home after that.
- Mom will cook dinner for us.
- Next week we won't be here at the library.
- My brother will play in a concert with the band.
- My parents will go to the concert.
- Will you attend the concert as well?

In Spanish The **future tense** is also used to refer to events or actions that *will* or *will not happen* in the future. It is formed by adding the following endings to the infinitive form of the verb.

yo	ver é	nosotros(as)	ver emos
tú	ver ás	vosotros(as)	ver éis
él, ella, usted	ver á	ellos(as), ustedes	ver án

Some verbs are irregular in the future. Add the future endings to the following stems:

decir : dir-	poner: pondr-	tener: tendr-	caber: cabr-
hacer: har-	querer: querr-	valer: valdr-	haber: habr-
poder: podr-	salir: saldr-	venir: vendr-	saber: sabr-

The future tense can be used both to tell what *will happen* or to say *what is probably true* or *is likely to happen*. The context will make this clear.

El año que viene **iremos** de vacaciones a Venezuela. (*will happen*)

¿Cuándo **vendrá** Begoña? No sé. **Estará** en casa todavía. (*probably true*)

THE FUTURE TENSE

B Underline the infinitive or stem and circle the future ending of each verb.

1. El mes que viene iremos a la Argentina.
2. Yo tomaré yerba mate.
3. Mis padres bailarán el tango.
4. Creo que hará muy buen tiempo.
5. Mi hermano querrá subir a los Andes.
6. Mis padres le dirán que no puede escalar solo.
7. Tú podrás ver nuestras fotos más tarde.

C Write complete sentences using the future tense to tell whether you think the following events will take place before the year 2030.

1. Cada persona / tener / Internet en su teléfono móvil
Cada persona tendrá Internet en su teléfono móvil.

2. Haber / paz / en el mundo

3. Tú / descubrir / una cura para el cáncer

4. Yo / ser / un(a) gran artista

5. Los profesores / ganar / mucho dinero

6. Nosotros / eliminar / la contaminación de los ríos

7. Se / poder / viajar en carro / por el aire

D Translate the following. Use the future tense to express what will likely happen.

1. *Susana is late. I wonder what she's doing.*

Susana llega tarde. ¿Qué estará haciendo?

2. *She must be at school. She probably has to study.*

3. *She must know she has to return home soon. She'll probably come now.*

Present perfect

In English The **present perfect tense** is used to describe what *has* or *has not happened*, either very recently or in a period of time up to the present. It is formed by combining the present tense of the auxiliary verb **to have** and the **past participle** of any verb.

Have you **seen** Luis and Carlos lately?
I **have seen** that movie three times.
Jamie still **hasn't paid** her rent this month.

A Circle the form of the verb **to have** and underline the **past participle**.

- We have made a lot of improvements to our house.
- The house has undergone a complete remodeling.
- My mom has laid new tile on our patio.
- My dad has put on a brand new roof.
- I have painted all the bedrooms.
- My brother has been ill, so he could not help.
- My sister has planted several trees in the backyard.
- You have helped us a lot by bringing us dinner.

In Spanish The **present perfect tense** is also used to describe what *has* or *has not happened* very recently, or in a period of time up to the present. It is formed by combining the present tense of the auxiliary verb **haber** and the **past participle** of any verb.

yo	he perdido	nosotros(as)	hemos perdido
tú	has perdido	vosotros(as)	habéis perdido
él, ella, usted	ha perdido	ellos(as), ustedes	han perdido

Past participles of *regular* verbs are formed by dropping the infinitive endings and adding **-ado** for **-ar** verbs. Add **-ido** for **-er** and **-ir** verbs, except if the stem ends in **-a**, **-e** or **-o**; then add **-ído**. Some verbs have *irregular* participles.

pensar	pensado	vivir	vivido	leer	leído
abrir	abierto	escribir	escrito	poner	puesto
decir	dicho	hacer	hecho	romper	roto
descubrir	descubierto	morir	muerto	ver	visto
resolver	resuelto	volver	vuelto		

B Circle the form of the verb **haber** and underline the **past participle**.

- Este mes han llegado muchos turistas del extranjero.
- Yo he abierto una tienda para los turistas.

PRESENT PERFECT

3. Ha pasado mucha gente por mi tienda.
4. Les hemos vendido muchas tarjetas postales.
5. Ustedes han usado el café Internet.
6. Tú les has escrito muchos correos electrónicos a tus amigas.
7. Yo he recibido muchos mensajes (*messages*).
8. Te he dicho muchas veces que no me debes llamar tanto.

C How things have changed! Use the present perfect tense and the information provided to tell about the changes of the last month.

1. Nosotros / comprar / casa nueva

Nosotros hemos comprado una casa nueva.

2. Mi madre / descubrir / un vecindario bonito con tiendas
-

3. Yo / ver / muchas películas / en el DVD nuevo
-

4. Mi hermana / romper / espejo / del baño
-

5. Mis vecinos / hacer / un viaje por Patagonia
-

6. Mi vecina / todavía / no / volver / del viaje
-

7. Tú / ponerse / el abrigo / muchas veces / porque / hacer / mucho frío
-

D The present perfect and the simple past or preterite are both used to talk about the past. Compare the use of each tense in the following sentences below and then answer the question.

a. Yo **he empezado** a nadar.

Empecé a nadar el año pasado.

b. Ya **has bailado** tres veces hoy.

Bailaste tres veces en aquella fiesta.

What is the difference in meaning between each of the pairs of sentences?

Subjunctive for advice and opinions

In English The **subjunctive mood** of a verb is sometimes used in formal situations, as in subordinate clauses following a verb of influence (*suggest, recommend*).

I recommend that she **eat** less.

I suggest (that) you **do** your homework every day.

You can tell from the form **she eat** that the form is not in the indicative mood, which would be *she eats*. After some other verbs of influence or expressions of opinion or advice, it is more common to find an expression with an **infinitive**, that is (**for**) + subject + **infinitive**:

I advise **you to exercise** every afternoon.

It's better **for everyone to stay** fit.

It's important **for us to remember** our forefathers.

A Underline the verb or expression of advice or opinion, and circle the verb that follows it. Then write whether this verb is in the subjunctive or in the infinitive.

1. It's a good idea for us to wake up early. _____ **Infinitive** _____
2. I advise them to stay home during a tornado. _____
3. She recommends that I take up swimming. _____
4. It's better for him to have breakfast. _____
5. They suggest that he mend his ways. _____
6. It's important for you to follow my advice. _____
7. I recommend you spend less money on clothes. _____
8. It'd be good for me to learn how to type. _____

In Spanish The **subjunctive** form of a verb is used commonly for giving advice or an opinion. It generally follows verbs of influence or those expressions with the verb **ser** in the third person singular.

Le **recomiendo que coma** menos.

Te **aconsejo que hagas** ejercicio por la tarde.

Es importante que Carmen **se mantenga** en forma.

With statements expressing that something needs to be done in general or *by everyone*, the **infinitive** is used.

Es mejor regar las plantas por la tarde.

Verbs ending in **-car, -gar, -zar, -ger,** and **-guir** have spelling changes in the subjunctive. The endings are regular, however.

buscar: yo bus que	llegar: yo lleg ue	empezar: yo empie ce
recoger: yo reco ja	seguir: yo sig a	

SUBJUNCTIVE FOR ADVICE AND OPINIONS

B Underline the verb or expression of advice or opinion, and circle the verb that follows it. Then write whether this verb is in the subjunctive or in the infinitive.

1. Es buena idea que nos levantemos temprano. _____ **subjunctive**
2. Les aconsejo que se queden en casa durante un tornado. _____
3. Es importante no gastar demasiado en ropa. _____
4. Le sugieren que cambie de vida. _____
5. Es buena idea que aprendan ustedes a escribir a máquina. _____
6. Es importante desayunar todos los días. _____
7. Me recomienda que tome clases de natación. _____
8. Es mejor que sigas mi consejo. _____

C You've met a foreign student who is interested in the United States. Give him or her suggestions according to his or her preferences, using the cues in parentheses.

1. Me gusta ver grandes ciudades. (sugerir, visitar, Nueva York)
Te sugiero que visites Nueva York. _____
2. Me gusta escalar montañas (aconsejar, ir, Colorado)

3. Me gusta asistir a rodeos. (recomendar, organizar un viaje, Texas)

4. Me gusta tomar el sol. (es mejor, llegar enseguida, Florida)

5. Prefiero viajar despacio. (es buena idea, viajar, tren)

6. Me gusta comer pizza. (es importante, buscar restaurantes, Chicago)

D Translate these sentences into Spanish. What determines your choice of subjunctive or infinitive?

- a. *It's important for Fran to study for the test.* _____

- b. *It's always important to study for a test.* _____

