

SPANISH GRAMMAR

Libro digital *Herramientas de español*

Online Advanced Spanish Book

**A concise outline of essential grammar structures based on
John Turner's *All the Spanish Grammar You Really Need to Know***

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INTRODUCTION

USING THESE SPANISH GRAMMAR TOOLS

This text is intended for students who are familiar with most of the basic Spanish grammar, and who are ready to take their knowledge and comfort level one step further. Its aim is to meet your basic needs for advanced work as concisely and thoroughly as possible. Each section presents a specific aspect of the use of the language, and then offers a brief practice so that you can verify your understanding of the material and feel more confident to use it. The Reviews, on the other hand, challenge you to put together the contents of previous sections, allowing you to get the details under control and promoting a more precise awareness of the way Spanish works.

A second goal for these tools is to serve as a reference work as you write. The table of contents provides you with a checklist to edit your writing, and the diagrams can be used for a quick review. The lists and summaries in the appendices can prove useful, too.

Many of the explanations and most of the organization of materials in this text come from John Turner's *All the Spanish Grammar You Really Need to Know* course package. A special word of gratitude to Professor Turner for his clear, effective style.

INTRODUCCIÓN

EL USO DE ESTAS HERRAMIENTAS DE ESPAÑOL

Este texto está destinado a estudiantes que ya conocen la mayor parte de la gramática básica del español, y que se preparan para dar un paso adelante en su comodidad con el idioma. La meta es responder a sus necesidades básicas hacia el nivel avanzado lo más concisa y exhaustivamente posible. Cada sección presenta un aspecto específico en el uso del idioma, y luego ofrece una práctica breve para que usted pueda verificar su comprensión del material y aumentar su confianza al usarlo. Los Repasos, por su parte, le exigirán integrar el contenido de secciones previas, para permitirle controlar los detalles y promover mayor precisión y lucidez sobre el funcionamiento del español.

Un segundo objetivo es que estas herramientas sirvan de referencia al escribir. La tabla de contenido funciona como lista de verificación y los esquemas sirven para un repaso rápido. Las listas y resúmenes de los apéndices pueden también ser de utilidad.

Muchas explicaciones y el grueso de la organización de este material provienen del módulo *All the Spanish Grammar You Really Need to Know*, del profesor John Turner, cuyo estilo claro y efectivo merece especial reconocimiento.

Written by Enrique Yepes

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1. Consonants / Las consonantes

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

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

CH - *la che* is always pronounced as in "cheers": *coche*, *ocho*.

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

C - *la ce* is pronounced /k/ (as in "case") in most positions: *caso*, *cosa*, *cuota*, *frecuente*, *crisis*.
- Before **-e**, **-i**, it is pronounced /s/ (as in "sin") in America or /θ/ (as in "thin") in Spain: *cielo*, *acento*.

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

G - *la ge* is pronounced /g/ (as in "go") in most positions: *gala*, *gota*, *guante*, *globo*.

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

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

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

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

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

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

Only four consonants can be duplicated to represent specific sounds:

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

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

Summary / Resumen

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

Hard C sound: /k/ as in kiss

ca **que qui** co cu

buscar, busqué

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

za **ce ci** zo zu

realizar, realicé

Hard G sound: /g/ as in get

ga **gue gui** go gu

pagar, pagué

Soft G sound: /h/ as in hen

ja je ji jo ju **ge gi**

hija, gitano

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

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

No double consonants except rr, ll, cc and nn

ph → **f** : *filosofía*

2. Vowels / Las vocales

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

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

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

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

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

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

- **i** and **u** are called "weak" (**débiles o cerradas**) because, in combination with another vowel, are generally pronounced as one syllable: **Ruiz, fue, dio**, have only one syllable. These are considered true diphthongs in Spanish —two vowels in one syllable—, as in **a-gua** or **vien-to**.
 - **a, o**, and **e** are called "**strong**" (**fuertes o abiertas**). Two strong vowels are pronounced as two syllables: **po-e-ma** has three syllables, **ca-os** has two. These are not true diphthongs, since the vowels belong in different syllables.
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3. Stress and written accent / *Los acentos*

Every word has a stressed syllable (*sílaba tónica*). For example, the word *español* stresses the last syllable.

Word endings and written accents (*tildes*) provide a predictable guide to stress syllables in Spanish, allowing you to read any word correctly.

A. BASIC RULES FOR THE USAGE OF ACCENTS / *REGLAS BÁSICAS DE ACENTUACIÓN*

1. Words that end in a vowel, -n, or -s stress the next-to-last syllable: *clase*, *examen*, *mesas*.

2. Words that *do not* end in a vowel, -n, or -s, stress the last syllable: *bondad*, *papel*, *cantar*.

► Words that do not follow the above rules carry a written accent to show which syllable is stressed:

café (does not follow rule 1: it ends in a vowel but stresses the last syllable)

exámenes (neither the last nor the next-to-last syllable is stressed)

árbol (does not follow rule 2: it does not end in a vowel, -n or -s, but still stresses the next-to-last syllable)

According to the basic rules, thus, you need **two** criteria to decide whether a word needs a *tilde* or not:

- its ending,
- which syllable is stressed.

The word *región* needs a *tilde* because

- it ends with "n" **but**
- the penultimate syllable is not stressed.

The word *regiones* does not need a *tilde* because

- it ends with "s" **and**
- the penultimate syllable is stressed.



B. OTHER USES OF THE WRITTEN ACCENT / OTROS USOS DE LA TILDE

3. The written accent also indicates stress on a weak vowel (i, u) that is followed or preceded by a strong vowel (a, e, o): **dí·a, Ma·rí·a, Ra·úl, o·í·do, a·hí, ra·íz, mí·o, dú·o, ge·o·gra·fí·a**
BUT: *democracia* (the weak vowel "i" is not stressed, therefore rule 1 applies)

4. A written accent is not used for one-syllable words (*fe, ti, tres, Dios*), except to distinguish between certain words that are otherwise spelled identically, such as:

give (command)	dé	de	of, from
he/him	él	el	the
more	más	mas	but
me	mí	mi	my
I know	sé	se	reflexive/impersonal pronoun
yes	sí	si	if
tea	té	te	you (object pronoun)
you	tú	tu	your

Another common group of such pairs are words like **que**, which need a written accent when used as a part of a direct or indirect question (see §12):

¿Qué dices? What ...?

¿cómo llego? how ...?

Sabe dónde estoy. He knows where I am.

Digo que hace calor I say that...

como quieras as...

Estoy donde te dije. I am where I told you.

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4. Use of Capital Letters / *El uso de las mayúsculas*

Spanish uses capital letters in the same cases English does, with the following important exceptions:

1. Not used for days, months or religions: ***lunes, martes, enero, febrero, el budismo, un católico.***
2. Used for geographical names such as rivers, countries and cities (***Bolivia, Los Angeles***), but not used for the adjectives: ***venezolano, norteamericano, panameña, guatemalteco, caribeño.***
3. In long titles (of books, movies, etc.), only the first word and any proper nouns are capitalized: ***La cabaña del tío Tom, Antología del cuento hispánico, Cien años de soledad.***

5. Subject Pronouns and Present Tense/Los pronombres de sujeto y el presente

The verbs **hablar** (speak), **comer** (eat) and **vivir** (live) are "regular" or predictable in their endings. Here are their forms in the present indicative with the corresponding subject pronouns *:

	Subject Pronouns	hablar	comer	vivir
I	yo	hablo	como	vivo
you (familiar, singular)	tú	hablas	comes	vives
you (formal, singular)	usted (Ud.)			
he	él	habla	come	vive
she	ella			
we	nosotros/as	hablamos	comemos	vivimos
you (fam. in Spain, plural)	vosotros/as	habláis	coméis	vivís
you (formal in Spain, pl.)	ustedes			
they	ellos	hablan	comen	viven
	ellas			

Regular verbs ending in **-gir/-ger**, **-cir/-cer**, and **-guir** have a spelling change in the present-tense **yo** form (ending in **-o**) in order to preserve the sound of the stem:

-gir/-ger → **-jo**. Example: **recoger** (pick up): **recojo**, **recoges**, etc. ('go' would sound just like English 'go')

-cir/-cer → **-zo**. Example: **vencer** (overcome): **venzo**, **vences**, etc.

-guir → **-go**. Example: **extinguir** (extinguish): **extingo**, **extingues**, etc.

Subject pronoun usage

1. Since the verb endings contain clues as to the speaker, subject pronouns are only used when required for clarity or emphasis (although **usted** is often used as a courtesy).
2. When addressing friends, children, animals, and God, **tú** is used. The form **usted** (commonly abbreviated to **Ud.**), which uses third-person verb forms, is used for polite address to people you do not know well or wish to express respect for. **Ustedes** is used as plural for both forms in America, while in Spain the plural of **tú** is **vosotros/vosotras**.

Note that Spanish does not capitalize **yo**, but uses a capital for the abbreviation **Ud.**

6. Gender of Nouns / *El género de los sustantivos*

A. GENERAL GUIDELINES / *PISTAS GENERALES*

1. Nouns referring to males and/or ending in **-o** are **masculine**: *el hombre, el amante, el teléfono*.
2. Referring to females and/or ending in **-a -ción -sión -dad -tud** are **feminine**:
la mujer, la amante, la risa, la nación, la tensión, la libertad, la ciudad, la actitud.
3. Different endings can be of either gender:
la clase, la parte, la paz, el lápiz, el reloj, el golpe, el café, el cristal, el avión.
4. To refer to females, many nouns change the last vowel or add **-a** to the last consonant:
el compañero, la compañera, un profesor, la profesora.
5. Many nouns, particularly those ending in **-ista**, have the same form and differ only by the article:
el / la estudiante, el / la indígena, el / la artista, deportista, turista, etc.
6. *mano, foto(grafía)*, and *moto(cicleta)* are **feminine**: *la mano, la foto, la moto*.
7. *día, mapa, sofá* and *planeta* are **masculine**: *el día, el mapa, el sofá, el planeta*.
8. Many nouns ending in **-ma** (most of Greek origin) are **masculine**: *el programa, el problema, el sistema, el idioma, el clima, el poema, el tema, el dilema*
(BUT: *la cama, la llama*, and other non-Greek words ending in **-ma** are feminine).
9. The names of days, colors, languages and cardinal points are **masculine**: *el lunes, el azul, el francés, el norte*.
10. Compound nouns, formed by combining a verb and a noun, are also **masculine**: *el salvavidas* (life saver), *un paracaídas* (parachute), *los limpiaparabrisas* (windshield wiper), *el abrelatas* (can opener), etc.

B. CERTAIN GENDER PECULIARITIES / CIERTOS ASPECTOS PECULIARES DEL GÉNERO

1. Feminine nouns that begin with stressed **a** or **ha** use a masculine article in the singular only, such as: **el hambre, el agua, el águila, el arma, el área, el alma, el hacha**, etc.
But they remain feminine in every respect: **el agua** but **el agua limpia** - **el águila** but **las águilas**

2. The meaning of some nouns changes according to their gender:

el capital (money)		la capital (city)
el cuento (short story)		la cuenta (check, bill)
el mañana (future)		la mañana (morning)
el orden (order, organization)	vs.	la orden (command)
el policía (policeman)		la policía (police force or policewoman)
el Papa (the Pope)		la papa (potato)

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7. Plural Forms / *Formación del plural*

1. Ending in vowel, add **-s**: *la mano* , *el problema* → *las manos*, *los problemas*
2. Ending in a consonant or an accented vowel, add **-es**: *el papel*, *la red* → *los papeles*, *las redes*
el rubí, *la imagen* → *los rubíes*, *las imágenes*
3. Ending in an unstressed vowel +s, no change: *el lunes*, *la crisis* → *los lunes*, *las crisis*
but stressed vowel +s, add **-es**: *el interés* → *los intereses*
4. Ending in **-z** → **-ces**: *el lápiz*, *la vez* → *los lápices*, *las veces*

Following the written accent rules (§3), some words will lose or gain an accent in the plural:

<i>reacción</i> → <i>reacciones</i>	<i>examen</i> → <i>exámenes</i>
<i>alemán</i> → <i>alemanes</i> ense.	<i>imagen</i> → <i>imágenes</i>

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8. The Indefinite Article / *El artículo indeterminado*

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

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

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

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

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

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

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

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

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

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

otro ejemplo another example	otra situación another situation	otra vez another time, one more time
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Other common expressions not requiring the indefinite article in Spanish:

¡Qué día! What a day!	¡Qué año tan largo! What a long year!
Medio kilo de patatas. Half a kilogram of potatoes.	Media vida. Half a lifetime.
Es para cierta persona. It is for a certain person.	Cierto encanto. A certain charm.

— —

9. The Definite Article / *El artículo determinado*

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

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

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

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

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

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

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

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

A3. Before most titles when speaking about someone:

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

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

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

<i>No piensan en el trabajo.</i>	They do not think about work.
<i>Están en la cárcel.</i>	They are in jail.
<i>Leen para la clase.</i>	They're reading for class.

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

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

B. CONTRACTIONS AL AND DEL

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

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C. OTHER PRECULIARITIES IN THE USE OF ARTICLES.

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

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

⇒ Note that **hay** (there is/are) always indicates a certain quantity, so it is never followed by the definite article:

Hay conflictos y no hay libertad. Hay un problema

C2. Occasionally, **unos/as** expresses *some* when it means "a few," "a number of" or "about" (→ **but *algunos/as* is a more common way to express "some". See §17).**

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

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

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

10. Negation / La negación

To make a statement negative, place the particle **no** immediately before the verb:

Somos americanos. → **No somos americanos.**
Tengo tiempo. → **No tengo tiempo.**

Use **ni** as the negative of **y**: **No tengo tiempo ni energía.** (See also §17).

PRÁCTICA 10. Añada el artículo determinado o indeterminado cuando sea apropiado. Si no es necesario, escriba una X en el espacio. Después, escriba la oración de forma negativa.

Ejemplo: Quiero X sopa para el almuerzo. → **No quiero sopa para el almuerzo.**

1. Hay ___ gente con ___ talento en ___ programa, y ___ temas son interesantes.
 2. Tenemos ___ problemas con ___ geometría y con ___ historia.
 3. ___ poesía es ___ otro tema que me interesa, y leo ___ poemas con frecuencia.
 4. ___ sistema solar es ___ conjunto de ___ planetas alrededor de ___ estrella.
 5. ___ portugués es fácil para ___ gente que habla ___ español.
 6. ___ interesante de ___ cuentos es ___ final. ___ ridículo a veces son ___ personajes.
 7. ___ Señor Martínez es ___ abogado. Él habla mucho con ___ doctora Pérez.
 8. Sin ___ duda, ___ ciudad de Guatemala tiene ___ futuro. ¡Qué ___ buena cosa!
 9. Puedo dormir sin ___ cobija [*blanket*] porque tengo ___ calor.
 10. Gloria es de ___ capital de ___ Bolivia. Es ___ artista.
 11. Respetamos ___ libertad y ___ orden. Estamos interesados en ___ democracia.
 12. Necesitamos pagar ___ otra cuenta si queremos ___ visa para entrar en ___ país.
-

11. Adjectives / Los adjetivos

A. FORMATION AND AGREEMENT / FORMACIÓN Y CONCORDANCIA

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

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

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

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

B. PLACEMENT / POSICIÓN EN LA ORACIÓN

- Descriptive adjectives that distinguish one noun from another tend to follow the noun:
*Es un médico **sensato**. Un problema **nacional**.*
*El automóvil **rojo** y la casa **verde**.*
- When modified by an **adverb**, adjectives almost always follow:
*Un hombre **muy bueno**.*
*Una clase **increíblemente aburrida**.*
- The adjective **grande** means "great" when used before the noun, "large" when used after:
*Barcelona es una **gran** ciudad.* Barcelona is a great city.
*Es también una ciudad **grande**.* It is also a large city.
- Adjectives of quantity (**cantidad**), which do not stress difference, precede the noun:
***muchos** amigos, **tres** hermanos, **algunos** individuos*
***demasiados** problemas, **ambas** manos, **varios** temas, **ninguna** letra.*

C. NOMINALIZATION ("...the green one," "...the old ones")

- While English usually avoids repeating nouns by the use of the word "one", Spanish simply leaves out the noun, keeping the article (**el, la, los, las**), which in such case acts as a pronoun (**artículo pronominal**).
*El estilo español y **el** inglés.* The Spanish style and the English one.
*Los días buenos y **los** malos.* Good days and bad ones.
*La casa de la ciudad y **la** del campo.* The house in the city and the one in the countryside.
- Similarly, with the possessive expressions rendered in English with 's (John's books) and in Spanish with **de**, the article is used to avoid repetition:
Los actos de Juan y los de Pedro. Juan's actions and Pedro's.

— — —

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

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

el papel para escribir
writing paper

las clases de español
Spanish classes

el horario de oficina
office schedule

los zapatos de cuero
leather shoes

las vacaciones de verano
summer vacation

productor/a de cine
film producer

12. Questions / Las preguntas

A. WORD ORDER / EL ORDEN DE LAS PALABRAS

- The simplest way to form a question is to change the intonation:

Los brasileños no hablan español.* → *¿Los brasileños no hablan español?

⇒ Note that written Spanish warns the reader that a question or exclamation is coming up by using an inverted question (¿) or exclamation mark (!) at the beginning of the phrase.

- Changes in word order are also common in more formal Spanish:

Ellas estudian.* → *¿Estudian ellas?

El señor Pérez tiene dinero.* → *¿Tiene dinero el señor Pérez?

Los artistas crean obras magníficas.* → *¿Crean los artistas obras magníficas?

B. QUESTION WORDS / PALABRAS INTERROGATIVAS

<i>¿Qué?</i>	What?, Which (+noun)?
<i>¿Quién? ¿Quiénes?</i>	Who? [notice plural option]
<i>¿Cuál? ¿Cuáles?</i>	Which (one/s)?, What (+be)?
<i>¿Dónde? ¿Adónde?</i>	Where? To where?
<i>¿Cuándo?</i>	When?
<i>¿Cómo?</i>	How?, What... like?
<i>¿Por qué?</i>	Why? (For what reason?)
<i>¿Para qué?</i>	What for? (With what aim? What for?)
<i>¿Cuánto/a/os/as?</i>	How much, how many?

- Interrogative words have a written accent because they are used, unaccented, in other ways:

Quando tengo clases, estudio.

I study when I have classes.

Ese es el edificio donde vivo.

That is the building where I live.

Habla como político.

He speaks like a politician.

- Accented forms are also used in indirect questions and exclamations:

Me pregunta quién soy.

She asks me who I am.

No sé dónde vive.

I do not know where he lives.

No importa cuándo llames.

It does not matter when you call.

¡Qué película!

What a film!

Me interesa saber cómo vive la gente.

I'm interested to know how people survive.

¿QUÉ? vs. ¿CUÁL(ES)?

- Most of the time, **Qué** is equivalent to "what," and **Cuál/cuáles** is equivalent to "which (one/s)":
 - ¿Qué buscas?** What are you looking for?
 - ¿Qué significa eso?** What does that mean?
 - ¿Cuál de los programas es bueno ?** Which of the programs is good?
 - ¿Leíste los poemas? ¿Cuál prefieres ?** Did you read the poems? Which one do you prefer?
 - Hay muchos zapatos y no sé cuáles comprar.** There are many shoes and I don't know which ones to buy.
- Next to a noun, both **qué** and **cuál(es)** can be used to choose among a group (just like English uses "which"), but **qué** is often preferred:
 - ¿Qué libro quiere Ud.?** Which book do you want?
 - ¿Qué hora es?** What time is it? (**cuál** is never used in this case)
 - ¿De qué manera actuamos?** In what way do we act?
 - ¿Cuál solución sugieren?** Which solution do they suggest?

⇒ Next to the verb **ser**, however:

- **Qué + ser** is only used to ask for a **definition** (to identify something), or after a preposition:
 - ¿Qué es esto?** What is this?
 - No sabía qué era un poema.** He didn't know what a poem was.
 - ¿Qué es "envolver"?** What is "to wrap"?
 - ¿Sobre qué es la conferencia?** What is the conference about?
- **Cuál(es) + ser** is used to ask for information (English often uses "what"):
 - ¿Cuál era el problema?** What was the problem?
 - ¿Cuáles son las opciones?** What are the options?
 - ¿Cuál es la capital de Brasil?** What is the capital of Brazil?

To a question like **¿Qué es la capital?**, thus, a speaker of Spanish would answer with a definition of what the capital city of a country is.

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13. Números: 0-100

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

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

14. Time of Day / La hora

- The basic formula is: **¿Qué hora es? Son las dos.**
What time is it? It's two o'clock.
- Other expressions:
Es la una de la mañana. It is 1:00am.
Son las tres y media de la tarde. It is 3:30pm.
¿A qué hora tienen ustedes clases? At what time do you have classes?
- For time after the hour, use **y**:
Son las dos y cuarto. It is 2:15
Es la una y veinticinco. It is 1:25
a la una y media at 1:30
- For time before the hour, use **menos**:
Son las cuatro menos veinte. It is twenty to four (3:40).
Estudiamos a las ocho menos cuarto. We study at a quarter to eight.
- For am and pm, use **de la mañana, de la tarde,** and **de la noche.**
- Note also the following expressions:
Por la mañana in the morning
por la tarde in the afternoon
por la noche at night
al mediodía at mid-day, at noon
a (la) medianoche at midnight
- ⇒ Note that the word **tiempo** refers to time as duration:
¿Tienes tiempo ahora? Do you have time now?
Nos queda poco tiempo. We have little time left.
Cree que mejorará con el tiempo. He thinks he will get better in time.
¿Cuánto tiempo duran las pilas? How long do the batteries last?
Al mismo tiempo. At the same time (simultaneously).

15. Common Expressions with *Tener*

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

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

<i>Tenemos mucho sueño.</i>	We are very sleepy.
<i>Tengo demasiada hambre.</i>	I am too hungry.



16. Adverbios / Los adverbios

A. GENERAL USE

Adverbs provide more information about verbs or adjectives by describing how an action is performed, how often it is done, how intense a quality is, etc.:

Habla <u>bien</u>.	She speaks <u>well</u> .
No estudiamos <u>demasiado</u>.	We do not study <u>too much</u> .
Es bastante <u>difícil</u>.	It is <u>quite</u> difficult.

- Adverbs have no feminine or plural forms, and are placed as close to the verb as possible:

Son <u>bastante difíciles</u>.	They're quite difficult.
Las peras están <u>demasiado viejas</u>.	The pears are too old.
Me gustan <u>mucho las fiestas</u>.	I like parties a lot.

⇒ Some adverbs, however, are also adjectives. As all other adjectives, thus, these must agree with the noun in number and gender: **Tiene muchos problemas, bastantes preocupaciones y demasiadas deudas.**

B. FORMATION OF ADVERBS FROM ADJECTIVES

- To form an adverb add **-mente** to the *feminine* form of an adjective:

lento → lentamente	feliz → felizmente
rápido → rápidamente	difícil → difícilmente

When used in a series, only the last adjective will add the suffix **-mente**:

Trabaja rápida y eficazmente. He works quickly and efficiently.

- The suffix **-mente** is rarely used with adjectives ending in **-nte**. Use adverbial phrases instead:

interestingly	de manera interesante
frequently	con frecuencia
intelligently	con inteligencia, de forma inteligente
elegantly	con elegancia
more importantly	lo que es más importante

- The common adjectives **bueno** and **malo** have their own corresponding adverbial forms:

(good) **bueno** → **bien** (well) (bad) **malo** → **mal** (badly)

Ella habla bien el italiano, pero canta mal.

17. Negative and Indefinite Words

A. NUNCA, NADA, NADIE

<i>nunca</i>	never	<i>nada</i>	nothing	<i>nadie</i>	nobody
<i>una vez</i>	once	<i>algo</i>	something	<i>alguien</i>	somebody
<i>a veces</i>	sometimes	<i>cualquier cosa</i>	anything	<i>cualquiera</i>	anybody
<i>muchas veces</i>	often	<i>todo</i>	everything	<i>todo el mundo</i>	everybody
<i>siempre</i>	always				

- Negative pronouns and adverbs may precede the verb; but if they follow, a negative particle (usually "**no**") must precede:

Nadie estudia geología.	Nobody studies geology.
Nunca salimos.	We never go out.
No quiero nada .	I want nothing.
Aquí no hay nadie .	There is no one here.
Nadie viene nunca .	Nobody ever comes.

- Negatives do not cancel each other in Spanish:

Nunca mando nada a nadie .	I never send anything to anyone.
No tengo dinero ni trabajo.	I do not have money or a job.
No queremos nada .	We want nothing (we don't want anything).

- Spanish does not usually express "any" or "a" in negative expressions such as:
I don't have any idea(s) - **no tengo idea(s)** or
I don't need a car - **no necesito coche**.

B. NINGÚN, ALGÚN, CUALQUIER

Ningún tema es bueno.
No topic is good.

Algunos temas son buenos.
Some topics are good.

Cualquier tema es bueno.
Any topic is good

Ninguno/a (none, no) shortens to **ningún** before a masculine, singular noun. When it follows the verb, a double negative is required:

No hay ningún problema.

There is no problem.

¿Tenéis amigos? No tenemos ninguno.

Do you have any friends? We have none.

Ninguna sociedad es perfecta.

No society is perfect.

Ninguno/a is never used with plural nouns (with some unimportant exceptions):

No tienen ningún pariente = No tienen parientes.

They have no relatives.

No hay ninguna dificultad = No hay dificultades.

There are no difficulties.

Alguno/a (some, any) shortens to **algún** before a masculine, singular noun, and varies in gender and number according to the noun it refers to: **alguno, alguna, algunos, algunas**:

¿Hay algún museo en la ciudad?

Is there any museum in the city?

Necesito un taxi. ¿Ve Ud. alguno?

I need a taxi. Do you see any?

Algunas sociedades son muy estrictas.

Some societies are very strict.

Cualquiera (any at all) shortens to **cualquier** before any noun, and normally occurs in the singular:

Llámenme si hay cualquier problema.

Call me if there are any problems.

Necesito un taxi. ¡Cualquiera!

I need a taxi. Any one at all!

Cualquier sociedad tiene gobierno.

Any society has some government.

C. (N)EITHER, (N)OR

<i>ni</i>	nor	<i>o</i>	or
<i>ni... ni...</i>	neither ...nor	<i>o... o...</i>	either ...or
<i>tampoco</i>	neither, not ...either	<i>también</i>	also, too

Ni (nor, not even) often translates into English "or" in negative sentences:

<i>A esta hora no hay taxis ni buses.</i>	There are no taxis or buses at this time.
<i>No queremos estudiar ni dormir.</i>	We don't want to study or sleep.
<i>Ni la mejor sociedad es perfecta.</i>	Not even the best society is perfect.

Ni siquiera is a stronger way to express "not even":

<i>Nunca escribe, ni siquiera para Navidad.</i>	He never writes, not even for Christmas.
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Ni... ni... is the Spanish equivalent for English "neither...nor...". Note the verb in plural when there's more than one subject, as well as the usual need of a negative word before the verb:

<i>No tengo ni frío ni calor.</i>	I'm neither cold nor hot.
<i>Ni Juan ni Pedro tienen hambre.</i>	Neither Juan nor Pedro <u>is</u> hungry.

In negative phrases, English "either...or..." translates into **ni**:

<i>Está aquí sin familia ni amigos.</i>	He's here without either family or friends.
------------------------------------------------	---------------------------------------------

When no negative particles are involved, "either...or" translates into **o**:

<i>Podemos comer carne o pollo.</i>	We can eat either meat or chicken.
--------------------------------------------	------------------------------------

To emphasize choices, **o...o...** may be used:

<i>Tienes que elegir: o trabajas o estudias.</i>	You have to choose: either you work or you study.
---------------------------------------------------------	---------------------------------------------------

Tampoco (neither, not...either) is used in any negative phrases as the opposite of **también** (also):

<i>Quiere café y yo también.</i>	She wants some coffee and so do I.
<i>No quiere café. Yo tampoco.</i>	She doesn't want any coffee. Neither do I.
<i>No cantamos esta noche tampoco.</i>	We are not singing tonight either.
<i>El jefe tampoco sabe la respuesta.</i>	The boss does not know the answer either.

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

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

to think:	to come back:	to ask (for):
<i>pensar (ie)</i>	<i>volver (ue)</i>	<i>pedir (i)</i>
<i>pienso</i>	<i>vuelvo</i>	<i>pido</i>
<i>piensas</i>	<i>vuelves</i>	<i>pides</i>
<i>piensa</i>	<i>vuelve</i>	<i>pide</i>
<i>pensamos</i>	<i>volvemos</i>	<i>pedimos</i>
<i>pensáis</i>	<i>volvéis</i>	<i>pedís</i>
<i>piensan</i>	<i>vuelven</i>	<i>piden</i>

Common verbs following these patterns in the present tense:

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

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

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

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

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

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

19. Demonstratives / Los demostrativos

near the speaker	not too far, often near the person being addressed	remote
this these	that those	that over there those over there
este estos	ese esos	aquel aquellos
esta estas	esa esas	aquella aquellas
esto	eso	aquello

Pienso llevar estos libros a la biblioteca.
¿Por qué quieres leer ese poema?
¿Quién es aquel señor?
Aquellos árboles son pinos.

I'm planning to take these books to the library.
 Why do you want to read that poem?
 Who is that gentleman?
 Those trees over there are pine trees.

- The same words are used as pronouns (accent marks can be used to indicate they are pronouns in cases of potential misunderstanding):

Esa foto es buena, pero prefiero esta.
Este restaurante está cerrado, pero aquel no.

That photo is good, but I prefer this one.
 This restaurant is closed, but that one isn't.

- ➡ The neuter pronouns **esto**, **eso** and **aquello** are invariable. They are used to refer to unidentified objects (gender unspecified), ideas or situations in a general sense:

¿Qué es eso que tienes en la mano?
¿Esto? Es un celular supermoderno.
No estoy de acuerdo con eso.

What's that (thing) you have in your hand?
 This? It's an ultramodern cell phone.
 I do not agree with that.

- Spanish uses definite articles for expressions like "those who...":

Los que leen mucho, aprenden.
El que busca, encuentra.

Those who read a lot, learn.
 The one who seeks, will find.

- English "like this/that" is usually expressed by **así**:

Un problema así.
¿Siempre habla así?

A problem like this.
 Does she/he always speak like that?

20. Future with *ir a*

- Just like English says, "I am going to...", Spanish uses the verb *ir* and the preposition *a* followed by the infinitive:

<i>Voy a cantar</i> mañana. ¿Cuándo <i>vas a entenderme?</i> ¿Qué <i>va a ocurrir?</i>	<i>Vamos a decidir</i> la semana que viene. No <i>vais a ver</i> nada. No <i>van a ir.</i>
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- Some useful terms to indicate future occurrences:

<i>después</i> later	<i>mañana</i> tomorrow	<i>pasado mañana</i> the day after tomorrow
<i>más tarde</i> later	<i>esta tarde</i> this afternoon	<i>esta noche</i> tonight
<i>esta semana</i> this week	<i>la próxima semana</i> next week	<i>el mes, el año próximo</i> next month, year
<i>este mes</i> this month	<i>la próxima vez</i> next time	<i>el año, el mes que viene</i> next year, month

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21. Personal a / La a personal

In part because of its flexibility in word order, Spanish labels direct objects by putting the preposition **a** before them in the following cases:

A. With any definite person who is the direct object of any verb not using other prepositions:

No conozco a expresidente Clinton. I don't know former President Clinton.
El bombero busca a la niña perdida. The fireman is looking for the lost child.
Vamos a visitar a mi hermana. We're going to visit my sister.

But: **Busco un secretario nuevo.** (indefinite person)
Pienso en mi hermana con frecuencia. (**Pensar** already uses **en**)

B. Before the words **alguien, alguno, nadie, ninguno, cualquiera** and any other pronoun referring to people:

No necesito a nadie. No veo a ninguno de ellos. I need no one. I don't see any of them.
¿A quiénes invitas? No invito a cualquiera. Whom are you inviting? Not anyone.
Llame a alguna de ellas. ¿A cuál conoce Ud? Call one of them. Which one do you know?

C. When there might be ambiguity about which is subject and which is object:

La represión persigue a la rebelión. Repression chases rebellion.

► Sometimes, places, animals and things are personalized by using **a**:

Conozco a mi gato. Quiero a Buenos Aires.

► The personal **a** is normally not used after the verb **tener**, except for emphasis:

Tengo tres hermanos. Siempre tengo a mi madre

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22. Conocer y saber

Spanish thinks of knowing in two ways. The verb **conocer** indicates familiarity or recognition and is mostly used for people and places:

Conozco un lugar magnífico en el barrio chino.
No conocemos al presidente. ← personal **a**
¿Conoces Acapulco?

I know a great place in China Town.
We don't know the president.
Do you know Acapulco?

Saber means to be aware of facts or information, to know things by heart, and also to "know how to":

Ellos no saben nadar. ¡No sé qué decir!
No conozco el museo, pero sé dónde está.
Conozco la canción, pero no sé la letra.

They can't swim. I don't know what to say!
I don't know the museum, but I know where it is.
I know the song, but I don't know the words (by heart).

Two useful rules:

1. One cannot **saber** people.
2. The verb **conocer** cannot be immediately followed by **que**.

Conozco a esa mujer. Sé que vive en Nueva York.
I know that woman. I know she lives in New York.

23. Relative Pronouns / Los pronombres relativos

Relative pronouns link a dependent clause to a main clause, providing a smooth transition from one idea to another. As pronouns, they refer back to a noun in the main clause, called the antecedent. In contrast to English, the relative pronoun can never be omitted in Spanish:

<u>main clause</u>	<u>rel.</u>	<u>dependent clause</u>
<i>Celebramos la belleza</i>	que	<i>vemos en el mundo.</i>
We celebrate the beauty	(that)	we see in the world.
"beauty" is the antecedent in this example		

A. QUE (that, which, who)

The most frequently used relative pronoun is **que**, which can refer to people, places, things, and abstract ideas. If you always used **que**, you would be right most of the time:

Conozco al niño que estudia aquí.	I know the boy who studies here.
Eres la persona que necesito.	You are the person (whom) I need.
Me gustan las novelas que escribes.	I like the novels (that) you write.
La gente que habla bien, tiene éxito.	People who speak well, succeed.

PRÁCTICA 23A.

Expreses en español.

1. That is the case I know.
2. The people who practice succeed.
3. I need the book you have.
4. You are the person he needs.
5. They prefer the house we are going to see tomorrow.
6. The woman in (de) that photo is wonderful.

B. RELATIVE PRONOUNS USED AFTER PREPOSITIONS

When a preposition is involved (to whom, by which, etc.), the following forms are used:

<u>for people only, after prepositions</u>	<u>for people or things, after prepositions</u>			
	<i>el que</i> forms		<i>el cual</i> forms	
<i>quien, quienes</i>	el que	los que	el cual	los cuales
	la que	las que	la cual	las cuales

- **QUIEN/QUIENES** can be used after a preposition only if the antecedent is a person:

Ese es el médico de quien hablo.	That's the doctor I'm talking about.
Los niños con quienes juego.	The children I play with (with whom I play).
- **EL QUE /EL CUAL** forms are used after a preposition to refer to any antecedent (whether a person or not):

Los temas sobre los que hablan son tontos.	The topics they talk about are silly.
La dama para la cual trabajas es famosa.	The lady you work for is famous.
- **EL CUAL** forms tend to be more formal, but are basically interchangeable with **EL QUE** forms. Both sets of forms can be used for people or things after a preposition.
- **QUE** can be used after the simple prepositions **de, con, en** if the antecedent is not a person:

La educación es el arma con que creamos la paz.	Education is the weapon we create peace with.
--------------------------------------------------------	-----------------------------------------------
- All forms can be used in nonrestrictive clauses set off by a comma (minding their gender and number agreement with the noun; **quien(es)** for people only):

Esta autora, que/quien/la que/la cual vive en Brasil, va a visitar nuestra ciudad.	This author, who lives in Brasil, is going to visit our city.
-------------------------------------------------------------------------------------------	---------------------------------------------------------------

C. CUYO, LO CUAL, LO QUE

- **CUYO (A, OS, AS)** is the equivalent of 'whose' used as a relative in English (not for questions):
Es un autor cuyos libros conozco bien. It's an author whose books I know well.
BUT: *¿De quién es esta pluma?* Whose pen is this?
- Both neuter forms **LO CUAL** and **LO QUE** are used in **clauses**, set off by a comma, referring back to a previously stated idea. In this usage they correspond to the English *which*:
Dicen que soy brillante, lo cual es cierto. They say I'm brilliant, which is true.
Hay nubes, lo que indica lluvia. There are some clouds, which indicates rain.
- **LO QUE** means *what* in noun clauses:
Esto es lo que quiero. This is what I want.
Lo que pensamos no es importante. What we think is not important.
- **TODO LO QUE** means *all that or everything that*:
Todo lo que escribe es bueno. Everything (that) she writes is good.
Todo lo que pido es tranquilidad. All (that) I ask for is tranquility.

24. Possessives / Los posesivos

Short Form: Adjectives		Long Form: Adjectives and Pronouns	
Singular	Plural	Singular	Plural
<i>mi</i>	<i>mis</i>	<i>mío(a)</i>	<i>míos(as)</i>
<i>tu</i>	<i>tus</i>	<i>tuyo(a)</i>	<i>tuyos(as)</i>
<i>su</i>	<i>sus</i>	<i>suyo(a)</i>	<i>suyos(as)</i>
<i>nuestro(a)</i>	<i>nuestros(as)</i>	<i>nuestro(a)</i>	<i>nuestros(as)</i>
<i>vuestro(a)</i>	<i>vuestros(as)</i>	<i>vuestro(a)</i>	<i>vuestros(as)</i>
<i>su</i>	<i>sus</i>	<i>suyo(a)</i>	<i>suyos(as)</i>

- Possessives agree with the noun they qualify in gender and number:

Tu familia es de Perú; la mía, de Chile. Your family is from Peru; mine (is) from Chile.
Nuestros padres conocen a las hijas tuyas. Our parents know your daughters.
- Short forms are used more frequently and precede the noun: ***tus amigas***.
- Long forms, used for emphasis or contrast, follow the noun, which is preceded by the article:

Dicen que el amor es solo un sueño nuestro. They say love is only a dream of ours.
- The forms ***su, sus, suyo(a), suyos(as)*** have multiple meanings. This means that one cannot distinguish except by context between his book, hers, yours or theirs. To clarify the meaning, it is necessary to use phrases such as ***el libro de él, de ellas***, etc.:

La familia de él, como la de ustedes, vive en Roma. His family, like yours, lives in Rome.
- Possessive pronouns replace a possessive adjective + noun: *mi casa* --> *la mía*. They use the long forms, and are generally accompanied by the definite article:

Mi familia vive en Madrid. ¿Y la tuya? My family lives in Madrid. And yours?
La mía vive cerca de Toledo. Mine lives near Toledo.
- ▶ The article can be omitted after the verb ***ser***:

Esta pintura es mía. • Esta casa no es nuestra.
- ▶ English "of mine, of yours", etc. translates into Spanish long forms:

Una amiga mía • Este presidente nuestro • Algunos libros de ella (suyos)
 A friend of mine • This president of ours • Some books of hers

25. Uses of *ser* and *estar*

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

- A1.** to identify or define a subject (to say *what* something is):
El hermano es ingeniero. Es a ella a quien busco. Esto es un problema. Este poema es para mi abuelo. El programa es sobre arte.
- A2.** with **de** to denote origin, material, or ownership:
Es de madera. Es de Panamá. Es de Juan. Son de la clase alta.
- A3.** only with adjectives that denote essential or defining qualities (including **pobre, rico, joven, viejo**):
Nueva York es grande. Voy a ser rico.
- A4.** in expressions of time, dates, and for quantities:
Son las tres y media. Hoy es jueves dos de marzo. Son treinta dólares.
- A5.** in impersonal expressions:
Es posible saber eso. Es importante cuidar la salud.

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

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

- B1.** to express location [**ubicación**] (to say *where* something is):
El profesor no está aquí. El problema está en su actitud. Panamá está al sur de Centroamérica.
- BUT: Use **ser** to describe where an event is taking place: *El concierto es aquí.*
- B2.** with some adjectives and all adverbs, to describe states and conditions or a change in a characteristic:
Está bien. Están tristes porque el perro está muerto. Estamos interesados en el tema. El país está en una situación difícil. El rojo está de moda (in fashion). Las ventanas están cerradas.
- B3.** with a present participle* to express a continuing action:
Estamos viajando. Van a estar durmiendo.

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

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

⇒ Some adjectives have different meanings when used with the two verbs:		
estar listo/a	to be ready (state)	¿Estás lista, María?
ser lista/o	to be bright (defining quality)	María es muy lista.
estar aburrido	to be bored (state)	Estoy aburrido con esta novela.
ser aburrido	to be boring (defining quality)	Esta novela es muy aburrida.

26. Past Participle / *El participio*

To form the past participle (**participio**) of most verbs, change the infinitive ending:

from **-ar** to **-ado**:
terminar ▶ *terminado*

from **-er, -ir** to **-ido**:
comer ▶ *comido* ; *vivir* ▶ *vivido*

-er and **-ir** verbs whose stems end in a strong vowel (**a, e, o**) add **-ido**:

caer : **caído** • *creer* : **creído** • *leer* : **leído** • *oír* : **oído** • *reír* : **reído** • *traer* : **traído**

BUT: *construir* : **construido** (because the stem ends in a weak vowel, u).

The following irregular forms exist:

abrir : **abierto**

poner : **puesto** ; *suponer* : **supuesto**

cubrir : **cubierto**

resolver : **resuelto**

decir : **dicho** ; *predecir* : **predicho**

romper : **roto**

escribir : **escrito** ; *describir* : **descrito**

satisfacer : **satisfecho**

hacer : **hecho**

ver : **visto**

morir : **muerto**

volver : **vuelto** ; *devolver* : **devuelto**

together with verbs derived from them:

absolver: **absuelto**, *componer*: **compuesto**, *descubrir*: **descubierto**, *inscribir*: **inscrito**.

- The participle has no feminine or plural in tenses with **haber**: **Las niñas han salido**.

- When used as an adjective, though, it needs to agree in number and gender with the noun:

La música escrita, el libro escrito, los documentos escritos.

The past participle (such as English *known, defeated, written, lost, etc.*) is used:

- with **haber** to form compound perfect tenses.
- with **ser** to form the passive voice.
- as an adjective: *Voy a ver unos programas **hechos** en España.*
*Las circunstancias **descritas** en la película son fascinantes.*
- with **estar** (also as an adjective) to describe a condition or state:
La ventana está rota. The window is broken.
Todavía no estamos preparados. We're not ready yet.
Las tiendas están cerradas por la noche. Stores are closed during the night.
Para 1492, España ya estaba unificada. By 1492, Spain was already unified.



27. Gerund and Infinitive / *Gerundio e infinitivo*

To form the gerundio (-ing form in English), change the infinitive ending:

from **-ar** to **-ando**:

hablar → *hablando*

from **-er, -ir** to **-iendo**:

comer → *comiendo* ; *vivir* → *viviendo*

-ir stem-changing verbs are affected (see Appendix A): *pedir* : **pidiendo** • *dormir* : **durmiendo**

-ir and **-er** verbs with stems ending in a vowel add **-yendo**:

traer : **trayendo** • *oír* : **oyendo** • *creer* : **creyendo** • *ir* : **yendo** • *destruir* : **destruyendo**

The gerund does not change to agree (in gender, number, etc.) with any other word in a sentence.

A. THE GERUNDIO is used for actions in progress (present participle in English):

A1. with the appropriate form of **estar** (or **hay**) to form the progressive tenses:

Lisa está estudiando.

Lisa is studying.

Estamos aprendiendo.

We are learning.

No hay nadie hablando.

There's no one talking.

- ▶ Note that in Spanish this construction cannot be used to express the future, as it frequently is in English (I am leaving next week). The simple present can be used in this sense: "**Salgo la próxima semana**".

A2. with the verbs **seguir** and **continuar** to mean "go on doing something":

Continuó diciendo.

He went on saying.

Siguió cantando.

She continued to sing.

- ▶ Note that, unlike English, Spanish does not offer the option of using an infinitive after **seguir** or **continuar**:

He went on to say → **Siguió diciendo.**

A3. to express "by doing" or "while doing" something (no preposition in Spanish):

Vas a mejorar estudiando mucho.

You are going to improve by studying a lot.

Me duermo leyendo esto.

I fall asleep (while) reading this.

- ⇒ Spanish does not use the **gerundio** as an adjective. Clauses or different expressions have to be used:

the answering machine

a never-ending process

passengers carrying a big case...

an intriguing beginning

a disappointing ending

la máquina contestadora (el contestador)

un proceso que nunca termina (interminable)

los pasajeros que llevan una maleta grande...

un comienzo intrigante

un final decepcionante

B. THE INFINITIVE is the verb form that Spanish uses as a noun:

B1. as the subject of a sentence or the object of a verb*:

<i>Ver es creer.</i>	Seeing is believing.
<i>No me gusta estudiar.</i>	I don't like studying.
<i>Decidir casi siempre es difícil.</i>	Deciding is difficult most of the time.

B2. immediately after any preposition:

<i>Voy a salir después de comer.</i>	I am going to leave after eating.
<i>Es su manera de hablar.</i>	It's his/her way of speaking.
<i>Habla sin usar las manos.</i>	He speaks without using his hands.

⇒ Note that, unlike English, Spanish does not use the **gerundio** after prepositions or as the subject of a sentence. The infinitive **must** be used in such cases:
the problem of leaving → **el problema de salir** living is good → **vivir es bueno**

* Many verbs require no preposition before the infinitive: **Quiero dormir.**
Some, however, require different prepositions: **Sueño con viajar. Ayudan a mejorar. Tratamos de entender.** (See Appendix D).

Two useful idiomatic constructions involving the infinitive:

• **Al** + infinitive indicates two actions occurring at the same time, as English *at, on, in, upon doing*:

<i>Cuidado al cruzar.</i>	Be careful in crossing.
<i>Al entrar, cierra la puerta.</i>	Close the door upon entering.
<i>Tuvo suerte al encontrar al policía.</i>	He was lucky in finding the policeman.

• **Acabar de** + infinitive is used to express having just done something:

<i>Acabo de resolver el problema.</i>	I have just solved the problem.
<i>Acaban de salir.</i>	They have just left.
<i>Esta cuenta acaba de llegar.</i>	This bill has just arrived.

28. The Preterite Tense / *El tiempo pretérito*

A. REGULAR AND IRREGULAR PRETERITE FORMS

1. Regular:

- ayudar** ▶ *ayudé, ayudaste, ayudó, ayudamos, ayudasteis, ayudaron* (helped)
atender ▶ *atendí, atendiste, atendió, atendimos, atendisteis, atendieron* (took care of, paid attention to)
asistir ▶ *asistí, asististe, asistió, asistimos, asististeis, asistieron* (attended)

2. Most Common Irregular Preterites:

dar :	<i>di</i>	<i>diste</i>	<i>dio</i>	<i>dimos</i>	<i>disteis</i>	<i>dieron</i>
decir:	<i>dije</i>	<i>dijiste</i>	<i>dijo</i>	<i>dijimos</i>	<i>dijisteis</i>	<i>dijeron</i>
estar:	<i>estuve</i>	<i>estuviste</i>	<i>estuvo</i>	<i>estuvimos</i>	<i>estuvisteis</i>	<i>estuvieron</i>
hacer:	<i>hice</i>	<i>hiciste</i>	<i>hizo</i>	<i>hicimos</i>	<i>hicisteis</i>	<i>hicieron</i>
poder:	<i>pude</i>	<i>podiste</i>	<i>pudo</i>	<i>podimos</i>	<i>podisteis</i>	<i>podieron</i>
poner:	<i>puse</i>	<i>pusiste</i>	<i>puso</i>	<i>pusimos</i>	<i>pusisteis</i>	<i>pusieron</i>
querer:	<i>quise</i>	<i>quisiste</i>	<i>quiso</i>	<i>quisimos</i>	<i>quisisteis</i>	<i>quisieron</i>
saber:	<i>supe</i>	<i>supiste</i>	<i>supo</i>	<i>supimos</i>	<i>supisteis</i>	<i>supieron</i>
ser / ir:	<i>fui</i>	<i>fuiste</i>	<i>fue</i>	<i>fuimos</i>	<i>fuisteis</i>	<i> fueron</i>
tener:	<i>tuve</i>	<i>tuviste</i>	<i>tuvo</i>	<i>tuvimos</i>	<i>tuvisteis</i>	<i>tuvieron</i>
traer:	<i>traje</i>	<i>trajiste</i>	<i>trajo</i>	<i>trajimos</i>	<i>trajisteis</i>	<i>trajeron</i>
venir:	<i>vine</i>	<i>viniste</i>	<i>vino</i>	<i>vinimos</i>	<i>vinisteis</i>	<i>vinieron</i>

3. Observations:

- The 3rd plural ending of **decir** and **traer** is **-eron** and not **-ieron**.
- **Ver** is regular, but its stem is only the letter v: **vi, viste, vio, vimos, vieron**.
- Verbs derived from irregular verbs are like them in every way. For example, the preterite of **obtener** is **obtuve**.
Other common examples: **distraer, distraje; intervenir, intervine; predecir, predije; proponer, propuse; satisfacer, satisfice; sostener, sostuve**.
- The 3rd person singular and plural of **-er** and **-ir** verbs whose stems end in a vowel, will end in **-yó** and **-yeron**:
caer: cayó, cayeron • *construir: construyó, construyeron* • *creer: creyó, creyeron* • *destruir: destruyó, destruyeron* • *influir: influyó, influyeron* • *leer: leyó, leyeron* • *oír: oyó, oyeron*.
- The slightly irregular forms of the preterite of **reír** (and **sonreír**) are as follows:
reí, reíste, rio, reímos, reísteis, rieron
- All **-ir** stem-changing verbs change **-o** to **-u** or **-e** to **-i** in the third person singular and plural of the preterite (see summary):
durmir: durmió, durmieron • **repetir: repitió, repitieron** • **divertir: divirtió, divirtieron**
- Regular verbs ending in **-car, -gar, -guar, and -zar** have a spelling change in the first person singular to maintain the pronunciation of the stem according to Spanish consistent system (see §1):
buscar: busqué • **llegar: llegué** • **averiguar: averigüé** • **empezar: empecé**.
- Verbs ending in **-ducir** (conducir, deducir, inducir):
produje, produjiste, produjo, produjimos, produjisteis, produjeron

B. USES OF THE PRETERITE / USOS DEL PRETÉRITO

1. to express events completed once or several times in the past ("complete" events):

Entré y me senté.

I came in and sat down.

Me ayudó varias veces.

He assisted me several times.

¿Decidiste asistir a la conferencia?

Did you decide to attend the lecture?

2. to express actions that have **clear beginnings or ends** (framed within a finite time period, seen as complete):

Vivió allí desde 1958.

He lived there **since** 1958.

Julio César vivió 57 años.

Julius Caesar lived **for** 57 years.

Bebieron hasta las cuatro de la mañana.

They drank **until** four am.

Observe how the one-time (perfective) aspect of the preterite affects the meanings of certain verbs. **Tuve que**, for example, means both that I had to do something and did it. **No pudo entender** means he couldn't and in fact didn't understand. **Quise** means that I wanted-to-at-one-moment and has very nearly the sense of English "I tried to do it". **No quiso** is very close to English "he refused to do it".

29. Números de 100 en adelante

<i>cien</i>	100
<i>ciento un dálmatas</i>	101 Dalmatians (masc.)
<i>ciento setenta y cinco toneladas</i>	175 tons (fem.)
<i>doscientos</i>	200
<i>doscientas noventa y ocho peras</i>	298 pears (fem.)
<i>trescientos</i>	300
<i>cuatrocientos</i>	400
<i>quinientos</i>	500
<i>quinientas treinta una libras</i>	531 pounds (fem.)
<i>seiscientos</i>	600
<i>setecientos</i>	700
<i>setecientos uno</i>	701
<i>ochocientos</i>	800
<i>novecientos</i>	900
1.000 mil	1,000
<i>mil novecientos cuarenta y dos</i>	1942
1¹000.000 un millón	1,000,000 (noun)
<i>mil millones de pesetas</i>	a billion pesetas
<i>un billón de dólares</i>	a thousand billion dollars

- **Ciento** (100) shortens to **cien** when it comes directly before a noun and with thousands and millions, but it is **ciento** when part of a number including tens or units:

<i>cien páginas</i>	100 pages
<i>cien mil habitantes</i>	100,000 inhabitants
<i>ciento siete</i>	107
<i>el noventa y nueve por ciento</i>	99%

⇒ The conjunction **y** only joins tens (**decenas**) and units (**unidades**): **noventa y seis**.

- Only multiples of 100 and the number one agree in gender with the noun they qualify:

<i>quinientas tres páginas</i>	503 pages
<i>trescientas una mujeres</i>	301 women
<i>trescientas mil doscientas treinta y una letras</i>	

- Spanish does not use multiples of a hundred over nine, i.e. fifteen hundred: **mil quinientos**, etc.
- Note the period (.) to mark thousands: **1.200 = mil doscientos**.
The comma marks the decimal point: $\pi = 3,1416$.
- The preposition **de** is needed to connect nouns with the plural of **mil** and with the word **millón/millones**:

<i>dos mil personas</i>	2,000 people (do not use gente with numbers)
<i>miles de personas</i>	thousands of people (not gente)
<i>un millón de mujeres</i>	one million women
<i>trece millones de dólares</i>	\$13M

30. Dates, Seasons, Weather / *Las fechas, las estaciones, el clima*

LOS DÍAS	LOS MESES		LAS ESTACIONES	
<i>el lunes</i>	<i>enero</i>	<i>julio</i>		
<i>el martes</i>	<i>febrero</i>	<i>agosto</i>	<i>la primavera</i>	spring
<i>el miércoles</i>	<i>marzo</i>	<i>septiembre</i>	<i>el verano</i>	summer
<i>el jueves</i>	<i>abril</i>	<i>octubre</i>	<i>el otoño</i>	autumn, fall
<i>el viernes</i>	<i>mayo</i>	<i>noviembre</i>	<i>el invierno</i>	winter
<i>el sábado</i>	<i>junio</i>	<i>diciembre</i>		
<i>el domingo</i>				

la semana pasada

el domingo que viene

Voy a Boston el viernes.

No trabajo los sábados.

el martes por la mañana

Tenemos vacaciones en enero.

Vamos a México el junio que viene.

Fuimos a Madrid el verano pasado.

last week

next Sunday

I'm going to Boston on Friday.

I don't work on Saturdays.

on Tuesday morning

We have a vacation in January.

We're going to Mexico next June.

We went to Madrid last summer.

- Remember that Spanish does not use capitals for days of the week, months or seasons.
- Referring to days, note the use of the definite article in the singular to express "on":
Nos vemos el martes (See you on Tuesday)
But: ***Hoy es domingo, mañana es lunes.***

⇒ Spanish never uses **en** with days of the week.

- The definite article is not needed when referring to seasons in a generic way:
El invierno es frío en Maine. No trabajo en (el) verano.
En Chile es verano cuando en Canadá es invierno.
Es un bello día de otoño. Aquí no hay primavera.

DATES / LAS FECHAS:

el primero de octubre de 1894 :

1/10/94

Nací el seis de enero de 1986.

Mi cumpleaños es el veintinueve de mayo.

¿Cuál es la fecha? Hoy es (el) quince de agosto.

La Habana, 15 de abril de 1898.

After the first of the month, Spanish uses cardinal (regular) numbers for dates. The definite article is needed except to state the current date, or when the date alone is given, such as in a letter or in a school exercise.

CLIMATE AND WEATHER / EL CLIMA Y EL TIEMPO:

- Some weather conditions are expressed with **hace**:

¿Qué tiempo hace hoy?

Hoy hace sol.

Ayer hizo viento.

Hace buen tiempo.

La semana pasada hizo mal tiempo.

Hace mucho calor en verano.

Está haciendo demasiado frío.

Hizo fresco el miércoles.

What's the weather like today?

It's sunny today.

It was windy yesterday.

The weather is good.

The weather was bad last week.

It's very hot.

It's too cold.

It was cool on Wednesday.

Note that **frío, calor, viento**, etc. are nouns. "Very" will have to be expressed with the adjective **mucho / mucha**: **Hizo mucho calor. Fue un día muy caliente (caluroso).**

- Other weather expressions:

Ilueve, está lloviendo

nieva, está nevando

Está nublado.

Se espera lluvia

un día soleado

Tenemos nieve mañana

¿Cuál es el pronóstico del tiempo?

it rains, is raining

it snows, is snowing

it's cloudy.

Rain is expected.

a sunny day

We're having snow tomorrow

What's the weather forecast?

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Spanish Tools Online Grammar Book

31. Both, All, Every / *Ambos, todos, cada*

- **Todo/a/s** and **ambos/as** must agree in gender and number with the noun they modify or replace:

<i>Va a llover toda la primavera.</i>	It's going to rain all (the whole) spring.
<i>Todos los problemas son fáciles.</i>	All (of the) problems are easy.
<i>Todos cometemos errores.</i>	All of us (we all) make mistakes.
<i>Ambos días hizo sol.</i>	It was sunny on both (of the) days.
<i>Ambas fueron semanas de lluvia.</i>	They were both rainy weeks.

- **ambos** is never accompanied by articles:
ambas ciudades both of the cities
- A common equivalent of **ambos** is **los dos**:
Ambos conocemos Panamá y Caracas, y las dos hace calor.
Both of us know Panama and Caracas, and both of them are hot.
- Subject pronouns can be used after **todos** (not after **ambos** or **los dos**):
Todas ellas saben nadar. All of them know how to swim.

⇒ Note that **todo/a/s** and **ambos/as** are never followed by the preposition **de**.

- **Todos** often translates into "every" in the sense of "all the":
todos los días every day
todas las clases all of the classes
Sé todo lo que hiciste este verano. I know everything (that) you did this summer.
- When stressing individuality (each), "every" translates into **cada**:
Conoce cada detalle del cuento. She knows every detail of the story.
Llamó a cada uno por su nombre. He called each one by their names.
"Every other" is expressed by **cada dos**: ***cada dos años, cada dos días.***

Both...and is **tanto...como** (no gender or number). Never use **ambos** for both...and:
Tenemos clases tanto los lunes como los miércoles.
We have classes **both** on Mondays **and** on Wednesdays.

32. The Imperfect / *El imperfecto*

A. REGULAR AND IRREGULAR IMPERFECT FORMS

1. Regular:

ayudar ▶ *ayudaba, ayudabas, ayudaba, ayudábamos, ayudabais, ayudaban* (used to help)

atender ▶ *atendía, atendías, atendía, atendíamos, atendíais, atendían* (used to pay attention to)

asistir ▶ *asistía, asistías, asistía, asistíamos, asistíais, asistían* (used to attend)

2. Only three verbs have irregular forms in the imperfect:

ir:	<i>iba</i>	ser:	<i>era</i>	ver:	<i>veía</i>
	<i>ibas</i>		<i>eras</i>		<i>veías</i>
	<i>iba</i>		<i>era</i>		<i>veía</i>
	<i>íbamos</i>		<i>éramos</i>		<i>veíamos</i>
	<i>ibais</i>		<i>erais</i>		<i>veíais</i>
	<i>iban</i>		<i>eran</i>		<i>veían</i>

B. USES OF THE IMPERFECT / *USOS DEL IMPERFECTO*

1. To *describe* in the past: the background or setting, situations, conditions, and actions that were in progress (*was/were ...ing*):

Eran las seis. Tenía doce años. Estaba enfermo y leía en cama. Afuera llovía. De pronto...

It was six. I was twelve. I was sick and was reading in bed. It was raining outside. Suddenly...

2. To *describe* habitual, customary actions, or things that used to happen in the past without specific reference to a beginning or end (imperfective, incomplete) (*used to, would*):

***Iban al cine todos los viernes.
Iba mucho al parque cuando era joven.
Estaba informada porque leía mucho.***

They used to go to the movies every Friday.
I would go the park a lot when I was young.
She was (and stayed) informed because she (habitually) read a lot.

This means that time expressions conveying repetition are often clues for selecting the imperfect: ***con frecuencia, cada semana, siempre, a veces***, etc.

Tip: Whenever you **could** say *used to* or *was/were...ing* in English, you **need** the imperfect in Spanish.

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33. Imperfect and Preterite Contrasted

.....The preterite is a "perfect" tense because it reports events viewed as completed within a finite time frame. An "imperfect" tense conveys duration, progression, incompleteness:

IMPERFECT (duration)

Los indígenas no aceptaban a los europeos.

The natives would not accept Europeans (for some time).

El sábado nevaba y hacía frío.

It was snowing on Saturday, and it was cold. (for some time)

El año pasado asistía mucho a conciertos.

Last year I used to attend concerts a lot (often).

PERFECT (PRETERITE: completion)

Algunos nunca los aceptaron.

Some (definitely) never did.

El sábado nevó todo el día.

It snowed all day on Saturday. (time frame)

El año pasado asistí a muchos conciertos.

Last year I attended many concerts.

B. For narration, each tense has a distinct function:

IMPERFECT (duration)

gives background information,
describes what was happening

PRETERITE (completion)

reports completed actions,
tells what *happened*

It was raining... when I woke up,

Llovía (o estaba lloviendo)... ***cuando me desperté.***

describes a state or condition

reports a change in condition

He was fine before the winter, ...

but in January he got sick because of the cold.

Estaba bien antes del invierno, ... pero en enero se enfermó por el frío.

C. As was mentioned in §28, a few verbs have slightly different meanings in the preterite. All of them, however, follow the general idea of duration for the imperfect and of completeness for the preterite:

	Imperfect	Preterite
poder	could, had the ability to	managed to (or failed to if negative)
querer	wanted, had the intention to	tried to (or refused if negative)
conocer	previously knew for some time	met, got to know for the first time
saber	had knowledge for some time	learned, found out at a specific point

See §22 to review the difference between **conocer** and **saber**

Los conocía antes de viajar.

I knew them before traveling.

¿Qué sabía Bush del ataque?

What did Bush know of the attack?

No sabía que eras chilena.

I did not know you were Chilean.

De niño podía jugar todo el día.

As a child, I could play all day.

Como no podíamos salir, ...

Since we couldn't go out, ...

Queríamos ir de compras, ...

We wanted to go shopping, ...

Los conocí al viajar.

I met them while traveling

¿Cuándo supo Bush del ataque?

When did Bush find out about the attack?

Ayer supe que eras de Chile.

Yesterday I learned you were from Chile.

También pude hacer muchos amigos.

I also had the opportunity to make many friends.

no pudimos ver los fuegos artificiales.

we were unable to see the fireworks.

pero mi madre no quiso darnos dinero.

but my mother refused to give us some money.

34. *Hace* with time expressions

A. *Hace* with the preterite tense is equivalent to English "ago":

Llegué hace mucho tiempo. I arrived long time ago.

B. *Hace/Hacía* used with the present or the imperfect express "have been/had been doing something for...":

Hace dos horas que esperamos. We have been waiting for two hours.

Hacía dos horas que dormíamos. We had been sleeping for two hours.

► While these word orders are the most frequently used, you will see other usages, notably ***Hace mucho tiempo que llegué*** as a variant of A.

• The questions ***¿Desde cuándo...?*** and ***¿Cuánto hace que...?*** are common equivalents of *For how long...?* or *How long ago...?*

35. Ordinal numbers / *Números ordinales*

<i>primero/a</i>	<i>1o, 1a</i>	<i>séptimo/a</i>	<i>7o, 7a</i>
<i>segundo/a</i>	<i>2o, 2a</i>	<i>octavo/a</i>	<i>8o, 8a</i>
<i>tercero/a</i>	<i>3o, 3a</i>	<i>noveno/a</i>	<i>9o, 9a</i>
<i>cuarto/a</i>	<i>4o, 4a</i>	<i>décimo/a</i>	<i>10o, 10a</i>
<i>quinto/a</i>	<i>5o, 5a</i>	<i>undécimo/a*</i>	<i>11o, 11a</i> (*rarely used)
<i>sexto/a</i>	<i>6o, 6a</i>	<i>duodécimo/a*</i>	<i>12o, 12a</i> (*rarely used)

- Beyond 10th, cardinal numbers are preferred. Thus, the fifteenth floor would be **el piso quince**.
- **Primero** and **tercero** shorten to **primer** and **tercer** before *masculine singular* nouns:
el primer capítulo, el tercer verso. BUT: **la primera versión, la tercera calle.**
- Ordinal numbers are used less frequently in Spanish than in English. For example, as stated before (§30), Spanish uses an ordinal number only for the first of the month, and cardinal numbers after that:
El primero de mayo, el dos de agosto.
- Titles of kings and Popes are written in Roman numerals and said in ordinal numbers:
Isabel IV, Juan Pablo II (read **Isabel cuarta, Juan Pablo segundo**)
▶ Notice that no article is used in this context.
- Century numbers are written in Roman numerals, but said in cardinal numbers after the tenth century:
Desde el siglo XV hasta el XIX (read **quince** and **diecinueve**)
Desde el siglo VIII hasta el XII (read **octavo** and **doce**)

36. Comparison / *Las comparaciones*

A. COMPARATIVES AND SUPERLATIVES

Spanish distinguishes between comparative and superlative by context: **más** means *more* or *most* and **menos** means *less* or *least*. Thus **el libro más largo** may mean the longer book (of two) or the longest (of a group). Other examples:

Esta casa era más bonita y era la más nueva del barrio.

This house used to be prettier and it was the newest (one) in the neighborhood.

Esta lectura es menos interesante, y es la más larga de todas.

This reading is less interesting, and it is the longest of (them) all.

Teníamos el problema más complicado del mundo.

We had the most complicated problem in the world.

Los poemas breves de Neruda muchas veces son los más interesantes.

Neruda's short poems are often the most interesting.

Note the use of **de** after superlatives (**del barrio, del mundo**), and the placement of the adjective (**complicado**) after the noun (**el problema**).

B. IRREGULAR COMPARATIVES: **MEJOR, PEOR, MAYOR, MENOR**

MEJOR better, best

Hablaste mejor que yo.

PEOR worse, worst

Son los peores sistemas que conozco.

MAYOR bigger, biggest

Ese fue uno de nuestros mayores problemas.

MENOR smaller, smallest

La inflación fue menor este año.

These irregular forms do not replace the regular, but rather convey slightly different ideas:

- **mejor/peor** are used just like English better/worse to indicate a degree of excellence. The less common **más bueno/malo** tend to convey moral qualities:
Era el hombre más bueno del pueblo. He was the kindest man in town.
- **mayor/menor** indicate degree of importance, whereas **más grande/pequeño** are preferred for physical size:
¿Cuál es tu mayor preocupación? What's your biggest concern?
Pidió el helado más grande de todos. She asked for the largest ice cream of all.
- **mayor/menor** also mean older/younger, only referring to people (especially family):
Mi hermana mayor es más pequeña que yo. My older sister is shorter than I.
El hijo menor tenía la casa más vieja. The youngest son had the oldest house.

C. MORE OR LESS

Más... que	more... than	to compare nouns: Tengo menos amigos que ella.
Menos... que	less... than	adjectives: Las máquinas son hoy más rápidas que nunca. and adverbs: Ella habló más rápido que el profesor. Trabajamos más que cualquiera de ellos.
Más... de	more... than	more or less than a given quantity of something (numbers): Tengo menos de cinco libros.
Menos... de	less... than	Recibía más de la mitad de los mensajes. Contestó más del cincuenta por ciento .

The preposition **de** is also used when the comparison involves a clause (a phrase with a new conjugated verb, usually introduced by **el, la(s), lo(s) que**):

Hablas más de lo que debes.	You speak more than (what) you should.
Trajo más cosas de las que necesitaba.	He brought more things than (the ones) he needed.
Gasto menos dinero del que gano.	I spend less money than I earn.
Hay menos gente de la que creí.	There are fewer (menos) people than I thought.
Me divertí más de lo que esperaba.	I had more fun than I expected.

D. AS...AS

Tan... como	as... as	to equate adjectives or adverbs: Es tan lista como siempre. Come tan lentamente como su hermana.
Tanto/a... como	as much... as	alone or with a noun: Yo no estudio tanto como él.
Tantos/as... como	as many... as	Los peruanos comen tanta carne como nosotros. No teníamos tantos problemas como antes.

- Remember that **tanto...como** (with no feminine or plural) also means *both...and* (§31):
tanto las ciudades grandes como las pequeñas both large and small cities
as...as possible can be expressed in different ways in Spanish. A common equivalent is **lo más...posible**:
El examen va a ser lo más fácil posible.
The exam is going to be as easy as possible.
Llegué lo más pronto posible. I arrived as soon as possible.

E. COMMON EXPRESSIONS USING MORE, MOST, LESS

- *The more...the more* has different equivalents in Spanish. A common one, particularly in America, is **Mientras más...más**:

Mientras más estudio, más aprendo.

The more I study, the more I learn.

Mientras menos gastas, mejor vives.

The less you spend, the better you live.

- *Most (of)** is expressed by **la mayor parte (de)**. An equivalent expression, for countable nouns only, is **la mayoría de**. These expressions use the verb in the third person singular:

La mayoría de nosotros conoce la mayor parte del país.

Most of us know most of the country.

¿Conoces a tus compañeros de clase? Conozco a la mayoría.

Do you know your classmates? I know most of them.

* A much more common way to express *most of* is **casi todo/a/s**:

It's sunny most of the year ► **Hace sol casi todo el año.**

- The best Spanish equivalent for expressions like *better and better* (increasingly better, ever better), is **cada vez**.

(The repetitive *mejor y mejor* is mostly colloquial and considered poor style):

cada vez más, cada vez menos

more and more, less and less

cada vez mejor, cada vez peor

better and better, worse and worse

cada vez mayor, cada vez menor

bigger and bigger, smaller and smaller

Viajar es cada vez más fácil, pero las distancias culturales son cada vez mayores.

Traveling is easier and easier, but cultural distances are ever larger.

- Even more: **todavía más / aún más** Even worse: **todavía/aún peor**

El servicio era agradable, y la comida todavía mejor.

The service was nice, the food even better.

La segunda película me gustó todavía más que la primera.

I liked the second movie even more than the first one.

37. Pronouns After a Preposition / Los pronombres después de preposición

	pronouns		pronouns
<i>para</i>	<i>mí</i>	<i>contra</i>	<i>nosotros/as</i>
<i>sin</i>	<i>ti</i>	<i>hacia</i>	<i>vosotros/as</i>
<i>a</i>	<i>usted</i>	<i>detrás de</i>	<i>ustedes</i>
<i>con</i>	<i>él</i>	<i>sobre</i>	<i>ellos</i>
<i>por</i>	<i>ella</i>	<i>entre</i>	<i>ellas</i>

- Note that, with the exception of ***mí*** and ***ti*** (no accent mark), these are identical to the subject pronouns (§5):
Voy sin ti. ¡Esto es para nosotros! No quiso salir con ella.
- After a preposition, the English pronoun "it" can be expressed by ***eso*** when it refers to an idea, and by ***él*** or ***ella*** when referring to a specific object whose gender is clear:
Quería hablar con usted sobre eso. (about it)
Necesita su sombrero: no puede vivir sin él. (without it)
⇒ never use ***lo*** or ***la*** as pronouns to express "it" after a preposition; use ***eso, él*** or ***ella***.
- The reflexive form is ***sí***, referring back to the subject (see also §40):
Están luchando entre sí. (among themselves)
- ***Con*** followed by ***mí, ti*** or ***sí*** forms ***conmigo, contigo,*** and ***consigo***:
Está jugando conmigo. ¿No quiso ir contigo? Hablaba consigo (con él mismo).

38. Object Pronouns / Los pronombres de complemento

Direct object	(English object pronouns)	Indirect object
me	me	me
te	you	te
lo/la	him, her, it, you (<i>Ud.</i> form)	le
nos	us	nos
os	you (plural) [in Spain]	os
los/las	them, you (<i>Uds.</i> form)	les

Direct objects: what? or whom?		Indirect objects: to/for whom?	
I did...(what?)	I did my homework . I did it . <i>Hice la tarea. La hice.</i>	I did (for whom?)	I did her homework for her . <i>Le hice la tarea (a ella).</i>
I saw...(whom?)	I saw the doctor . I saw him . <i>Vi al doctor. Lo vi.</i>	I said (to whom?)	I told that to Juan . I told him . <i>Le dije eso a Juan. Le dije.</i>

- Spanish places object pronouns immediately before a conjugated verb. The object pronoun eliminates the need for the personal **a**:
¿Conoces al abogado? Sí, lo conozco, pero no le debo nada. ¡No te creo!
- When these pronouns are the object of an infinitive or a gerund, they are joined to the end (written accents may be added according to the general rules explained in §3):
Al verla, supe que la amaba. Upon seeing her, I realized I loved her.
Escribiéndoles, te entenderán mejor. By writing to them, they'll understand you better.
- Thus, object pronouns may either precede the conjugated verb or be attached at the end of the infinitive or gerund (but they can never come in between):
No me quieres creer. ~ No quieres creerme.
Siguieron buscándolo ~ Lo siguieron buscando.
Le voy a dar un regalo ~ Voy a darle un regalo.

- When used together, indirect object pronouns precede direct object pronouns (the exact opposite of the usual English order):

Nos los entregó a tiempo (los mensajes). She delivered them to us on time.
Quiero mandártelo / Te lo quiero mandar (el mensaje). I want to send it to you.

- When the first pronoun of the two would be **le** or **les**, it changes to **se** (sing. or plural):

Se lo quiero explicar antes de enseñárselo. I want to explain it to her before showing it to her.

- As there frequently is ambiguity with the third person, clarify with **a ellas, a usted**, etc.:

Ella le escribe a él; yo le escribo a ella. She is writing to him; I am writing to her.
No le quiero pedir un favor a usted. I don't want to ask you a favor.
Se la mandé a él primero. I sent it to him first.

- Spanish prefers to use the indirect object pronouns even when the indirect object is mentioned:

Le estoy escribiendo al jefe. I am writing to the boss.
¿Por qué no le pides dinero a tu hija? Why don't you ask your daughter for money?

Note the following verbs, which take certain prepositions in English, but not in Spanish (except for the personal **a** when needed):

mirar: look at **Miré al jugador y miré el campo. Los miré.**
 I looked at the player and at the field. I looked at them.

buscar: look for **Buscan a la abogada. La buscan.**
 They look for the lawyer. They're looking for her.

escuchar: listen to **Escuchamos música. La escuchamos.**
 We listened to music. We listened to it.

pedir: ask for **Pedí dos paellas. Se las pedí al mesero.**
 I asked for two paellas. I requested them to the waiter.

robar: steal from **Le robaron el dinero. Se lo robaron.**
 They stole her money from her. They stole it from her.

39. *Gustar* and Other Verbs Used with Indirect Objects

There is a group of verbs that are most frequently used with indirect objects. The most common is ***gustar***, which is the equivalent of *to like*, but functions very differently. In the English sentence "I like the book", "I" is the subject and the book the object. In ***Me gusta el libro***, the book is the subject of the sentence and ***me*** the indirect object. It is as if you were to say in English "The book is pleasing to me": ***El libro me gusta*** (note that the article is needed). Hence:

Indirect object	Verb (and adverb)	Subject	
Nos	<i>gusta mucho</i>	<i>el fútbol.</i>	We like soccer a lot.
<i>A mí no me</i>	<i>gustaban</i>	<i>los periódicos.</i>	I did not like newspapers.
<i>Al profesor le</i>	<i>gustó</i>	<i>la clase.</i>	The teacher liked his class.
<i>¿Te</i>	<i>gusta</i>	<i>leer?</i>	Do you like reading?
<i>Me</i>	<i>gustas</i>	<i>tú.</i>	I like you (romantically).

- A sentence beginning "Peter likes..." will have to begin ***A Pedro le gusta...***:
A la mayoría de la gente le gusta dormir. Most people like to sleep.
- Where English says "I don't like it" or "I like them", *it* or *them* is the subject of the verb that Spanish uses. Spanish omits these subject pronouns:
¿Te gustó el poema? Sí, me gustó. Did you like the poem? Yes, I liked it.

Do not try to express *it* or *them* with ***gustar***. If you must, it will have to be with the appropriate demonstrative pronoun: grammatical words ***Me gusta eso, me gusta esta.***

- Adverbs such as ***mucho, poco, and un poco*** are usually placed right next to ***gustar*** and similar verbs, whereas English tends to place them at the end. Note the difference in meaning:
Les gusta mucho tomar agua. They like drinking water a lot.
Les gusta tomar mucha agua. They like drinking lots of water.
- For clarity or contrast, a + prepositional pronoun can be used:
A ella le gustan los viajes, pero a él no. She likes trips, but he doesn't.
A mí me gustó el concierto, pero a ti no. I liked the concert, but you didn't.
- *To like better* is expressed by ***gustar más***:
Nos gustó más esta lectura que la otra. We liked this reading better than the other.

Other verbs that express personal reactions and function like *gustar* are the following:

<i>caer</i>	to (dis)like a person (not romantically)	<i>fascinar</i>	to fascinate
<i>bien/mal</i>	to like (not romantically)	<i>importar</i>	to care about
<i>agradar</i>	to annoy, irk	<i>interesar</i>	to interest
<i>disgustar</i>	to hurt	<i>molestar</i>	to bother
<i>doler</i>	to like a lot (love)	<i>preocupar</i>	to concern, worry
<i>encantar</i>	to irritate	<i>sorprender</i>	to surprise
<i>enojar</i>			

Me cae mal este profesor.

¿Te agrada el vecino?

A José le disgusta el ruido.

Me duele el brazo. Me duele.

Me encanta el béisbol.

Nos fascinan los insectos.

No me importan las noticias.

No nos interesaba.

A los murciélagos les molesta la luz.

A la vecina le preocupan sus flores.

I don't like this professor.

Do you like your neighbor?

Noise annoys José.

My arm hurts (me). It hurts.

I love baseball.

Insects fascinate us.

I don't care about the news.

We were not interested in it.

Light bothers bats.

The neighbor is worried about her flowers.

The verbs ***faltar***, ***quedar*** and ***parecer*** are used like ***gustar***, but they also appear without an indirect object in impersonal statements:

A este pastel le falta más sabor.

Falta más educación en la sociedad.

A mí me parece extraña la poesía.

La poesía parece extraña.

Te queda poco tiempo para terminar.

Queda poco tiempo para las vacaciones.

This cake is lacking (missing) more flavor.

More education is needed in society.

Poetry seems strange to me.

Poetry seems strange.

You have little time (left) to finish.

There's little time left before vacation.

► A common idiomatic expression for *How did you like...:*

¿Qué les pareció la película?

Nos pareció interesante.

¿Qué te parecieron los poemas?

Me encantaron.

What did you (pl.) think of the movie?

We found it interesting.

What did you think of the poems?

I loved them.

40. Reflexives / Los reflexivos

A. USE OF REFLEXIVE PRONOUNS / USO DE LOS PRONOMBRES REFLEXIVOS

singular:	me	te	se
plural:	nos	os	se

Me encontré en un problema.	I found myself in trouble.
Ella se cuida.	She takes care of herself.
Nos estamos vistiéndonos. Estamos vistiéndonos.	} We are dressing (ourselves).
No se quisieron ver. No quisieron verse.	} They refused to see each other (or themselves).

Reflexives are placed in the same position as other object pronouns: immediately before a conjugated verb, or joined to the end of a gerund or infinitive.

The plural reflexive pronouns may mean either *themselves* or *each other*. Logic will normally indicate which is intended; a sentence such as **Se escriben** is more likely to mean "they write to each other" than "they write to themselves". If it is important to make clear which is meant, insert the adverb **mutuamente** or variations of **entre sí**, **entre vosotros**, **entre nosotros**, **uno al otro**, **una a la otra**, **unas a las otras**, etc.:

Se recuerdan a sí mismos.	They remind themselves.
Se recuerdan uno al otro.	They remember one another.
Se recuerdan entre sí.	They remember/remind each other.

Spanish uses reflexive pronouns more frequently than English does. Whereas, for example, English says "I dressed," Spanish must say "I dressed myself" making it clear that the action is directed back at the subject. Here is a list of some common verbs used frequently with a reflexive pronoun. Nearly all of these verbs may be used as transitive verbs with other direct objects such as "I dressed the children", "I woke them up", etc., obviously without a reflexive pronoun.

acostarse (ue)	to go to bed, to lie down
casarse (con)	to get married (to)
despertarse (ie)	to wake up
divertirse (ie)	to have fun, enjoy oneself
levantarse	to get up
sentarse (ie)	to sit down
vestirse (i)	to get dressed

Me levanté temprano.	I got up early.
Acosté a los niños a las diez y yo me acosté más tarde.	I put the children to bed at ten and I went to bed later.
Divirtió mucho a sus compañeros; todos se divirtieron.	He amused his classmates a lot; they all enjoyed themselves.
Se bañó y también bañó al perro.	She bathed (herself.) and she bathed the dog, too.

⇒ Verbs with a reflexive pronoun are not to be confused with verbs like **gustar**, which take indirect object pronouns (See §39):

Verbs like **gustar** (indirect object pronoun):

Me gustó la fiesta.
Le fascinaban las estrellas.
Nos encanta la mañana.
Les interesa la astronomía.

Verbs using reflexive pronouns:

Me divertí en la fiesta.
Se acostaba bajo las estrellas.
Nos levantamos por la mañana.
Se interesan en la astronomía.

B. VERBS USED REFLEXIVELY / VERBOS PRONOMINALES

There are a considerable number of verbs whose meanings change when used reflexively, although many can be used as transitive verbs, too. An interesting case is **sentir**, to feel, which takes a reflexive pronoun with adjectives and adverbs (**se siente alegre, se siente bien**), but not otherwise (**siente alegría**). Here are some other verbs (see also Appendix C):

comunicarse (con)	to communicate (with) (comunicar : to communicate something)
dormirse (ue)	to go to sleep (dormir : to sleep)
enamorarse (de)	to fall in love (with) (enamorar : to seduce)
esforzarse (por) (ue)	to make an effort to (only used reflexively)
irse	to go away, leave (ir : to go somewhere)
llevarse	to carry off something (llevar : to carry somewhere)
preocuparse (por)	to be worried (about) (preocupar : to worry someone)
quedarse	to stay (quedar : to remain, to be or have left).
quejarse (de)	to complain (about) (only used reflexively)
reunirse (con)	to get together in a meeting (reunir : to gather something)

Se quieren comunicar contigo.

They want to get in touch with you.

¿Vas a irte sin quejarte?

Are you leaving without complaining?

Se enamoraron del perrito.

They fell in love with the little dog.

Nos esforzábamos por entender.

We were making an effort to understand.

Dormí poco esta semana.

I didn't sleep much this week.

Se van a quedar en San José porque no les queda tiempo.

They are going to stay in San José because they don't have any time left.

2. Expresen en español:

- He looks at himself while getting dressed. He feels good.
- They met (each other) a year ago and they immediately fell in love.
- I never worry about the news. There's nothing new.
- Complaining about the food was not going to solve anything.
- He stayed here (for) a few weeks. He left (went away) on Thursday.
- She fell asleep quickly and slept very well.
- People need to communicate more often.

C. TO BECOME: HACERSE, PONERSE, VOLVERSE...

verb	used with	suggests
<i>hacerse</i>	mostly nouns	effort for status or gradual transformation
<i>ponerse</i>	adjectives only	temporary change in emotional or physical state
<i>volverse</i>	adjectives or nouns	a more lasting change in emotional or physical state
<i>convertirse (ie) en</i> <i>transformarse en</i>	nouns only	a lasting, objective transformation

Se hizo abogado. Su vida se hizo intensa.

Se pusieron pálidos y furiosos. Me puse triste.

El tema se puso / se volvió difícil.

La vida se volvió una pesadilla.

Su casa se convirtió en un hotel.

Los problemas se convierten en oportunidades.

"Hispania" se transformó en "España".

He became a lawyer. His life got intense.

They got pale and angry. I got sad.

The topic became difficult.

Life turned into a nightmare.

Their house became a hotel.

Problems become opportunities.

"Hispania" became "Spain".

The Spanish equivalent of *to become* or *to get* + *adjective* is often a reflexive verb. Some common examples (see also ***quedarse***):

<i>alegrarse</i>	to become glad, happy
<i>cansarse</i>	to get tired
<i>darse cuenta de</i>	to realize (become aware of)
<i>enojarse</i>	to get angry
<i>enfermar(se)</i>	to get sick
<i>independizarse</i>	to become (get) independent
<i>prepararse</i>	to get prepared, get ready
<i>volverse loco</i>	to go mad

D. REFLEXIVE FOR POSSESSION

Spanish avoids the use of possessive adjectives with parts of the body, clothing, and personal items. Just use the definite article. Also, indirect object pronouns are often used to point in the direction of the person concerned:

<i>Va a traer el carro. Lo va a traer.</i>	She is bringing her car. She's bringing it.
<i>Le quitaron la bolsa (a Carmen).</i>	They took her (Carmen's) purse away.
<i>Le duele la cabeza. Le duele.</i>	Her head hurts. It hurts.

When the action is directed toward oneself, a reflexive pronoun is used:

<i>Me lavé las manos.</i>	I washed my hands.
<i>Me las lavé hace rato.</i>	I washed them a while ago.
<i>Se golpeó la pierna.</i>	She hit her leg.
<i>Se la golpeó al entrar.</i>	She hit it while entering.
<i>¿Te quitaste los lentes?</i>	Did you take off your eyeglasses/lenses?

41. The Passive Voice / *La voz pasiva*

A. SER + PAST PARTICIPLE

The passive voice is formed in Spanish in the same way as in English, with the appropriate form of the verb **ser** and the past participle (which, as an adjective, must agree in gender and number with the subject). The agent, if mentioned, comes after the preposition **por**:

Este libro es leído por todo el mundo.
Las rosas fueron compradas por la niña.
La ventana fue rota por la policía.

This book is read by everyone.
The roses were bought by the girl.
The window was broken by the police.

For use of **estar** with past participle, see §25.
To review the forms of the past participle, see §26.

B. PASSIVE CONSTRUCTIONS USING SE

- Spanish avoids the passive with **ser** when the agent of the action is unknown or irrelevant. The most common way of expressing a passive idea in Spanish –that something happens, but without expressing who in particular does it–, is by using **se** with a verb in the third person:

<i>Aquí se habla español.</i>	Spanish is spoken here.
<i>Se necesita tener paciencia.</i>	You need to be patient.
<i>Se come bien en Francia.</i>	One eats / People eat well in France.
<i>¿Se puede viajar sin visa?</i>	Is it possible to travel without a visa?
<i>Ese modelo ya no se usa.</i>	That model is not used (in use) anymore.

- When the subject (**modelo** in the above example) is plural, the verb must be plural:

<i>Esos modelos ya no se usan.</i>	Those models are not used anymore.
<i>Se venden camisas en esta tienda.</i>	Shirts are sold in this store.
<i>En América no se conocían los caballos.</i>	Horses were not known in America.

- Similar to English, Spanish can also use an impersonal *They...*, without the subject pronoun:

<i>Allá no respetan los derechos humanos.</i>	They don't respect human rights there.
<i>Firmaron el acuerdo esta mañana.</i>	They signed the agreement this morning.
O: <i>El acuerdo se firmó esta mañana.</i>	The agreement was signed this morning.

C. SE + INDIRECT OBJECT PRONOUNS (SE ME, SE LES, ETC.)

- The passive *se* may be followed by an indirect object pronoun indicating the person who undergoes the action of the verb (*to whom?*):

Se le mandaron flores (a ella).

Flowers were sent to her. (She was sent flowers)

Se les ofreció el trabajo (a ellos).

The job was offered to them. (They were offered...)

No se me dijo eso (a mí).

That wasn't told to me. (I wasn't told that).

These examples illustrate the common "false passive" in English, that is, a construction that uses the indirect object (*to whom?*) as the subject: "She was sent flowers"; "They were offered the job"; "I was told".

▶ The passive with **ser** won't work for this type of constructions. Use **se** and indirect object pronouns instead, being careful to always use the verb in the third person:

We were given directions.

▶ **Se nos dieron instrucciones.**

You were told what to do.

▶ **Se te dijo qué hacer.**

- The combination of **se** + indirect object pronoun (**se me, se te, se le[s], se nos**, etc.) is also used to express ideas such as losing, breaking, forgetting and dropping, when not deliberate, underlying that something happened by accident. The passive **se** indicates that the event was involuntary; the **object pronouns** refer to the person(s) affected by the event; and the verb uses the third person singular or plural to agree with the things lost, broken, forgotten, etc. Examples:

By accident

Se le rompieron dos costillas.

He broke two ribs (by accident).

Se les perdió la llave.

They lost their key.

Se me cayó el libro.

I dropped the book.

Se te olvidó mi dirección.

You forgot my address.

Se nos acabó la gasolina.

We ran out of gas.

Somewhat deliberate:

Rompió su promesa.

He broke his promise.

Perdieron el partido.

They lost the game (match).

Caí en una trampa.

I fell into a trap.

Olvidaste tus malos recuerdos.

You forgot your bad memories.

Acabamos el trabajo.

We finished the paper (or the job).

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42. Obligation: *Se debe, hay que...*

- A general sense of obligation is often expressed impersonally. Where English says *you should, one ought to*, etc., Spanish would typically use an expression with **se**:

Se debe seguir las instrucciones con cuidado. One (You) should follow directions carefully.
Se necesita tener experiencia. One (You) ought to have experience.

- ***Hay que*** is a common way to express obligation, both formally and informally. It can be used in all tenses, and is always followed by the infinitive:

Hay que saber qué pasa en el mundo. One should know what happens in the world.
Había que atravesar la región a pie. You had to go across the region on foot.
Habrá que esperar hasta mañana. We'll have to wait until tomorrow.
Hay que tener en cuenta la historia. One ought to keep history in mind.

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43. Por vs. Para

These prepositions are very common in Spanish and, unfortunately, both often correspond to English "for". The following is an attempt to summarize the main uses of the two.

A. PARA (destination or purpose):

1. Direction toward a destination or goal:

Salgo mañana para Madrid. I am leaving tomorrow for Madrid.
Vamos para la oficina. We're going to the office.

2. Purpose, use, goal or destination toward a recipient:

taza para café coffee cup
Había espacio para todos. There was room for everybody.
Estudié medicina para ayudar. I studied medicine in order to help.
Practican para mejorar. They practice to improve.
Compró estos libros para ti. He bought these books for you.
Trabaja para la OTAN. She works for NATO.

3. Time limit or deadline:

Hay que hacerlo para el lunes. It needs to be done by/for Monday.

4. Comparison against the normal expectation:

Tiene una gran población para un país tan pequeño.
It has a large population for such a small country.
Para ser extranjero, habla muy bien el idioma.
For a foreigner, he speaks the language very well.

5. Opinion: "To me..."

Para mí, la política es interesante. To me, politics is interesting.
La vida es valiosa para cualquiera. Life is valuable to anyone.

⇒ Use **para** in Spanish whenever you *could* use "in order to" in English. For example:

(in order) To improve, people have to do this. **Para mejorar, hay que hacer esto.**
I do it (in order) to have fun. **Lo hago para divertirme.**
I do it to improve. **Lo hago para mejorar.**
BUT:
It's not easy to improve this. **No es fácil mejorar esto.**
(you couldn't insert "in order to" here)

B. POR (motivation or substitution):

1. Exchange, substitution, rate, correspondence (per):

Te doy cinco dólares por el libro.	I'll give you five dollars for the book.
Gracias por todo.	Thanks for everything.
No me tomes por idiota.	Don't take me for an idiot.
a veinte kilómetros por hora	twenty kilometers an hour
el diez por ciento	ten percent
\$3 por galón.	\$3 per gallon

2. a. Cause, reason, or motive of an action (because of, to fetch):

Lo merece por su dedicación.	He deserves it for (because of) his dedication.
Fuimos al mercado por pan.	We went to the store for bread.
Te quería por tu honestidad.	I loved you for your honesty.
No jugaron por la lluvia.	They didn't play because of the rain.

b. On behalf of, for the sake of, in favor of, out of:

Lo hice por el dinero.	I did it for the money.
No lo hago por ti.	I'm not doing it on your account.
Se preocupan por mí.	They worry about me.
Luchan por la independencia.	They fight for independence.
Trabajaba por la paz mundial.	She worked for world peace.
A menudo me pregunta por ti.	He often asks about you.

3. Duration in time (often omitted):

Estuvo en México (por) seis semanas. He was (stayed) in Mexico for six weeks.

During the morning, evening, or afternoon:

Trabajaba por la mañana. He used to work in the morning.

4. Movement through a place:

Iba por la calle cuando...	I was going down the street...
Pasa por mi oficina.	Drop by my office.
Vamos a pasear por el parque.	We are going to take a walk through/by the park.

5. Agent in a passive phrase (by):

Fue escrito por ella.	It was written by her.
Está afectada por la noticia.	She's affected by the news.

6. Means of transportation or communication (by):

El paquete llegó por avión.	The package arrived by plane.
Llárame por teléfono.	Call me on the telephone.

7. In a large number of idiomatic expressions:

por fin	finally, at last	por lo menos	at least
por ejemplo	for example	por favor	please
por desgracia	unfortunately	por primera vez	for the first time
por supuesto	of course	por casualidad	by (any) chance
por eso	that's why	por otra parte	on the other hand
por aquí	around here	por lo tanto	therefore

⇒ The questions **¿para qué?** (for what purpose?) and **¿por qué?** (for what reason or motive?) can give you clues on choosing the appropriate preposition. Both prepositions will often be grammatically correct, but they would convey different meanings:

Recibimos dinero por la investigación. I got money from the research (done). [exchange]	Recibimos dinero para la investigación. I got money for the research (to do). [purpose]
Compré esto por ti. I bought this because you wanted me to. [motive]	Compré esto para ti. I bought this to give it to you. [destination]

44. The Forms of the Present Subjunctive / *Las formas del presente del subjuntivo*

	present indicative		PRESENT SUBJUNCTIVE
ayudar	yo ayud -ø ▶	ayude	ayudes ayude ayudemos ayudéis ayuden
poner	yo pong -ø ▶	ponga	pongas ponga pongamos pongáis pongan
seguir	yo sig -ø ▶	siga	sigas siga sigamos sigáis sigan

In order to form the present subjunctive, use the first person singular of the present indicative –the **yo** form–, remove the **-o**, and add endings in **-e** for **-ar** verbs, and endings in **-a** for **-er** and **-ir** verbs. This change of vowel may involve some spelling changes:

pag-ø ⇒ **pague** **busc-ø** ⇒ **busque** **empiez-ø** ⇒ **empiece**

- Stem-changing verbs in **-ar** and **-er** change their stems in the same way and in the same cases as in the present indicative:

piense **pienses** **piense** **pensemos** **penséis** **piensen**
vuelva **vuelvas** **vuelva** **volvamos** **volváis** **vuelvan**

- Stem-changing verbs in **-ir**, whatever the change that occurs in the present indicative, change the stem of the **nosotros** and **vosotros** forms of the present subjunctive from **e** to **i** and from **o** to **u**. (see complete rules.)

muera **mueras** **muera** **muramos** **muráis** **mueran**
sienta **sientas** **sienta** **sintamos** **sintáis** **sientan**
pida **pidas** **pida** **pidamos** **pidáis** **pidan**

Only six verbs do not follow the rules above to form the present subjunctive:

ir → **vaya, vayas, vaya, vayamos, vayáis vayan**
ser → **sea seas sea seamos seáis sean**
estar → **esté estés esté estemos estéis estén**
saber → **sepa sepa sepa sepamos sepáis sepan**
haber → **haya hayas haya hayamos hayáis hayan** (subjunctive for *hay*)
dar → **dé des dé demos deis den**

Subjunctive?

All the verbs we have studied so far have been in the Indicative Mood because they indicate states or actions that are presented as factual. The Subjunctive Mood is used, mostly in dependent clauses, after verbs that suggest non-factual events, such as indirect commands, doubts, subjective perception, etc. Compare the following two groups of sentences:

Presented as factual (indicative):

I insist that he is here.
Insisto en que está aquí.
I believe he did it.
Creo que lo hizo.
I know he is here.
Sé que está aquí.

Desired, doubted (subjunctive):

I insist that he be here.
Insisto en que esté aquí.
I demand that he do it.
Exijo que lo haga.
I doubt he'll be here.
Dudo que esté aquí.

45. Commands / Mandatos

A. FORMS OF THE IMPERATIVE / FORMAS DEL IMPERATIVO

All commands –except the affirmative **tú** and **vosotros** forms– use part of the present subjunctive in what is called the *imperative mood (el imperativo)*:

	<i>afirmativo</i>	<i>negativo</i>
usted(es)	use present subjunctive hable(n), coma(n), viva(n) ponga(n), vaya(n), sea(n)	use present subjunctive no hable(n), no coma(n), no viva(n) no ponga(n), no vaya(n), no sea(n)
tú	use 3rd person present indicative habla, come, vive trae, juega, oye -ad, -ed, -id	use present subjunctive no hables, no comas, no vivas no pongas, no vayas, no seas
vosotros	hablad, comed, vivid poned, id, sed	use present subjunctive no habléis, no comáis, no viváis no pongáis, no vayáis, no seáis

- **Usted(es)** commands use the third person of the present subjunctive: **vivan; no hagan;** etc. The pronoun **Ud(s)** is sometimes used as a way of softening the imperative:

Pasen ustedes, por favor.

Please come in.

No sea usted tan difícil.

Please don't be so difficult.

- ▶ Remember that **Ustedes** is the only plural form used in America; in Spain, **vosotros** is informal, **ustedes** is formal.

- **Vosotros** commands, used only in Spain now, simply change the **-r** ending from the infinitive into a **-d** for the affirmative (**poner** → **poned**), and use the present subjunctive for the negative (**no pongáis**).

- Affirmative **tú** commands use the third person singular of the present indicative: **vuelve; piensa; sigue;** etc. The following verbs are exceptions:

decir → **di**

ser → **sé**

hacer → **haz**

tener → **ten**

ir → **ve**

poner → **pon**

salir → **sal**

venir → **ven**

- Negative **tú** commands use the **tú** form of the present subjunctive: **no tengas miedo; no salgas; no vuelvas.**
- Object pronouns are attached to the end of the affirmative command forms. This often involves the placing of a written accent:
Escríbale usted; cómelo; dígame; mándamelos, etc.
But: **hazlo; dime;** etc. (no accent when the command is a one-syllable word).
- Object pronouns are placed immediately before the negative command forms:
No me hables; ni me lo digas; nunca te levantes; jamás se duerma usted; no se te olvide.

B. OTHER EXHORTATIONS/ OTRAS EXHORTACIONES

The present subjunctive is also used in the following expressions:

1.	Comamos. Let's eat.	Cantemos otra cosa. Let's sing something else.	Sigamos durmiendo. Let's go on sleeping.
----	-------------------------------	----------------------------------------------------------	----------------------------------------------------

- Common exception: **vamos** let's go.
- Personal pronouns follow their usual pattern of being joined to the end.
Escribámosle. Let's write to him. **Prestémoselo.** Let's lend it to him/her.
- When **se** or **nos** are used, as in **prestémoselo**, the verb drops the final **-s**:
Sentémonos. Let's sit down. **Vámonos.** Let's leave.

2.	Que lo hagan ellos. Let them do it, have them do it (I don't want to)	Que vaya Pedro. Let Pedro go (not me)
----	---------------------------------------------------------------------------------	-------------------------------------------------

3. Wishes:	iQue te diviertas! Que disfruten (de) la película. Que se mejore. Que te vaya bien.	Have fun! Enjoy the movie. (you all) Get better (health). May you do well / Be well.
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PRÁCTICA 45B. Expresé en español.

1. Let's go to the movies on Friday.
2. Let's not work today. Let's have fun.
3. Let's listen to music.
4. Let's continue to write to her.
5. Let's send him a message via e-mail.
6. Let's ask him for money.
7. I don't want to get tired; let John go.
8. Have your employees do the work for (instead of) you.
9. He lost the address; let him go crazy looking for the house.
10. May you be happy!
11. May all of your dreams become true!
12. May life be perfect!

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46. the Present Subjunctive in Noun Clauses

A noun clause is a group of words (containing a verb), which is the **subject** or **object** of the main clause verb:

I demand that he be here.
main clause noun clause

In the sentence "I demand that he be here", the words "that he be here" are the noun clause, object of the main verb "demand".

The **subjunctive** is used in a noun clause when the main verb expresses influence (an indirect command), emotion, doubt, disbelief or denial.

Exijo que esté aquí. I demand that he be here.

- Spanish frequently uses the present subjunctive with a future meaning (the future subjunctive is no longer used):

Me alegra que haya clase mañana. I'm glad (that) there will be class tomorrow.

Note that the relative **que** cannot be omitted as English often omits "that".

A. INFLUENCE: After verbs expressing want, desire, hope, request, insistence, command, suggestion, etc., what is in the clause is like a command and must be in the subjunctive:

Espero que vayas. I expect you to go.
Te digo que lo hagas ahora. I'm telling you to do it now.
Insisto en que esté presente. I insist that he be present.

- English frequently uses a phrase with the infinitive to express indirect commands: "I want him to do it" etc. Spanish must use the subjunctive: *Quiero que lo haga.*
- If the verb in the main clause simply reports a situation (usually with **decir**) perceived as real, use the **indicative**:
Te digo que está lloviendo. I tell you that it is raining.

B. EMOTION: When the main verb expresses any subjective attitudes (sorrow, surprise, anger, indifference, concern, hope), the verb in the noun clause must be in the subjunctive:

Siento que no vayas. I am sorry that you're not going.
Me sorprende que Ud. no lo sepa. It surprises me that you do not know it.
Es triste que no haga sol. It's sad it isn't sunny.

- With verbs of influence and emotion, use the infinitive if there is only one subject::

Quiero ir. Espero ir. I want to go. I hope to go.
Siento molestarte. I'm sorry to disturb you.
Estamos felices de trabajar aquí. We're glad we work here.
BUT: *Estamos felices de que trabajes aquí.* We're glad that you work here.

C. DOUBT, DISBELIEF or DENIAL: When the main verb expresses uncertainty or denies a previous statement, the verb in the noun clause should be in the subjunctive:

Doubt or *Dudo/No creo que vaya.* I doubt/I don't think I'm going.
Disbelief: *No es posible que sea verdad.* It's not possible that it is true.
 Es increíble que te vayas. It's hard to believe you're leaving.
Denial: *No digo que sea tonto.* I am not saying (that) he is stupid.
 Es falso que me moleste el ruido. It is false that noise disturbs me.
 No es cierto que haya marcianos. It's not true that there are Martians.

- In general, *creer, no dudar, ser verdad*, and other expressions of conviction are not followed by the subjunctive, while *no creer, dudar, no ser cierto*, etc., are:

Creo que va a llover but *No creo que llueva*

In questions, the clause may not involve a subjunctive, depending on the doubt in the mind of the speaker:

¿Crees que va a llover? or *¿Crees que llueva?*

Ojalá, whose form is invariable, meant originally something like "O to Allah" in Arabic and it is used to express a general wish or hope. It is always followed by the subjunctive:

Ojalá (que) vengan mañana. I hope they come tomorrow.
Ojalá no llueva. Hopefully it won't rain.

Ojalá may be used with or without **que** with no change in meaning.

See www.colby.edu/~bknelson/SLC/ojala/cancion.html for a good practice on **ojalá** in a Dominican song.

⇒ **tal vez, quizás, quizá**, which all mean *perhaps*, are followed by the subjunctive if the speaker wants to convey a considerable degree of doubt (**que** is not used here):

Tal vez llegue pronto. Perhaps he will arrive soon. (probably not)
Quizás vamos al cine. Maybe we'll go to the movies. (very possible)

47. Subjunctive in Adjective Clauses / *El subjuntivo en cláusulas adjetivas*

An adjective clause is a group of words –containing a verb– that tells something about a noun. This noun to which the clause refers is called its antecedent:

I admire *those women* ... **who stand for their rights.**
▲ antecedent ▲ adjective clause ▲

The subjunctive is used in an adjective clause when the antecedent is someone or something whose existence is unknown, hypothetical or uncertain from the point of view of the speaker

Necesito un libro que me explique esto.

I need a (some) book that explains this.

No hay novelas que me interesen.

There are no novels that may interest me.

¿Hay alguien que tenga sugerencias?

Is there anyone who may have any suggestions?

Escoge la clase que más te guste.

Choose whichever class you like best.

Busco un secretario que sepa francés.

I am looking for a secretary who knows French.

▲(no personal *a*: it's not a definite person)

- If the antecedent is known to exist, the indicative is used:

Busco al secretario que sabe francés.

I am looking for the secretary who knows French.

Necesita el libro que explica esto.

She needs the book that explains this.

Hay novelas que me interesan.

There are some novels that interest me.

Aquí hay alguien que necesita ayuda.

There's someone who needs assistance here.

Escojo las clases que más me gustan.

I pick those classes I like best (after checking them out).

- When the antecedent is not mentioned, adjective clauses are introduced by ***lo que*** (*what...*):

Haz lo que quieras.

Do what(ever) you (may) want.

Haces exactamente lo que quieres.

You do exactly what you want. (you know what it is)

No me importa lo que digan.

I do not care what they (may) say. (whatever it is)

No me importa lo que dicen.

I do not care about what they're saying.

Note that, when the reference is unknown (subjunctive needed), English uses different ways to convey the vagueness of the antecedent, often translating *lo que* as "anything that, whatever".

- Indefiniteness or lack of restriction is often stressed by repeating the verb in subjunctive.

digan lo que digan

no matter what (whatever) they say

hagas lo que hagas

no matter what (whatever) you do

48. The Past Subjunctive / *El imperfecto del subjuntivo*

	preterite		-ra: PAST (IMPERFECT) SUBJUNCTIVE				
soñar	ellos soñaron ▶	soñara	soñarás	soñara	soñáramos	soñarais	soñarán
ver	ellos vieron ▶	viera	vieras	viera	viéramos	vierais	vieran
oír	ellos oyeron ▶	oyera	oyeras	oyera	oyéramos	oyerais	oieran

The past subjunctive of all verbs is formed by changing the ending of the third person plural (**ellos**) of the preterite from **-ron** to **-ra**. Note that the **nosotros** form gets an accent mark.

Since the third person of the preterite of **-ir** stem-changing verbs has a stem change, all forms of the past subjunctive have this change: **durmiera, sintieras, pidiéramos**, etc.

Past subjunctive forms ending in **-se** exist, but are not frequently used (change **-ron** to **-se**: **soñase, viese, oyese, durmiese**).

The imperfect subjunctive is used in subordinate clauses referring to past events in the cases mentioned previously (§46, 47):

Influence (indirect commands):	Me pidió que fuera a visitarlo. He asked me to go visit him.
Emotion (subjective attitude):	Nos gustaba que viniera. We liked that he would come.
Doubt or denial:	No es que estuviera triste. It's not that I was sad.
Uncertain antecedent:	Quería un libro que le ayudara. He wanted a book to help him.

Following **ojalá**, the past subjunctive signals a hypothetical situation contrary to current facts:
Ojalá (que) tuviera un millón de dólares. I wish I had a million dollars.

Similar conjectures introduced with "It would be..." may use the past subjunctive:

Sería bueno que llegaras a tiempo.	It would be good for you to arrive on time.
Sería deseable que evitaran la inflación.	It would be desirable if they could avoid inflation.



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49. Pero / sino / no solo... sino

- When *but* follows a negation and means something like "but on the contrary" or "but rather," use *sino*:

No use "pero", sino "sino".

Don't use *pero* but *sino*.

No es tonto, sino demasiado inteligente.

He is not stupid, but (rather) too intelligent.

- If *sino* separates two conjugated verbs, *sino que* must be used:

No salí, sino que me quedé en casa leyendo.

I did not go out, but (instead) I stayed home, reading.

- When the second phrase does not exclude the first, *pero* is used:

No es alemán, pero habla bien el idioma.

He is not German, but he speaks the language well.

► Note that a comma is generally used *before* (not after) *pero* or *sino*.

- The Spanish equivalent of "not only...but (also)" is ***no solo ... sino (también)***. The relative ***que*** must be used when *sino* introduces a clause with a conjugated verb. Observe some optional variations of this construction in the following examples:

El sistema no solo es eficaz, sino también agradable.

The system is not only efficient, but also nice.

No solamente oyeron música, sino que además bailaron.

Not only did they listen to music, but they also danced.

No querían únicamente la independencia política, sino también la económica.

They wanted not just political independence, but also economic independence.

Manejo automóvil no sólo por comodidad, sino por necesidad.

I drive a car not only for comfort, but also out of necessity.

- ***También*** and ***además*** can be used interchangeably for this construction, and both of them can be omitted. The adverbs ***solo***, ***solamente*** and ***únicamente*** are also synonyms in this context.
- The adverb ***solo*** –only– takes on a written accent when the context does not provide enough clues to avoid confusion with the adjective ***solo*** –alone–:

Manejo solo por necesidad.

I drive alone out of necessity.

Manejo sólo por necesidad.

I drive only out of necessity.

50. Subjunctive in Adverb Clauses / *El subjuntivo en cláusulas adverbiales*

Adverb clauses modify the **verb** in the main clauses. They say something about how, when, where or why that action occurs, and are always introduced by a **conjunction**:

(indicative) main clause	conjunction	(indicative or subjunctive) adverbial clause
<i>Siempre me siento feliz</i> I always feel happy	<i>cuando</i> when	<i>me llamas.</i> you call me.
<i>Hoy preparé la salsa</i> Today I made the sauce	<i>como</i> the way	<i>a ti te gusta.</i> you like it.

The subjunctive is used in adverb clauses when the action described in the clause is **anticipated or hypothetical** (a reservation, a condition not yet met, a mere intention).

Here's a list of the most common conjunctions introducing adverb clauses:

Conjunctions of provision		Subjunctive?
<i>a menos que</i>	unless	always followed by the subjunctive
<i>antes (de) que*</i>	before	
<i>con tal (de) que*</i>	provided that	
<i>en caso de que*</i>	in case	always followed by the subjunctive*
<i>para que*</i>	so that, in order that	
<i>sin que*</i>	without	
Conjunctions of time		
<i>después (de) que*</i>	after	
<i>hasta que*</i>	until	
<i>tan pronto como /en cuanto</i>	as soon as	use the subjunctive for anticipated circumstances (a future occurrence not yet met)
<i>mientras (que)</i>	while, as long as	
<i>siempre que</i>	whenever, as long as	
<i>cuando</i>	when	
Conjunctions of condition		
<i>aunque</i>	although, even if	use the subjunctive for anticipated, hypothetical, or irrelevant circumstances (unknown at the moment)
<i>a pesar de que</i>	in spite of, despite	
<i>como, según</i>	that	
<i>donde</i>	as, in any way	
	where, wherever	
* With these conjunctions, use the infinitive if there's only one subject (que not used):		
<i>Voy a comer antes de salir.</i> I'm eating before leaving (I eat, I leave)		

*No puedes ganar **a menos que te apoyen**.*
*Se fue **antes de que yo hablara** con ella.*
*Traje sombrero **en caso de que haga** sol.*
*Trabaja **para que** su hijo **pueda** viajar.*
*No puedes irte **sin que hablemos** primero.*
*Cierre la puerta **después de que salga**.*
*No quería esperar **hasta que terminaras**.*
*Voy a regresar **en cuanto caiga** la noche.*
***Cuando llegues**, vas a sentirte mejor.*
*Vamos a pescar **aunque llueva** mañana.*
*Hazlo **como quieras**.*

You can't win unless they support you.
 She went away before I could talk to her.
 I brought a hat in case it is sunny.
 She works so that her son can travel.
 You cannot leave without us talking first.
 Close the door after you leave.
 He didn't want to wait until you were done.
 I am going back as soon as the night falls.
 When you arrive, you'll feel better.
 We're going fishing even if it may rain tomorrow.
 Do it any way you want (as you please).

- Note that the conjunctions **como**, **cuando** and **donde**, unlike question words, do not have accents.
- **sin que** and a clause must be used in Spanish where English often uses a phrase such as "without us seeing him." Spanish must say: "**sin que lo veamos / sin que lo viéramos**".
- **de la manera que, del modo que**, are common equivalents of **como**, especially in writing:
Hazlo de la manera que te indiqué, o del modo que quieras.
Do it the way I showed you, or anyway you (may) want.
- **para que** has a variety of equivalent expressions that convey the idea of "so that", "in order that": **a fin de que, con el objeto/propósito de que, con la intención de que.**
- Use the indicative if time conjunctions do not refer to the future (actions in the past or in progress, known facts, habits):

Quando llegaste, ¿te sentiste mejor?	When you arrived, did you feel better? (past)
Esperó hasta que terminaste.	He waited until you were done. (past)
Nos llama siempre que se siente solo.	He calls us whenever he feels lonely. (known fact)
Está viendo la película mientras comemos.	He is watching the movie while we eat. (in progress)
- The indicative follows **aunque, como, según** and **donde** to acknowledge a known place or fact:

Vamos a pescar aunque está lloviendo.	We're going fishing even though it's raining.
Hazlo como te indiqué.	Do it the (specific) way I showed you.
Lo hice según indican las instrucciones.	I did it as the directions (which I read) indicate.
Vimos el campo donde luchó Bolívar.	We saw the field where Bolívar fought.

51. The Future and Conditional Tenses / *Los tiempos futuro y condicional*

Future (will)		Conditional (would)	
<i>hablaré</i>	<i>viviré</i>	<i>iría</i>	<i>sería</i>
<i>hablarás</i>	<i>vivirás</i>	<i>irías</i>	<i>serías</i>
<i>hablará</i>	<i>vivirá</i>	<i>iría</i>	<i>sería</i>
<i>hablaremos</i>	<i>viviremos</i>	<i>iríamos</i>	<i>seríamos</i>
<i>hablaréis</i>	<i>viviréis</i>	<i>iríais</i>	<i>seríais</i>
<i>hablarán</i>	<i>vivirán</i>	<i>irían</i>	<i>serían</i>

- The future and conditional have the same endings for all verbs.
- The stem is generally the infinitive, but some verbs (and their compounds) differ slightly:

<i>decir: diré, dirías</i>	<i>poder: podremos,</i>	<i>salir: saldrá, saldríais</i>
<i>caber: cabrá,</i>	<i>podría</i>	<i>tener: tendré, tendría</i>
<i>cabrían</i>	<i>poner: pondrá,</i>	<i>valer: valdrá, valdrían</i>
<i>haber: habrá,</i>	<i>pondría</i>	<i>venir: vendrá,</i>
<i>habría</i>	<i>querer: querrás,</i>	<i>vendríamos</i>
<i>hacer: harás,</i>	<i>querríais</i>	
<i>haría</i>	<i>saber: sabrás, sabría</i>	

A. THE FUTURE is used as it is in English:

<i>Esta mesa no cabrá en el auto.</i>	This table won't fit in the car.
<i>Prepararemos la cena cuando llegues.</i>	We'll prepare dinner when you get here.
<i>Habrá mejores oportunidades algún día.</i>	There will be better opportunities some day.

- Spanish also uses the future to express some conjectures (*conjeturas*):

<i>No contesta el teléfono: estará fuera.</i>	He won't answer the phone –perhaps he's out.
<i>¿Le pasará algo?</i>	Maybe something's happening to him/her.

- ▶ Sometimes, English *will* or *won't* does not refer to the future but rather implies *want*, in which case it must be expressed with the appropriate verb (usually *querer*) in Spanish:
He won't speak with me. ***No quiere hablar conmigo.***

- ▶ Remember that the present subjunctive is used to express future, hypothetical events in subordinate clauses (as seen in sections 44-50):

<i>No creemos que tenga ningún problema.</i>	We don't think he'll have any problems.
<i>Ojalá que no haya examen mañana.</i>	I hope there won't be an exam tomorrow.

B. THE CONDITIONAL is used as it is in English:

¡Felipe no diría eso nunca! Felipe would never say that!
No me molestaría darte un beso. I wouldn't mind giving you a kiss.
Sería maravilloso saber bailar. It would be wonderful to know how to dance.

- Spanish also uses the conditional to express conjectures about past situations:

No vino ayer: estaría enferma. She didn't come. She was probably sick.
¿Se le olvidaría la cita? Maybe he forgot about the appointment.

- English frequently uses the word *would* to express past habitual actions. Spanish uses the imperfect in such cases:

As a child, I would go to the movies all the time. *De niño, iba al cine todo el tiempo.*

PRÁCTICA 51B. Entrevista al profesor del año. Forme preguntas como en el modelo.

MODELO: cómo / mejorar el sistema educativo: *¿Cómo mejoraría Ud. el sistema educativo?*

- cómo / apoyar el arte y la creatividad.
- de qué manera / prevenir el crimen
- de qué modo / comunicarse con la nación
- qué / hacer frente al analfabetismo
- qué / decirles a los jóvenes del país
- qué / tener como prioridad en el gobierno

C. FOR POLITE REQUESTS:

- Quisiera** is often used for *I would like* instead of the conditional (**Querría** is generally avoided).

¿Quisieras acompañarme? Would you like (want) to go with me?
Quisiera ir a Perú algún día. I would like to go to Peru some day.
Me gustaría ir a Perú.

- Would you...?, Could you...?* involve either the conditional or the past subjunctive of **poder**:

¿Me pudiera Ud. dar información? (formal) Could/Would you give me some information?
¿Me podrías dar información? (just polite)

⇒ **Hay** is expressed in these tenses with the future or conditional of **haber** in the 3rd person singular:

No habrá problemas en el país. There won't be any problems in the country.
Si hubiera más educación,
habría menos guerras. If there were more education,
there would be fewer wars.

52. If-Clauses / Frases con "si"

A. USE THE INDICATIVE:

- For events likely to take place:

Si suben el precio, no lo compraremos.
No tienes que hacerlo si no hay tiempo.
No sé si él está en casa o no.

If the price is raised, we won't buy it.
You don't have to do it if there's no time.
don't know if (whether) he is home or not.

- After ***por si (acaso)...*** - just in case:

Traigo paraguas por si acaso (llueve).
Llevó el celular por si se perdía.

I'm bringing an umbrella just in case (it rains).
He took his cell phone in case he got lost.

B. USE THE PAST SUBJUNCTIVE:

- For unlikely or contrary-to-fact events, the if-clause is in the past subjunctive, and the result clause in the conditional:

Si tuviera un millón de dólares, sería rico.
No haría eso si fuera tú.

If he had a million dollars, he'd be rich.
I wouldn't do that if I were you.

- After ***como si...*** - as if:

Me trataba como si fuera una niña.
Siempre actúa como si no pasara nada.

He treated me as if I were a child.
She always acts as if nothing were the matter.

- After ***ojalá*** and ***aunque***, when they refer to conditions contrary to fact:

Ojalá hubiera paz en este planeta.
Iría a la playa aunque nevara en verano.

If only there were peace on this planet.
I'd go to the beach even if it snowed in summer.

- ▶ When *whether...or (not)* conveys hypotheses, Spanish uses subjunctive constructions (not if-clauses):

We'll get married whether they like it or not.
no.

Nos casaremos (sea que) les guste o

⇒ The present subjunctive is never used in if-clauses.

53. Compound Tenses with *Haber* / *Los tiempos compuestos con haber*

COMPOUND INDICATIVE TENSES USING <i>haber</i> :			
Present Perfect (have given)	Pluperfect (had read)	Future Perfect (will have returned)	Conditional Perfect (would have said)
<i>he dado</i>	<i>había leído</i>	<i>habré vuelto</i>	<i>habría dicho</i>
<i>has dado</i>	<i>habías leído</i>	<i>habrás vuelto</i>	<i>habrías dicho</i>
<i>ha dado</i>	<i>había leído</i>	<i>habrá vuelto</i>	<i>habría dicho</i>
<i>hemos dado</i>	<i>habíamos leído</i>	<i>habremos vuelto</i>	<i>habríamos dicho</i>
<i>habéis dado</i>	<i>habíais leído</i>	<i>habréis vuelto</i>	<i>habrías dicho</i>
<i>han dado</i>	<i>habían leído</i>	<i>habrán vuelto</i>	<i>habrían dicho</i>

Nunca **hemos estado** en París.

Ya me lo **habían mencionado**.

Lo **habré terminado** para el sábado.

Yo no **me habría sentido** así.

We have never been to Paris.

They had already mentioned it to me.

I will have finished it by Saturday.

I would not have felt that way.

- Spanish forms compound tenses with the auxiliary **haber** and the past participle in much the same way that English does with *have*.
- Following **haber**, the past participle is invariable; it always ends in **-o**. (Following **ser** or **estar**, the past participle agrees with the noun in gender and number as an adjective. See §26 and 41). To review the formation of the past participle, see §26.
- Reflexive and object pronouns must precede the conjugated form of **haber**:
Se les ha olvidado. (They've forgotten)

⇒ **Hay** is expressed in any of these tenses with the auxiliary in the 3rd person *singular* (**ha, había, habrá, habría**) plus the participle **habido** :
No ha habido problemas en el país. There haven't been any problems in the country.

COMPOUND SUBJUNCTIVE TENSES USING *haber*:

Perfect Subjunctive
(that I have given, etc.)

haya dado
hayas dado
haya dado
hayamos dado
hayáis dado
hayan dado

Pluperfect Subjunctive
(that I had said, etc.)

hubiera dicho
hubieras dicho
hubiera dicho
hubiéramos dicho
hubierais dicho
hubieran dicho

Lamento que la ***haya tratado*** tan mal.

Dudo que la ***hayan visto*** todavía.

Si se me ***hubiera dicho*** eso, no ***habría ido***.

Nunca salía antes de que su esposa ***se hubiera levantado***.

I am sorry that he (has) treated her so badly.

I doubt that they have seen it yet.

Had I been told that, I wouldn't have gone.

He never went out before his wife had gotten up.

- Compound subjunctive tenses are ruled by the general principles for the use of the subjunctive.
- A common context for using the pluperfect subjunctive (***hubiera***) is in if-clauses referring to the past. The perfect subjunctive (***haya***) is never used after ***si***:

Te habría llamado si hubiera podido.
Si hubiera habido tiempo, nos habríamos divertido.

I would have called you if I had been able to.
Had there been some time, we would have had fun.

54. Expressing Present Attitudes Toward Past Events

- When an emotional attitude is expressed in the *present* (I'm glad) toward an action completed in the past (she left), the *perfect* subjunctive is normally used in the dependent clause:

Main clause: Present attitude

Present indicative

Me alegra

I am glad

(Es una) lástima

It's a pity

No pueden creer

They can't believe

Ojalá

I hope

Dependent clause: Complete past event

Perfect subjunctive

que se haya ido.

(that) she (has) left.

que no haya llovido el verano pasado.

that it didn't rain last summer.

que no hayas continuado escribiendo.

that you didn't continue to write.

que hayas tenido un buen viaje.

you had a good trip.

- Only when a present attitude refers to things that used to happen or descriptions, the past [imperfect] subjunctive may be used in the dependent clause:

No es sorprendente que Colón viajara [haya viajado] con frecuencia.

It's not surprising that Columbus used to travel [had traveled] frequently.

55. Reported Speech: Use of the Pluperfect

- When telling what someone said, the imperfect is used to report on description of circumstances, stated ongoing conditions, intentions, habits or actions in progress (see §33):

*Me contó que **hacía** muchos años (description of circumstances) que **vivía** (ongoing condition) en un pueblo pequeño, y que **quería** (intention) estudiar en una gran ciudad. Dijo que por eso **estudiaba** (habit) mucho siempre, porque **se estaba preparando** (action in progress) para un ambiente competitivo.*

He told me that he had lived in a small town for many years, and that he wanted to study in a large city. He said that for that reason he always studied a lot, because he was preparing for a competitive environment.

- The pluperfect is used to report on a past statement that describes a previous occurrence:

*Dijo: "**Salí** de mi pueblo hace varios años, y ahora vivo en Panamá".*

*Dijo que **había salido** de su pueblo hacía varios años, y que ahora vivía en Panamá.*

He said he (had) left his town several years ago, and he now lived in Panama.

*Dijo: "**Me fui** cuando tenía veintidós años".*

*Dijo que **se había ido** cuando tenía veintidós años.*

He said he (had) finished his studies when he was twenty-two.

- Unlike colloquial English, in this context the pluperfect is widely used in Spanish. Compare:

Dijeron que se habían divertido mucho.

Me contó que había ido a Perú hacía dos años.

They said they had a great time.

He told me he went (had been) to Peru two years earlier (ago).

56. *Todavía, aún, ya (no)*

- The adverbs **todavía** and **aún** both mean *still/yet*, and can be placed before or after the verb:
Le parecía imposible que estuviera lloviendo todavía (aún).
It seemed impossible to him/her that it was still raining.
Aún (todavía) no había comenzado a nevar cuando ocurrió el accidente.
It hadn't started snowing yet when the accident happened.
- ▶ Note: Only before or after comparisons (**más, menor, peor**, etc.), can *even* be translated as **todavía** or **aún**:
Es aún mejor de lo que pensaba. It's even better than I thought.
- ▶ Keep in mind that English *still* and *yet* are also conjunctions meaning *however* or *but*. In these cases other Spanish expressions must be used, such as **sin embargo, con todo, pero, mas**:
She's smart, yet selfish **Es lista, pero egoísta.**
- **Ya** has several uses, but its most common meanings are *already* and *now* for affirmative sentences, and *not anymore* for negative sentences. It's usually placed before the verb:
Ya vuelvo / regreso. I'll be right back; I'm coming back right now.
Ya se les habrá olvidado. They will (may) have forgotten by now.
Ya han devuelto los libros. They have returned the books already.
Ya almorcé / Ya he almorzado. I('ve) already had lunch.
Ya no les gusta bailar. They don't like dancing anymore.
Ya no nos quejaremos (más). We won't complain anymore.

Guía para verificar la gramática correcta

Una lista de puntos gramaticales para corregir borradores en español

A Grammar Checklist to Edit Spanish Drafts

Escribir con una gramática correcta no es solamente cuestión de perfeccionismo académico. Es una manera de dar fuerza a lo que uno quiere expresar y de manifestar respeto frente a la lengua y la cultura. Por eso es importante presentar sus trabajos con la mejor gramática posible. **Relea su borrador, y verifique si cada uno de los siguientes puntos está correcto:**

Ortografía

Verifique en el diccionario las palabras sobre las que tenga dudas. Recuerde lo siguiente:

- Sólo existen cuatro consonantes dobles en español: rr (barro), ll (calle), cc (acción), nn (innecesario). Por lo tanto, no hay ff, pp, ss, mm, etc: diferente, oportunidad, inmediato, posible.
 - **No se escriben con mayúscula** las nacionalidades (latinoamericano), los idiomas (inglés), los días de la semana (lunes), los meses del año (octubre), ni las palabras de los títulos de libros o artículos que no necesitan normalmente mayúsculas (*El ingenioso hidalgo Don Quijote de La Mancha*).
-

Acentos

Asegúrese de usar correctamente los acentos. Si tiene dudas, consulte el diccionario.

Las reglas básicas son:

sílaba tónica (<i>stressed</i>):	Termina en vocal, n, s:	Termina en consonante (no n ni s):
la última sílaba (aguda)	tiene tilde: canCIÓN, serÁ, despuÉS.	no tiene tilde: azul, maldad, incapaz.
la penúltima sílaba (grave)	no tiene tilde: examen, canciones, obra.	tiene tilde: difícil, lápiz, fácil.
cualquier otra sílaba	siempre tiene tilde: último, rápido, única, bellísimo, enfático	

- Una vocal cerrada (i, u) siempre tiene tilde si tiene el énfasis (*stress*) y está junto a una vocal abierta (a, e, o): **podrían, evalúen, dúo, río, mío, seríais**, etc. (Pero: **serio, miedo, pueden, diario, ciudad, altruismo**).
 - En general, los monosílabos no tienen tilde. Unos pocos la necesitan para indicar distinto significado:

de = of	dé = give	se = himself/herself	sé = I know
el = the	él = he	si = if	sí = yes
mas = but	más = more	te = you (dir. object)	té = tea
mi = my	mí = me	tu = your	tú = you (subject)
 - **Qué, quién, cuál, dónde, cuándo, cómo:** Se acentúan cuando cumplen una función interrogativa o exclamativa.
Ejemplos: ¿**Quién** viene a visitarte? No sé **dónde** están las cartas. ¡**Qué** calor! Se preguntan **cuándo** llegarán.
-

La concordancia (*agreement*):

Asegúrese que el adjetivo tenga el mismo género y número que el sustantivo al cual modifica. Ejemplos:

- **La gente** del pueblo era muy **ruidosa**. *gente* (fem, sing) ... *ruidosa* (fem, sing)
- **Los recursos expresivos** de este pasaje son más **complicados** de lo que **parecen**.
recursos (masc, pl) ... *expresivos* (masc, pl) y ... *complicados* (masc, pl).

Asegúrese de que el verbo esté conjugado de acuerdo con el sujeto:

- **Los temas** de la literatura medieval se **pueden** resumir fácilmente. (los temas... se pueden)
 - La **comunidad** de aficionados al teatro **asistía** semanalmente a las obras. (la comunidad ... asistía)
-

El género de los sustantivos.

Verifique en el diccionario si las palabras que usted utiliza son masculinas o femeninas. Recuerde que:

- Hay varias palabras griegas que terminan en **-ma, -pa, -ta**, pero son masculinas: el drama, el enigma, el idioma, el tema, el mapa, el planeta, el problema, el sistema, el poema, el lema, el dilema, el diagrama. (Pero las que no son griegas generalmente son femeninas: la cama, la capa, la meta, la suma).
- Todas las palabras terminadas en **-ción, -sión** o **-dad** son femeninas: la tradición, la expansión, la representación, la ocupación, la oración, la organización, la expresión, la bondad, la modernidad, la ciudad, la fraternidad. (Tenga en cuenta que estas palabras no llevan acento en plural: oraciones, organizaciones, expresiones, tradiciones).

- Las palabras femeninas que comienzan con el sonido "a"(=ha) enfático, llevan artículo masculino en singular, pero conservan su género femenino: el agua fresca, el alma pura (las almas devotas), el águila calva (las águilas veloces).

Demostrativos (*this/that*):

Los demostrativos acompañan (o sustituyen) al sustantivo, y concuerdan con él en género y número:

ese poema → **esos** poemas **esa** obra → **esas** obras
este ensayo → **estos** ensayos **esta** crisis → **estas** crisis

Los pronombres "esto" y "eso" nunca llevan acento, y nunca acompañan a un sustantivo. "Esto" y "eso" con frecuencia reemplazan una idea o concepto antes enunciado: Tenía talento. **Eso** era evidente.

Ser y estar

Verifique si su uso de ser y de estar es lógico. Recuerde:

usos de ser

- *identity*: Una obra famosa de la Edad Media **fue** *El mío Cid*.
- *origin*: Las cumbias **son** típicas de Colombia.
- *ownership*: Este poema **es** de Neruda
- *destination*: Los programas de gobierno **eran** para las ciudades.
- *to take place, to happen*: La reunión **fue** en el auditorio.
- *impersonal expressions*: **Es** muy posible que haya dudas sobre este tema.
- *passive voice*: Esta obra no **fue** bien acogida por el público. Muchos **fueron** asesinados por el ejército.
- *belonging to a social group*: Los indígenas **eran** de la clase baja.
- *some essential characteristic*: El lenguaje **es** refinado y culto.

usos de estar

- *a characteristic of the subject as viewed subjectively by the speaker (to feel, to look, to seem)*: **Estaba** muy pálido esa mañana (*he looked pale to the speaker*). La mañana **estaba** fría y gris (*it was or felt cold*).
- *some fixed expressions*: estar de acuerdo / estar de moda / estar presente o ausente estar de buen (mal) humor / estar satisfecho, contento, estar sentado, de pie, parado
- *a state or condition resulting from a previous action*: El público **estaba preparado** para este tipo de obra (*some preparation had taken place beforehand*).
- *location (to be located at)*: El hablante **está en** un paraje remoto.
- *progressive tenses*: La mujer **estaba leyendo** cuando tuvo esa genial idea.
- *a condition or state of the subject*: Las palabras **están** cuidadosamente **escogidas** (*they were previously chosen*). La gente no **estaba** conforme con el régimen imperante.

El infinitivo y el gerundio.

Revise todos los verbos en gerundio (-ando, -iendo) que Ud. ha empleado en su trabajo: ¿Debería usarse el infinitivo? Recuerde:

- En español, solamente el **infinitivo** puede usarse como sustantivo:
Laughing is a good strategy → **Reírse** es una buena estrategia.
- Después de preposiciones, solamente puede usarse el infinitivo: Habla **sin pensar**;
the art of living → **el arte de vivir**; *by doing this* → **al hacer esto**; *after doing that* → **después de hacer eso**.
- al + infinitivo (*on/by doing something*): Le dije que tuviera cuidado **al cruzar** la calle.
By using those images, the poem creates an atmosphere of mystery
→ **Al emplear** esas imágenes, el poema crea una atmósfera de misterio.
→ **Empleando** esas imágenes, el poema crea una atmósfera de misterio.

¿Cuándo usar el gerundio?

- en combinación con "estar" para los tiempos progresivos: Estábamos oyendo música.
- para expresar "by doing something", en combinación con un verbo conjugado: Se hicieron ricos explotando a los indígenas. Aprenderemos mucho leyendo con frecuencia.
- con los verbos "seguir" y "continuar" (*go on doing something*): Siguieron trayendo esclavos; continúan ocurriendo injusticias; seguimos caminando, sin hacer caso.

Nota: Nunca se usa el infinitivo después del verbo continuar (use the gerund instead).

They continued to be oppressed: Continuaron siendo oprimidos.

Tiempos verbales Rules of all tenses

Verifique el uso de todos los tiempos verbales, pero especialmente los **usos del pretérito y del imperfecto** (ver explicación en inglés de Kathy Chonez). Aquí tiene una síntesis:

Usos del pretérito

successive actions:

Los conquistadores **llegaron** a América e **impusieron** su religión a los indígenas.

beginning of action:

El romanticismo **introdujo** la idea de que la literatura debía expresar los sentimientos del autor.

finished action or event:

Los Reyes Católicos **expulsaron** a los árabes y judíos de España.

specific event in time:

En 1492, los españoles **llegaron** a América.

Usos del imperfecto

was/were + -ing (what was happening at a certain time):

Llovía (*it was raining*) cuando entraron.

Pero: Anoche **llovió**. (*it rained*).

description of emotions or circumstances:

La gente se **sentía** afortunada.

La situación social **era** difícil.

used to... (repeated or customary actions):

Los poetas antiguos siempre **escribían** con rima muy estricta.

description or characterization:

Se **llamaba** Luisa; **era** una chica lista y rebelde.

Usos del subjuntivo Resumen / Summary

These are the uses of the subjunctive in noun clauses (as the direct object of a verb):

W Wishes: Querían que la mujer los mirara (two subjects).

E Emotions: Temen que les digas (two subjects).

I Impersonal expression: Es importante que recordemos.

R Request: Pidieron que les trajera (two subjects). || Requirement: No permitían que habláramos.

D Doubt: No creo que llueva mañana.

O Ojalá: Ojalá que les interese el tema.

La voz pasiva Usos

Recuerde que hay dos formas pasivas en español:

Voz pasiva con "ser" + participio: se usa cuando el agente está mencionado o fuertemente implicado.

Esta obra **fue escrita por** Miguel de Cervantes.

Muchas comunidades indígenas **fueron destruidas**. (por la conquista europea)

Voz pasiva con "se" + verbo en 3a. persona: se usa como impersonal.

Muchas obras satíricas **se escribían** (*were written*) durante esa época.

Se impuso (*was imposed*) la religión cristiana porque **se creía** (*it was believed*) que era la única verdadera.

En inglés es posible convertir el complemento indirecto en sujeto de la voz pasiva, pero NO en español:

Voz activa

They gave him flowers.
(flowers=direct object)
(him=indirect object)

Voz pasiva

Flowers were given to him.
He was given flowers.

Le daban flores.
(flores = complemento directo)
(le = a él o a ella= complemento indirecto).

Se le daban flores.
(Flowers were given to him =
He was given flowers).

Las preposiciones

Este es probablemente el aspecto menos predecible de toda gramática. Recuerde, sin embargo, algunos detalles:

- Cuando el complemento directo (*direct object*) de un verbo es una persona, necesitamos utilizar la preposición "a". Por ejemplo: *buscando el significado* vs. *buscando a su esposa*. Explicación en inglés (Tutorial). Ejercicios sobre la "a personal".
- Repase los usos de **por y para**, y asegúrese de emplear estas preposiciones de manera correcta. Ejercicios con **por o para**
Algunos usos idiomáticos: luchar por, esforzarse por, por escrito, interesarse por, por lo general, por lo tanto (*therefore*), por esto (*because of this*), prepararse para, para mí (=en mi opinión).

- Algunos verbos con preposiciones fijas: ayudar **a**, consistir **en**, depender **de**, basarse **en**, luchar **por/con**, soñar **con**, contar **con**, darse cuenta **de**, asistir **a**, aspirar **a**, confiar **en**, disfrutar **de**, enamorarse **de**, gozar **de**, reírse **de**, servir **para**, quejarse **de**.
- Algunos verbos necesitan preposición para conectarse con el infinitivo. Ver el **apéndice** del libro *Spanish Tools*.

Pero / Sino y otros equivalentes de *but*:

Explanation

usos	ejemplos
pero= nevertheless, but	Fue difícil sobrevivir, pero con esfuerzo y tenacidad lo lograron.
sino=but rather (usually after a <i>negative</i> statement). • use "sino que " to indicate an oposition between two conjugated verbs.	No fue una guerra justa, sino absurda y desigual. No escribían sus obras, sino que las transmitían oralmente a través de los siglos.
not only ... but (also) = No sólo... sino (que) (también)	La guerra no sólo fue absurda, sino también desigual. No sólo produjo importantes obras de literatura, sino que participó también en política.
pero=but, however, but at least (even after a negative statement)	No tenían armas sofisticadas, pero eran valientes y tenaces.

y, o

- La conjunción "y" se reemplaza por "e" cuando la palabra inmediatamente siguiente comienza con el sonido "i": geografía **e** historia; Fernando **e** Isabel.
- La conjunción "o" se reemplaza por "u" cuando la palabra inmediatamente siguiente comienza con el sonido "o": uno **u** otro; los caminos **u** horizontes futuros.

Written by Enrique Yepes

Quick Spanish Grammar Summary

Accents, Pronouns, Gender, Plural, Articles, Spelling, Typing Accents

Accents • Pronouns • Gender • Forming Plural • Articles • Some Sound Spellings • Typing Accents

ACCENTS

Details: <http://www.bowdoin.edu/~eyepes/newgr/ats/03.htm>

1. If a word ends in **-n, -s** or **a vowel**, and the **next-to-last** syllable is not stressed, an accent is needed:
está, estás, están, música

2. If words with **all other endings** do not stress the **last** syllable, an accent is needed:
fácil, lápiz, carácter

3. If the vowels **i, u** are stressed and combined with **a, e,** or **o**, an accent is needed:
mío, grúa, sonríe

4. Pronouns such as **cómo, dónde, qué, quién** have accents when used as question and exclamation words:
¿Dónde vives? No sabe qué decir. ¡Cómo habla!
5. Only a few one-syllable words have accents to signal different meanings:

dé	give (command)	de	of, from
él	he/him	el	the
más	more	mas	but
mí	me	mi	my
sé	I know	se	3rd person reflexive/impersonal pronoun
sí	yes	si	if
té	tea	te	you (object pronoun)
tú	you	tu	your

PRONOUNS

Subject	Direct Object	Indirect Object	Reflexive	Unstressed Possessive	Stressed Possessive	After Preposition
yo	me	me	me	mi/mis	mío/a/os/as	mí
tú	te	te	te	tu/tus	tuyo/a/os/as	ti
él/ella/Ud.	lo/la	le	se	su/sus	suyo/a/os/as	él/ella/Ud
nosotros/as	nos	nos	nos	nuestro/a/os/as	nuestro/a/os/as	nosotros/as
vosotros/as	os	os	os	vuestro/a/os/as	vuestro/a/os/as	vosotros/as
ellos/ellas/Uds.	los/las	les	se	su/sus	suyo/a/os/as	ellos/ellas/Uds

GENDER

Referring to males and/or ending in -o are masculine but mano, foto and moto are feminine	el hombre, el amante, el teléfono la mano, la foto, la moto
Referring to females and/or ending in -a -ción -sión -dad -tud are feminine	la mujer, la amante, la risa, la nación, la tensión, la libertad, la universidad, la actitud
but día, mapa, sofá and planeta are masculine	el día, el mapa, el sofá, el planeta
and many greek words ending in -ma are masculine	el problema, el sistema, el programa, el poema, el tema, el dilema
Referring neither to males or females and having different endings can be of either gender	la clase, la tarde, la parte, la paz, el lápiz, el reloj, el golpe, el café, el cristal
Many nouns change gender by changing the last vowel or by adding -a to the last consonant	el compañero, la compañera, un profesor, la profesora
Many nouns have the same form and differ only by the article (most of them end in -ista).	el / la estudiante, el / la indígena, el / la artista, el / la deportista, el / la turista, etc.

PLURAL

1	ending in vowel, add -s	un libro → unos libros / la mesa → las mesas	
2	ending in consonant, add -es ending in s: no change	un papel, la ciudad, una imagen, el lunes	unos papeles, las ciudades, las imágenes, los lunes
3	ending in z → ces	el lápiz	los lápices
i!	to refer to a group of both males and females, masculine plural is used.	el amigo, la amiga ☒ los amigos el turista, la turista ☒ los turistas	

ARTICLES

SINGULAR	Masculine Nouns	Feminine Nouns
Definite Articles	el hombre -- <i>the man</i> el libro -- <i>the book</i>	la mujer -- <i>the woman</i> la mesa -- <i>the table</i>
Indefinite Articles	un hombre -- <i>a (one) man</i> un libro -- <i>a (one) book</i>	una mujer -- <i>a (one) woman</i> una mesa -- <i>a (one) table</i>
PLURAL	Masculine Nouns	Feminine Nouns
Definite Articles	los hombres -- <i>the men</i> los libros -- <i>the books</i>	las mujeres -- <i>the women</i> las mesas -- <i>the tables</i>
Indefinite Articles	unos hombres -- <i>some men</i> unos libros -- <i>some books</i>	unas mujeres -- <i>some woman</i> unas mesas -- <i>some tables</i>

SOME SOUND SPELLINGS

Hard C sound: /k/ as in kiss	ca que qui co cu	sacar, saque
S/Z sound: /s/ as in sink or /th/ as in think	za ce ci zo zu	cazar, cace
Hard G sound: /g/ as in get	ga gue gui go gu	pagar, pague
Soft G sound: /h/ as in hen	ja ge gi jo ju	elija, elegir

As you see, vowels **e** and **i** are exceptional in their combination with g and c.
The words **que**, **quien**, **guerra** and **guitarra** may help you remember these spelling changes.

TYPING ACCENTS

	With the Number Pad and NumLock on (PC)	With MSWord Only	With Mcintosh
á	alt 0225	ctrl ', a	alt option E + a
é	alt 0233	ctrl ', e	alt option E + e
í	alt 0237	ctrl ', i	alt option E + i
ó	alt 0243	ctrl ', o	alt option E + o
ú	alt 0250	ctrl ', u	alt option E + u
ñ	alt 0241	shift + ctrl+~, n	alt option n
Á	alt 0193	ctrl ', A	alt option E + A
É	alt 0201	ctrl ', E	alt option E + E
Í	alt 0205	ctrl ', I	alt option E + I
Ó	alt 0211	ctrl ', O	alt option E + O
Ú	alt 0218	ctrl ', U	alt option E + U
Ñ	alt 0209	shift + ctrl+~, N	alt option N
¿	alt 0191	alt+shift + ctrl + ?	alt option + shift + ?
¡	alt 0161	alt+shift + ctrl + !	alt option + !
ü	alt 0252	shift + ctrl+;, u	alt option + u
Ü	alt 0220	shift + ctrl+;, U	alt option + U

Thanks to Robert Tchaidez's Spanish Grammar Guide
Last update: June 2008
Send comments to: eyepes@bowdoin.edu

Guía para verificar el estilo correcto

Una lista de puntos estilísticos para corregir borradores en español

A Style Checklist to Edit Spanish Drafts

Consultar un **DICCIONARIO** en español o en versión bilingüe.
Ver las **instrucciones de la MLA** para escribir trabajos de investigación

La elegancia del estilo da fuerza a lo que se quiere expresar. Con frecuencia, el estilo del inglés y el del español son diferentes. Esta Guía tiene como finalidad ayudarle en el proceso de corregir sus propios borradores, de manera que pueda escribir con el mejor estilo posible. Edite su trabajo teniendo en cuenta los siguientes puntos:

- | | | | |
|------------------|-------------------------------------|---------------------------------------------|----------------------|
| 1. Léxico | 2. Cómo evitar la repetición | 3. Expresiones de orden y transición | 4. Estructura |
|------------------|-------------------------------------|---------------------------------------------|----------------------|

Léxico

Verifique en el diccionario si las palabras que usted utiliza existen en español, y si tienen el significado que usted quiere darles.

<p><i>They realized that...</i></p> <p><i>This is very controversial.</i></p> <p><i>That is an individual matter:</i></p> <p><i>She was a weird individual.</i></p> <p><i>This subject is difficult to explain.</i></p> <p><i>It was a delicate political conflict.</i></p> <p><i>The late nineteenth century.</i></p> <p><i>The beginning;</i></p> <p><i>at the beginning:</i></p> <p><i>The end(ing):</i></p> <p><i>For a lower-class audience</i></p> <p><i>An unknown destination</i></p> <p><i>This adds to the richness of the work.</i></p> <p><i>inability (to)</i></p> <p><i>ability (to)</i></p>	<p>Se dieron cuenta que...</p> <p>Esto es muy polémico.</p> <p>Ése es un asunto individual. (adjetivo)</p> <p>Era un extraño individuo. (sustantivo masculino)</p> <p>Este tema es difícil de explicar.</p> <p>Fue un delicado conflicto político.</p> <p>A finales del siglo XIX (a principios, a mediados), el comienzo, el principio;</p> <p>al comienzo.</p> <p>el fin, el final.</p> <p>para un público de clase baja</p> <p>un destino desconocido</p> <p>Esto contribuye a la riqueza de la obra.</p> <p>incapacidad (para)</p> <p>habilidad (para)</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Cómo evitar la repetición de palabras.

Estrategia	ejemplo incorrecto	ejemplo correcto
buscar sinónimos	La poesía romántica utilizaba imágenes sentimentales y desarrollaba temas sentimentales .	La poesía romántica utilizaba imágenes sentimentales y desarrollaba temas emotivos .
emplear pronombres y demostrativos	Las obras del siglo de oro eran muy polémicas, porque durante el siglo de oro había fuertes tensiones sociales.	Las obras del siglo de oro eran muy polémicas, porque durante esta época había fuertes tensiones sociales.
conectar oraciones	Sor Juana escribió una gran cantidad de poemas . Estos poemas tenían un estilo barroco . El barroco es un estilo caracterizado por la complejidad léxica y expresiva.	Sor Juana escribió una gran cantidad de poemas en un estilo barroco, caracterizado por la complejidad léxica y expresiva.

Expresiones de orden y transición

CAUSA

a causa de (que) —*because of*
debido a (que) — *due to*
por — *because of*
porque — *because* —**OJO**—
como — *because, since*
ya que — *because, since*

EFFECTO

así (que) — *thus*
en consecuencia — *as a result*
como resultado — *as a result* —**OJO**—
por consiguiente — *therefore*
por lo tanto — *therefore*
por eso — *therefore, for that reason*

puesto que — *because, since*
dado que — *given that*

AÑADIR

además (de) — *besides, furthermore*
hay que añadir (que) — *it is worth adding*
otro elemento es... — **OJO**—

CONTRASTE

en cambio — *on the other hand, instead*
por otra parte — *on the other hand*
por otro lado
no obstante — *nevertheless, however*
sin embargo — *nevertheless, however*
a diferencia de — *in contrast to*
en contraste con — *in contrast to*
a pesar de (que) — *in spite of, despite*
por el contrario — *on the contrary*
al contrario — *on the contrary*
en vez de — *instead of*
con todo — *nevertheless, still*
pero / sino — *but*
aunque — *although, even though*

GENERALIZAR

en general
por lo general
generalmente

INTRODUCIR

En primer lugar
Para empezar
En primer término
Ante todo

EXPLICAR

es decir — *that is to say*
o sea — *that is to say*
en otras palabras
esto es — *i.e.*

SIMILITUD

así como — *similarly*
de la misma manera — *in the same way*
de manera semejante — *in a similar fashion*
del mismo modo — *in the same way* — **OJO**—
igual que — *like + noun*
igualmente — *similarly*
tal como — *just as*
tanto... como... — *both... and...* — **OJO**—

ESPECIFICAR

por ejemplo
específicamente
en concreto

CONCLUIR

En conclusión
En suma
Para concluir
Finalmente

OJO:

- Nunca se dice "porque ~~de~~" *because of* se expresa simplemente con la preposición **por**:
because of the circumstances : **por** las circunstancias
- Si no se está respondiendo a la pregunta "¿Por qué?", no es aceptable comenzar una oración con *Porque*.
Para iniciar una oración, puede usarse: **Ya que, Puesto que, Como, Dado que**.
- "*a result*" se dice: **resultado**. También existe el verbo "resultar".
- **nunca** se dice "~~un~~ otro", "~~una~~ otra", simplemente: **otro, otra**
- Atención a la preposición **de**: **de** esta manera, **de** tal modo, ¿**De** qué manera?, un modo **de**...
- El adjetivo "ambos/as" sólo puede usarse para referirse a dos elementos idénticos: "ambos libros", "ambas culturas".
Para establecer similitud entre dos elementos distintos (*both... and...*), debe usarse la expresión invariable **tanto... como...** :
"**Tanto** las novelas **como** los poemas", "**Tanto** el amo **como** el esclavo". (ver §31 del libro de gramática)

Estructura

Verifique si su trabajo tiene una introducción interesante, que capta la atención de su lector/a, y que indica en términos generales el propósito del ensayo.

¿Cuál es el objetivo de su texto?

¿informar? ¿describir? ¿defender? ¿cuestionar? ¿explicar? ¿convencer? ¿criticar?

¿qué estrategias debe usar para obtener ese propósito?

¿Hay suficientes (o demasiadas) citas y fuentes? ¿Hay suficientes (o demasiados) ejemplos?

¿Hay una secuencia lógica?

Evite lo obvio y lo redundante.

En vez de decir: "Los libros escritos por García Márquez...",
es mejor simplemente: "Los libros de García Márquez..."

No ofrezca información demasiado conocida:

"Brasil es un país de Suramérica" (su lector/a ya lo sabe)

"La tierra no es plana" (ya lo dijo Colón)

"sus emociones y sentimientos" (hay poca diferencia entre las dos palabras)

etc.

Verifique si tiene una conclusión interesante, que resume el punto central sin repeticiones innecesarias, y que se abre a nuevas posibilidades de exploración. No tema usar su creatividad ni dude en proponer caminos más amplios.

Preste especial atención al título, al primer párrafo y al último:
ensaye diversas maneras de introducir y de concluir el trabajo, y escoja la más adecuada o creativa.

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