

2

La familia

2.1 Learning Objectives:

- a. To learn more about the masculine and feminine forms of nouns and adjectives
- b. To understand more about the singular and plural forms of nouns and adjectives
- c. To understand the forms and uses of the possessive adjectives
- d. To acquire family related vocabulary

2.2 Learning objectives:

- a. To learn to stress all words (without written accents) that end in a vowel, n, or s
- b. To learn to stress all words (without written accents) that end in other consonants
- c. To learn to stress all words with written accents

2.3 Learning objectives:

- a. To fully understand the use of subject pronouns
- b. To learn conjugations for regular *-ar* verbs
- c. To be able to construct and respond to "yes or no" questions
- d. To acquire vocabulary related to common *-ar* verbs

2.4 Learning objectives:

- a. To learn conjugations for regular *-er* and *-ir* verbs
- b. To acquire vocabulary related to common regular *-er* and *-ir* verbs
- c. To be able to ask and answer questions using common interrogative words

2.5 Learning objectives:

- a. To learn the present tense conjugation of the verb *estar*
- b. To modify nouns using *estar* and adjectives
- c. To be able to use *estar* for location

2.6 Learning objectives:

- a. To learn the present tense conjugation of the verb *tener*
- b. To learn and be able to use special expressions with the verb *tener*
- c. To be able to use *tener* and other verbs with infinitives

2.7 Learning objectives:

- a. To be able to form EQUAL comparisons of nouns and adjectives
- b. To be able to form UNEQUAL comparisons of nouns and adjectives
- c. To be able to form superlatives

2.8 Learning objectives:

- a. To understand the culture behind Spanish last names
- b. To review what you learned in 2.1-2.8

2.1: Para estudiar en casa

2.1 Learning Objectives:

- To learn more about the masculine and feminine forms of nouns and adjectives
- To understand more about the singular and plural forms of nouns and adjectives
- To understand the forms and uses of the possessive adjectives
- To acquire family related vocabulary

Introduction:

In this section, we will examine more fully the concept of grammatical gender and the masculine and feminine forms of nouns and adjectives. We will learn how to pluralize nouns and adjectives, learn about the possessive adjectives, and family vocabulary.

2.1.a. To learn more about the masculine and feminine forms of nouns and adjectives

Normally, nouns that refer to males are masculine and nouns that refer to females are feminine. In other words, the biological gender is indicated by the word itself. In the lists below, notice how the articles also reflect gender in Spanish.

Masculine	Feminine	Masculino	Femenino
the man	the woman	el hombre	la mujer
the father	the mother	el padre	la madre
the rooster	the hen	el gallo	la gallina
the ram	the ewe	el carnero	la oveja

Biological gender is often indicated in professions in English and Spanish.

the actor	the actress	el actor	la actriz
the king	the queen	el rey	la reina

In English, since gender is not indicated in the articles, gender neutrality is becoming common more quickly. For example, we rarely say "waiter/waitress" or "steward/stewardess." These words have been replaced with the more gender-neutral terms: "server" and "flight attendant."

In Spanish, sometimes there are different words to indicate gender, like *el hombre* and *la mujer*. Other times, the word is modified to reflect the gender of the individual, as in *el niño* and *la niña*. Some masculine nouns (and adjectives) that end in *o* can be changed to the feminine by changing *o* to *a*. Some examples are:

masculino	femenino
el hermano	la hermana
el primo	la prima
el abuelo	la abuela
el hijo	la hija
el tío	la tía
el perro	la perra

Some masculine nouns that end in consonants can be changed to the feminine by adding an *a* to the end of the word. Here are some examples:

masculino	femenino
el profesor	la profesora
el señor	la señora
el investigador	la investigadora
el doctor	la doctora

Note: Nouns that end in *ista* and most nouns that end in *e* can be masculine or feminine. For example:

masculino	femenino
el artista	la artista
el dentista	la dentista
el estudiante	la estudiante
el cantante	la cantante

A few words that end in *e* can also be changed to the feminine by changing *e* to *a*, but it is still correct to just change the article. As in:

masculino	femenino
el presidente	la presidente <i>or</i> la presidenta

Some words, although they refer to people, do not change gender. They are like most nouns; they do not change their gender. An important example of this is the word "person." "Person" is a feminine noun and there is no masculine form, so even though we are speaking about a man, we could refer to him as "la persona," as in "la persona quien escribe" (the person who is writing).

So far, all this talk about gender has referred to individuals (people or animals) that have biological gender. For English speakers, this makes perfect sense. However, all nouns in Spanish have grammatical gender; they are either masculine or feminine regardless of what they refer to. In other words, the gender is arbitrary and does not change. A table is feminine and a shoe is masculine, and that is all there is to it. This can be a difficult concept to grasp, but it is an essential part of the Spanish language and simply must be accepted.

As mentioned in 1.5.c, the ending of nouns can often help to identify the gender. Predicting gender of nouns based on the final letters of the word is not always possible.

However, here are some high probability indicators:

Gender	Ending	Example
Masculine	-o	taco
Feminine	-a, -ión, -dad, -dad	casa, educación, libertad, universidad

Note: *El día* and *la mano* are common exceptions. Other exceptions include masculine nouns that are derived from Greek, not Latin, and include words ending *-ma*, *-ta* and *-pa*: (*el problema*, *el programa*, *el planeta*, *el cometa*, *el drama*, and *el mapa*). See this [link](#) for more detailed information on predicting gender of nouns based on word endings.

2.1.b. To understand more about the singular and plural forms of nouns and adjectives

There are a few rules for pluralizing nouns. Fortunately, these same rules also apply to adjectives. Remember that articles and adjectives must agree with the noun in gender and number. Masculine forms are commonly used to refer to groups with at least one male. Some nouns are singular and refer to a group of individuals, like *la familia* and *la clase* (referring to a group of students).

To pluralize a noun (or adjective) that ends in a vowel, add *s*.

Singular	Plural
el padre	los padres
el hijo	los hijos
la hermana	las hermanas
la esposa	las esposas

To pluralize a noun (or adjective) that ends in a consonant, add *es*.

Singular	Plural
el papel	los papeles
la universidad	las universidades
el profesor	los profesores
la actitud	las actitudes

Note: If the singular form ends in a stressed syllable with an accent (tilde), the accent is dropped in the plural form: *la nación* → *las naciones*.

Note: To pluralize nouns that end in the letter *z*, change *z* to *c* before adding *es*: *el lápiz* → *los lápices*.

2.1.c. To understand the forms and uses of the possessive adjectives

The possessive adjectives modify nouns and tell to whom the noun belongs, for example: "my class" and "your book." The possessive adjectives correspond to the subject pronouns (I → my, you → your, etc.). Like all adjectives, the possessive adjectives must agree in number with the nouns they modify, so most have two forms: singular and plural. In addition, the *nosotros* and *vosotros* forms also agree in gender, therefore, there are four forms. Study the following chart.

Gender/Number	Singular	Plural
First Person	mi(s)	nuestro(s) / nuestra(s)
Second Person	tu(s)	vuestro(s) / vuestra(s)
Third Person	su(s)	su(s)

Note:

As with the verb conjugations, personal pronouns of the second person formal (*usted* and *ustedes*) use the third person forms.

Possessive adjectives must agree in gender and number with the nouns that they modify, but most possessive adjectives only have to agree in number. Study the following examples.

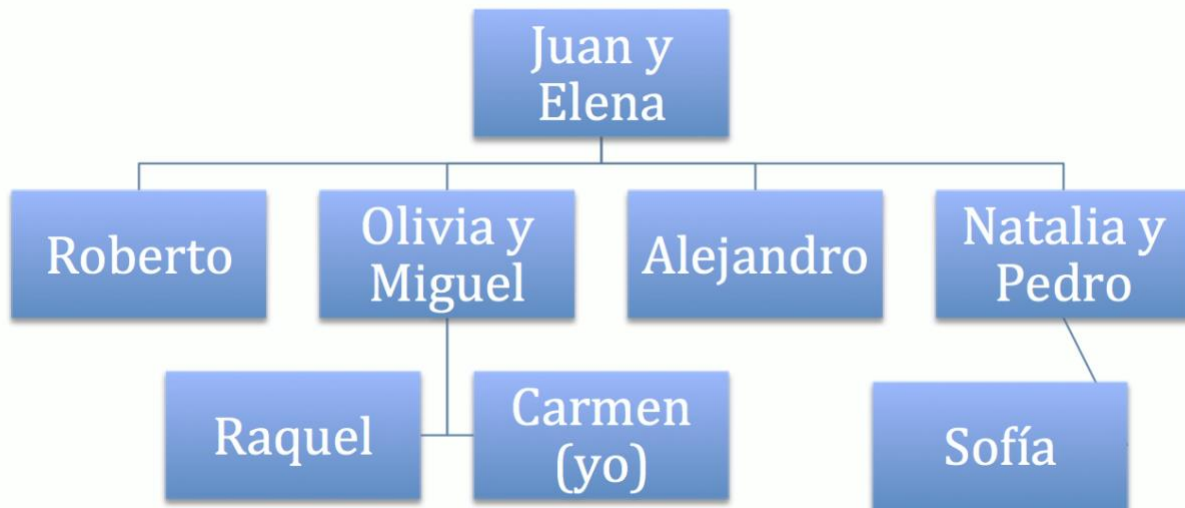
With Singular Nouns	With Plural Nouns
Leo mi libro.	Leo mis libros.
Su hermana está aquí.	Sus hermanas están aquí.
Nuestro tío estudia español.	Nuestros tíos estudian español.
Vuestra tía estudia español.	Vuestras tías estudian español.

Note:

"Su" and "sus" could mean "his," "her," "their," or "your" depending on the context of the sentence. As in English, most of the time, it is clear to whom the noun pertains.

2.1.d. To acquire family related vocabulary

The following is an example of a family tree, showing some basic family relationships. We will use this family tree to discuss Carmen's family from her perspective. In the narrative below, notice the gender and number agreements of the family vocabulary.



Juan y Elena son mis abuelos. Juan es mi abuelo y Elena es mi abuela. Olivia y Miguel son mis padres. Olivia es mi madre y Miguel es mi padre. Roberto, Alejandro, Natalia y Pedro son mis tíos. Roberto, Alejandro y Pedro son mis tíos. Natalia es mi tía. Raquel es mi hermana y Sofía es mi prima.

Soy la nieta de Juan y Elena. Soy la hija de Olivia y Miguel. Soy la sobrina de Roberto, Alejandro, Natalia y Pedro. Soy la hermana de Raquel y la prima de Sofía.

Study the following vocabulary and think about how you could describe your family relationships. Look up any additional words that you need to describe your family.

Los parientes	The Relatives
los padres	the parents
el padre	the father
la madre	the mother
los hijos	the children
el hijo	the son
la hija	the daughter
los abuelos	the grandparents
el abuelo	the grandfather
la abuela	the grandmother
los hermanos	the siblings
el hermano	the brother
la hermana	the sister
los tíos	the aunts and uncles
el tío	the uncle
la tía	the aunt
los sobrinos	the nieces and nephews
los nietos	the grandchildren
los primos	the cousins
el esposo	the husband
la esposa	the wife
el padrastro	the stepfather
la madrastra	the stepmother
el hijastro	the stepson
la hijastra	the stepdaughter
el medio hermano	the half-brother
la media hermana	the half-sister
el suegro	the father-in-law
la suegra	the mother-in-law
el yerno	the son-in-law
la nuera	the daughter-in-law
el cuñado	the brother-in-law
la cuñada	the sister-in-law

Las mascotas	The Pets
el perro	the dog
el gato	the cat
el pájaro	the bird
el conejo	the rabbit

Note:

The masculine plural form is commonly used to refer to both masculine and feminine counterparts (los tíos = the aunts and uncles, etc.).

2.1: Para practicar en casa

2.1 Learning Objectives:

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A. Nouns that can change gender I

Change the following to feminine. Remember the articles and adjectives must all agree.

MODELO:

mi hermano mi hermana__

1. vuestro tío _____
2. tu abuelo _____
3. su hijo _____
4. nuestro perro _____
5. vuestro cuñado _____
6. su nieto _____
7. mi primo _____
8. su sobrino _____
9. tu suegro _____
10. nuestro hijastro _____

B. Nouns that can change gender II

Now change the following to the masculine AND pluralize them.

MODELO:

su abuela sus abuelos__

1. mi hija _____
2. su media hermana _____
3. nuestra prima _____
4. su tía _____
5. vuestra abuela _____
6. tu hijastra _____
7. mi hermana _____
8. nuestra sobrina _____
9. su perra _____
10. tu cuñada _____

C. Plural forms of nouns

Pluralize the following.

MODELO:

mi padre mis padres _____

1. nuestro tío _____
2. nuestra tía _____
3. su hermana _____
4. su hermana _____
5. mi primo _____
6. mi prima _____
7. tu hija _____
8. tu hijo _____
9. vuestra abuela _____
10. vuestro abuelo _____

D. Singular forms of nouns

Make the following singular.

MODELO:

vuestros padres vuestro padre

1. nuestros abuelos _____
2. nuestras abuelas _____
3. sus primos _____
4. sus primas _____
5. tus madrastras _____
6. tus padrastros _____
7. vuestros sobrinos _____
8. vuestras sobrinas _____
9. mis hijos _____
10. mis hijas _____

E. Los parientes

Complete the sentences logically (sometimes there is more than one possible answer). Be sure to double check the gender and number for agreement.

1. La madre de mi madre es mi _____
2. El padre de mi sobrina es mi _____
3. La hermana de mi prima es _____
4. La hija de mi madre es mi _____
5. El esposo de mi abuela es mi _____
6. Los hermanos de mi padre son mis _____

- 7. Las nietas de mis abuelos son mis _____
- 8. El esposo de mi hija es mi _____
- 9. La hija de mi abuelo es mi _____
- 10. La madre de mi esposo es mi _____

F. Preguntas personales

Answer the following questions according to your personal experience.

MODELO:

*¿Cómo son tus primos?
Son tolerantes.*

- 1. ¿Cómo se llaman tus abuelos? _____
- 2. ¿Cómo se llaman tus hermanos? _____
- 3. ¿Cómo se llaman tus padres? _____
- 4. ¿Dónde viven tus primos? _____
- 5. ¿Dónde viven tus padres? _____
- 6. ¿Cómo son tus hermanos? _____
- 7. ¿Cómo son tus mascotas? _____
- 8. ¿Cómo son tus primos? _____

2.1: Para practicar en clase

2.1 Learning Objectives:

- a. To learn more about the masculine and feminine forms of nouns and adjectives
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A. Entrevista

With a classmate, take turns asking and answering the following questions. After responding, ask the same question and change the gender.

MODELO:

¿Cómo se llama tu abuelo?
Se llama Octavio. ¿Cómo se llama tu abuela?

1. ¿Cómo se llama tu padre?
2. ¿Cómo es tu padre?
3. ¿Dónde vive tu padre?
4. ¿Cómo se llama tu hermano?
5. ¿Cómo es tu hermano?
6. ¿Dónde vive tu hermano?
7. ¿Cómo se llama tu primo?
8. ¿Cómo es tu primo?
9. ¿Dónde vive tu primo?
10. ¿Cómo se llama tu tío?
11. ¿Cómo es tu tío?
12. ¿Dónde vive tu tío?

B. Gender and Number

Take turns with a classmate to make the following masculine and singular.

MODELO:

vuestras abuelas
vuestro abuelo

1. nuestras hijas	2. sus nietas
3. mis hermanas	4. tus sobrinas
5. vuestras cuñadas	6. nuestras nietas
7. tus tías	8. sus medias hermanas
9. mis perras	10. vuestras hijastras

C. Mi familia

With a classmate, take turns describing the members of your family (what their name is, what they are like, and where they live).

MODELO:

Mi hermano se llama Tomás. Es inteligente y trabajador. Vive en Nueva York.

D. La madre de mi madre es mi ...

Follow the model and create 5 original challenges for your partner using the family vocabulary. Write down your challenges and then say them to your partner.

MODELO:

La madre de mi madre es mi ...

E. Review

Make sure that you understand and can do the following:

1. Do you understand that some nouns have feminine forms and others do not?
2. Can you change the gender of certain nouns and adjectives?
3. Can you change the number (singular and plural) of certain nouns and adjectives?
4. Do you know how to use the possessive adjectives?
5. Do you know the family related vocabulary?

Tarea (homework):

Complete 2.2 *Para Estudiar en Casa* and 2.2 *Para Practicar en Casa*.

2.2: Para estudiar en casa

2.2 Learning Objectives:

- To learn to stress all words (without written accents) that end in a vowel, n, or s
- To learn to stress all words (without written accents) that end in other consonants
- To learn to stress all words with written accents

Introduction:

In this section, we will work on pronunciation. Specifically, we will learn to stress the correct syllable of *every* word in Spanish. The stressed syllable is dependant upon the last letter of the word and / or if it has a written accent. There are other ways to understand this information and, perhaps, you have studied them. Use whichever way helps you to best understand how to stress words in Spanish.

2.2.a. To learn to stress all words (without written accents) that end in a vowel, n, or s

Every word in Spanish has one syllable that is stressed more than the other syllables. When pronouncing the word, it is incorrect to stress the wrong syllable. In fact, stressing the wrong syllable may even result a completely different word. Words that have only one syllable must stress the single syllable, so this section will focus on multi-syllable words.

- Words in Spanish that have no written accent and end in a **vowel, n, or s** always stress the second-to-last (penultimate) syllable.

That's it. It's simple. Right? Learn that statement and you will know how to correctly stress most words in Spanish (well, sometimes you will have to know how to divide words into syllables too - for now, divide them as best you can using what you know from English).

Here are some examples:

casa	hombre	niño	pantalones	hablan
hermana	pesadumbre	cerebro	granadas	bailaron

Each of these words ends in a **vowel, n, or s** and none have written accents, so they all stress the penultimate syllable. It doesn't matter if there are two or many more syllables; count from the last syllable and stress the second-to-last. You do not need to know what the words mean in order to pronounce them correctly. As you say them, overemphasize the stressed syllable (sometimes it helps to gesture with your hand or nod your head as you stress the words).

2.2.b. To learn to stress all words (without written accents) that end in other consonants

Now we will learn to appropriately stress all the other words without written accents.

- Words that don't have a written accent and end in any other consonant (other than **n** or **s**) always stress the last syllable.

Know this rule (and the first one) and you will be able to correctly stress the vast majority of words in Spanish. Again, since we are focusing on stressing the correct syllable, it's a good idea to overemphasize the pronunciation (and / or use hand gestures or head nods).

Here are some examples:

bondad	señor	feroz	papel	comer
universidad	trabajador	avestruz	español	aprender

Note:

You have already learned how to pluralize nouns and adjectives. If these words were pluralized, they would all follow the first rule (ending in **s** after adding *-es*), not this rule. The result is that the same root syllable is stressed (universi**dad** → universi**dades**).

2.2.c. To learn to stress all words with written accents

So far, we have covered all Spanish words without written accents. Now we will consider words with written accents. Written accents (*la tilde*) only go on vowels (á, é, í, ó, and ú). The *tilde* has two functions:

1. To change the normally stressed syllable (basically to break the two rules we just discussed)
2. To indicate a different connotation of a word that is pronounced exactly the same. These "twin" words are usually monosyllable words (*mi* vs *mí*), but also there are some with more syllables (*como* vs *cómo*).

For now, we only need to concern ourselves with the first function, the one that changes the normally stressed syllable. The *tilde* breaks the rules previously discussed and allows words to be stress on any syllable (last, second-to-last, third-to-last, etc.).

- Words with written accents (*tildes*) always stress the syllable with the *tilde*.

Once again, as you pronounce these words, try to overemphasize the pronunciation with special attention to the syllables. It also helps to use hand gestures or head nods.

Here are some examples:

última sílaba	penúltima sílaba	antipenúltima sílaba
jamás	árbol	séptimo
ratón	lápiz	América
corazón	azúcar	islámico
Panamá	fácil	México

Note:

When nouns and adjectives with tildes (and without) are pluralized, they must still stress the same root syllable. Most of the time, this means that you carryover the *tilde* to the plural form. Here are some examples:

Carrying over the <i>tilde</i>
árbol → árboles
América → Américas

However, in some uncommon cases, when you pluralize, you may have to add or remove a *tilde* to maintain the stress on the root syllable. Either way, all words follow one of the three rules presented in this section. Here are some examples:

Adding <i>tildes</i> to plural forms	Removing <i>tildes</i> to plural forms
examen → exámenes	ratón → ratones
orden → órdenes	corazón → corazones

Here is a summary of the three rules for stressing the correct syllable in all Spanish words.

Pronunciation Rules for Syllable Stress

1. Words in Spanish that have no written accent and end in a **vowel, n,** or **s** always stress the second-to-last (penultimate) syllable.
2. Words that don't have a written accent and end in any other consonant (other than **n** or **s**) always stress the last syllable.
3. Words with written accents (*tildes*) always stress the syllable with the *tilde*.

2.2: Para practicar en casa

2.2 Learning Objectives:

- a. To learn to stress all words (without written accents) that end in a vowel, n, or s
- b. To learn to stress all words (without written accents) that end in other consonants
- c. To learn to stress all words with written accents

A. *Las tres reglas*

Use the summary of the three rules on the previous page and indicate which pronunciation rule the following words follow.

MODELO:

vosotras	<i>regla 1</i> _____
universidad	<i>regla 2</i> _____
fácil	<i>regla 3</i> _____

1. mamá _____
2. números _____
3. regla _____
4. símbolo _____
5. sobrinos _____
6. juez _____
7. nacionalidad _____
8. ciudad _____
9. hermana _____
10. débil _____

B. *La sílaba tónica*

Practice pronouncing the following words. Divide the words into syllables and underline the stressed syllable. Don't worry about what the words mean; focus on the syllable stress.

1. dinero _____
2. camiseta _____
3. padres _____
4. exámenes _____
5. crítico _____
6. critico _____
7. criticó _____
8. acabar _____
9. almorzar _____
10. animal _____

C. La pluralización

Write the plural forms for the following words. Pay special attention to the stress of the root syllable and if the *tilde* is carried over, lost, or added to the plural form.

1. orden _____
2. corazón _____
3. alemán _____
4. fácil _____
5. islámico _____
6. fantástica _____
7. lámpara _____
8. natural _____
9. azul _____
10. trabajador _____

D. Las reglas

Without looking at the explanations above, write down the three rules in your own words. Also write 3 examples of each rule. Afterwards, check that what you wrote is correct.

1. _____

2. _____

3. _____

2.2: Para practicar en clase

2.2 Learning Objectives:

- a. To learn to stress all words (without written accents) that end in a vowel, n, or s
- b. To learn to stress all words (without written accents) that end in other consonants
- c. To learn to stress all words with written accents

A. La trabalengua

With a classmate, practice pronouncing the following tongue twister. Then answer the questions that follow.

*Erre con erre cigarro,
erre con erre barril.
Rápido corren los carros,
sobre los rieles del ferrocarril.*

Which words stress the last syllable?

Which rule(s) do those words follow?

Which words stress the second-to-last syllable?

Which rule(s) do those words follow?

Which words stress other syllables (not last or second-to-last)?

Which rule(s) do those words follow?

B. Las reglas

Use the summary of the three rules and indicate which pronunciation rule the following words follow.

MODELO:

vosotras	<i>regla 1</i> _____
universidad	<i>regla 2</i> _____
fácil	<i>regla 3</i> _____

1. trabalenguas _____
2. accidente _____
3. refrigerador _____
4. ángel _____
5. clase _____
6. papel _____
7. educativo _____
8. artículo _____
9. estómago _____
10. límite _____

C. La sílaba tónica

With a classmate, divide the following words into syllables and underline the stressed syllable according to the rules. Then, practice pronouncing them. Don't worry about what they mean; focus on the syllable stress.

1. hijastro _____
2. padres _____
3. hablar _____
4. pájaro _____
5. francés _____
6. familia _____
7. actor _____
8. escribir _____

D. Las palabras gemelas (twins)

With a classmate, discuss if the *tildes* in the following words are 1) required to change the stressed syllable or 2) if they simply indicate a different use of the word (the two functions of the *tilde*).

1. está
2. esta
3. donde
4. dónde
5. cuándo
6. cuando
7. trabajo
8. trabajó

E. Repaso

Make sure that you understand and can do the following:

1. Do you know which syllable to stress in words without *tildes*?
2. Do you know which syllable to stress in words with *tildes*?
3. Do you know why some words lose or gain a tilde between the singular and plural forms?
4. Do you know the three rules for syllable stress in Spanish?

Tarea:

Complete 2.3 *Para Estudiar en Casa* and 2.3 *Para Practicar en Casa*.

2.3: Para estudiar en casa

2.3 Learning Objectives:

- To fully understand the use of subject pronouns
- To learn conjugations for regular *-ar* verbs
- To be able to construct and respond to "yes or no" questions
- To acquire vocabulary related to common *-ar* verbs

Introduction:

In this section, we will discuss the use of subject pronouns and learn the conjugations for regular *-ar* verbs. You will be able to use several regular *-ar* verbs to ask and answer yes and no questions.

2.3.a. To fully understand the use of subject pronouns

Please review the introduction to subject pronouns in 1.4.b. Also, review the different uses in Spanish of the subject pronoun "you" as presented in 1.3.b.

Subject pronouns, like all pronouns, take the place of nouns.

- "I" and "we" refer to *the person speaking* and are considered the "first" person.
- "You" refers to *the person being spoken to* and is considered the "second" person.
- "He, she, it," and "they" refer to *the person being spoken about* and are considered the third person.

There are singular and plural forms of the first, second, and third person subject pronouns. Examine the following chart.

Person/Number	Singular	Plural
First Person	yo	nosotros/as
Second Person	tú, usted	vosotros/as, ustedes
Third Person	él, ella	ellos, ellas

Note:

"Usted" and "ustedes" are commonly abbreviated as "Ud." and "Uds."

As discussed in 1.4.b, subject pronouns are frequently omitted in Spanish. This is because that information is understood as part of the verb conjugation. *Yo, tú, nosotros/as,* and

vosotros/as are typically omitted. In addition, the English subject pronoun "it" does not even exist in Spanish. There is no Spanish equivalent, because it is fully incorporated into the verb conjugation. Consider the following:

It is important.	Es importante.
It is perfect.	Es perfecto.
It is horrible.	Es horrible.
It is one o'clock.	Es la una.

Note:

"It" can be a subject pronoun, performing the action of the verb (i.e. "*It is important*"), or "it" can be an object pronoun, receiving the action of the verb ("I see *it*" or "I threw the ball at *it*"). Do not confuse the subject pronoun "it," which do exist in Spanish, with the object pronouns "it." For now, just remember that the Spanish verb conjugation includes "it."

2.3.b. To learn conjugations for regular *ar* verbs

There three types of regular verbs: verbs ending in *-ar*, *-er*, and *-ir*. In this section, we will focus on the conjugations of verbs ending in *-ar*. Remember that the infinitive is the form of the verb without conjugation. The infinitive and other verb forms have two parts: the stem and the ending.

Infinitivo (infinitive)	Raíz (stem)	Terminación (ending)
hablar	habl-	-ar

As we have seen in previous sections, the verb conjugations have endings associated with the subject pronouns. Here are the conjugations of the verb: *hablar* (to speak/to talk). Notice how the stem is the same, but the ending depends on the subject.

Singular			Plural		
yo	hablo	(I speak)	nosotros/as	hablamos	(we speak)
tú	hablas	(you speak)	vosotros/as	habláis	(you speak)
él		(he/it speaks)	ellos		(they speak)
ella	habla	(she/it speaks)	ellas	hablan	(they speak)
usted		(you speak)	ustedes		(you speak)

Note:

The conjugations for the second person formal (*usted* and *ustedes*) are the same as the third person conjugations.

It is useful to memorize the verb *hablar* as an example verb for all regular *-ar* verbs. In addition, you can memorize just the endings: *-o*, *-as*, *-a*, *-amos*, *-áis*, *-an*.

Spanish present tense conjugations have different English equivalents depending on the context. Here are the most common:

Hablo	I speak	present action (habitual)
	I am speaking	in-progress action
	I do speak / Do I speak?	general actions/ question
	I will speak	near future action

2.3.c. To be able to construct and respond to "yes or no" questions

As noted in the previous section, one of the English equivalents of the Spanish present tense includes the auxiliary verb "to do." In English, this is how we commonly form "yes or no" questions, but there is no Spanish equivalent for that auxiliary verb; it is simply part of the Spanish verb conjugation. To form a question like: "Do you speak Spanish?" you would say: "¿Hablas español?"

Say the following examples out loud and notice how your voice naturally raises at the end of each question. This is called raising intonation. Raising intonation is one way that we indicate that we are asking a question.

Question in English	Pregunta en español
Do I speak now?	¿Hablo ahora?
Do you speak Spanish?	¿Hablas español?
Does he speak English?	¿Habla inglés?
Do we speak?	¿Hablamos?
Do they speak German?	¿Hablan alemán?

Note:

In Spanish, there is a question mark at the beginning and at the end of questions. This way, you will know that it should be read *as a question* before you start reading it.

In English, we are not required to use the auxiliary verb "to do." All of the above questions could be formed without it. "I speak now?" and "you speak Spanish?" are perfectly good questions in English. In English, the auxiliary verb can soften the question and make it more obvious that the sentence is a question.

Sometimes, when forming questions, we can alter the normal order (placement) of the subject and verb. Consider the possible answers to the question: "You guys speak Spanish?"

Normal order (statement)	We do.
Normal order (question)	We do?
Altered order (question)	Do we?

When we reverse the normal order of the subject and verb in order to form questions, we emphasize the fact that it is a question. The same is true in Spanish, but the placement of the subject is even more flexible. Notice the placement of the subject pronoun in these questions:

Questions in English	Preguntas en español
Does he speak Spanish?	¿Habla español?
He speaks Spanish?	¿Él habla español?
	¿Habla él español?
	¿Habla español él?

To answer these questions, we could simply say "sí" or "no." However, it is very important to practice answering with more complete sentences, especially the verb conjugation.

Here are possible affirmative answers to these questions.

Affirmative Responses in English	Respuestas afirmativas en español
Yes.	Sí.
Yes, he does speak Spanish.	Sí, habla español.
Yes, he speaks Spanish.	Sí, él habla español.

Note:

The use of the subject pronoun (él) in the response is unnecessary, because the subject is already established in the question.

Negative Responses in English	Respuestas negativas en español
No.	No.
No, he does not speak Spanish?	No, no habla español.
	No, él no habla español.

Note:

In Spanish, the word "no" can appear twice in the responses. One answers the question, just like in English. The other negates the verb, just like the word "not" in English.

¿Tus amigos hablan español?

Sí, hablan español.

¿Hablan alemán?

No, no hablan alemán.

2.3.d. To acquire vocabulary related to common *ar* verbs

Here are some common regular *-ar* verbs. They all conjugate exactly like *hablar* in the present tense.

Spanish	English
bailar	to dance
buscar	to look for
cantar	to sing
cenar	to eat dinner / to have dinner
comprar	to buy
desayunar	to eat breakfast / to have breakfast
desear	to want (desire)
enseñar	to teach
escuchar	to listen (to)
estudiar	to study
mandar	to send (something)
mirar	to watch
nadar	to swim
necesitar	to need
pagar	to pay (for something)
practicar	to practice
regresar	to return (to a location)
tocar	to touch / to play a musical instrument
tomar	to take / to drink
trabajar	to work
usar	to use / to wear (clothes)
viajar	to travel

Note:

Certain verbs include extra words in English.

buscar	to look <i>for</i>	Él busca un lápiz.	He is looking <i>for</i> a pencil.
cenar	to eat dinner	Ceno a las 6.	I eat <i>dinner</i> at 6.
desayunar	to eat breakfast	¿Desayunas aquí?	Do you eat <i>breakfast</i> here?
escuchar	to listen <i>to</i>	Escucho música clásica.	I listen <i>to</i> classical music.
pagar	to pay <i>for</i>	Pago la comida.	I pay <i>for</i> the food.

2.3: Para practicar en casa

2.3 Learning Objectives:

- a. To fully understand the use of subject pronouns
- b. To learn conjugations for regular *ar* verbs
- c. To be able to construct and respond to "yes or no" questions
- d. To acquire vocabulary related to common *ar* verbs

A. Which person?

Indicate which person (first, second, or third) is being mentioned.

MODELO:

yo _____ *first* _____

1. vosotras _____
2. tú y tus amigos _____
3. ustedes _____
4. Hillary _____
5. Jorge _____
6. ellos _____
7. nosotros _____
8. tú y yo _____
9. mis amigos y yo _____
10. Roberto y María _____

B. Which pronoun?

Indicate which subject pronoun should be used to answer the following questions. The subject pronoun will often be omitted in the answer, but it is really important to identify the subject according to which the verb should be conjugated.

MODELO:

¿Tú hablas español? _____ *yo* _____

1. ¿Vosotras buscáis el libro? _____
2. ¿Tus amigos y tú trabajan? _____
3. ¿Viajan ustedes mucho? _____
4. ¿Hillary toca la guitarra? _____
5. ¿Paga Jorge la entrada? _____
6. ¿Ellos toman limonada? _____
7. ¿Escuchamos música clásica? _____
8. ¿Bailamos tú y yo? _____
9. ¿Cantamos bien mis amigos y yo? _____
10. ¿Estudian mucho Roberto y María? _____

C. A Conjugar

Conjugate the verbs according to the subject provided to form complete questions.

1. ¿_____ (Tomar - tú) una clase de matemáticas?
2. ¿_____ (Bailar - tú) con tus amigos?
3. ¿_____ (Nadar - tú) en la piscina de la universidad?
4. ¿_____ (Desayunar) en Renata's?
5. ¿_____ (Cenar - tú) en la cafetería de la universidad?
6. ¿_____ (Escuchar - tú) música clásica?
7. ¿_____ (Mirar - tú) mucha televisión?
8. ¿_____ (Estudiar - tú) en la biblioteca?
9. ¿_____ (Hablar - tú) español?
10. ¿Tus amigos _____ (trabajar)?

D. Preguntas personales

Now answer the questions above based on your own experience. Here and in class, answer in complete sentences and play along, meaning if you are asked about your roommate, but you don't have one, just answer as if you did.

MODELO:

¿Trabajas en la librería?
 Sí, trabajo en la librería.
 or
 No, no trabajo en la librería.

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

2.3: Para practicar en clase

2.3 Learning Objectives:

- To fully understand the use of subject pronouns
- To learn conjugations for regular *ar* verbs
- To be able to construct and respond to "yes or no" questions
- To acquire vocabulary related to common *ar* verbs

A. Entrevista

With a classmate, ask and answer the following questions. Be sure to answer affirmatively and negatively just to practice.

- ¿Nadas? ¿Nadas en la piscina de la universidad?
- ¿Cenas en la cafetería de la universidad?
- ¿Cenas a las seis? ¿Desayunas a las ocho?
- ¿Tomas limonada? ¿Tomas cerveza?
- ¿Viajas mucho?
- ¿Estudias en la biblioteca de la universidad?
- ¿Escuchas música técnica / clásica / rock / de México?
- ¿Regresas a casa a las 10 de la noche?
- ¿Trabajas en la librería de la universidad? ¿Dónde trabajas?
- ¿Miras *Los diarios de vampiros*?

B. Más preguntas

With a classmate, ask and answer the following questions - be careful with the subject in the answer. Answer affirmatively and negatively just to practice.

- ¿Tus amigos y tú trabajan?
- ¿Tus amigos estudian en el bosque?
- ¿Tú y tus amigos bailan?
- ¿Cenas con tus amigos?
- ¿Tus amigos tocan música / guitarra / piano?
- ¿Vosotros viajáis frecuentemente?
- ¿Tus amigos cantan?
- ¿Pagas tus cuentas (bills)?
- ¿Ustedes toman una clase de psicología?
- ¿Tú y tus compañeros de clase usan computadoras en clase?

C. Las conjugaciones

With a classmate, use the list of verbs below and take turns fully conjugating them. Tell your partner the verb you want them to conjugate.

MODELO:

hablar

hablo, hablas, habla, hablamos, habláis, hablan

bailar	buscar	cantar
cenar	comprar	desayunar
desear	enseñar	escuchar
estudiar	mandar	mirar
nadar	necesitar	pagar
practicar	regresar	tocar
tomar	trabajar	viajar

D. Preguntas originales

Write five original questions with the verbs above. Then take turns asking and answering them with a classmate.

1. _____
2. _____
3. _____
4. _____
5. _____

E. Repaso

Make sure that you understand and can do the following:

1. Do you fully understand the difference between the first, second, and third persons?
2. Can you conjugate regular *-ar* verbs?
3. Do you know the meaning of the verbs in the list above?
4. Can you form "yes" or "no" questions with the verbs above?
5. Can you answer affirmatively and negatively when asked "yes" or "no" questions?
6. Can you answer the following questions in complete sentences?
 - a. ¿Viajas mucho?
 - b. ¿Usas tu teléfono en clase?
 - c. ¿Tus amigos nadan en la piscina de la universidad?
 - d. ¿Tus amigos y tu trabajan?

Tarea:

Complete *2.4 Para Estudiar en Casa* and *2.4 Para Practicar en Casa*.

2.4: Para estudiar en casa

2.4 Learning Objectives:

- To learn conjugations for regular *-er* and *-ir* verbs
- To acquire vocabulary related to common regular *-er* and *-ir* verbs
- To be able to ask and answer questions using common interrogative words

Introduction:

In this section, we will greatly expand our ability to conjugate Spanish verbs by learning the other two types of regular conjugations, *-er* and *-ir* verbs. We will continue to practice the verbs by asking questions, but now we will ask them with interrogative (question) words.

2.4.a. To learn conjugations for regular *-er* and *-ir* verbs

In section 2.3.b, you learned how to conjugate regular *-ar* verbs and what their conjugations mean in English. This knowledge will make it much easier to understand the conjugations and uses of regular *-er* and *-ir* verbs.

Just like *-ar* verbs, *-er* and *-ir* verbs have two parts. We will use the common verbs of *comer* (to eat) and *vivir* (to live) as examples.

Infinitivo (infinitive)	Raíz (stem)	Terminación (ending)
comer	<i>com-</i>	<i>-er</i>
vivir	<i>viv-</i>	<i>-ir</i>

The conjugations for regular *-er* and *-ir* verbs are very similar to regular *-ar* verb conjugations. Notice that the only difference between *-ar* verbs and *-er* verbs are the vowels (a → e).

Singular			Plural		
yo	como	vivo	nosotros/as	comemos	vivimos
tú	comes	vives	vosotros/as	coméis	vivís
él			ellos		
ella	come	vive	ellas	comen	viven
usted			ustedes		

The endings for the *-er* and *-ir* verbs are identical, except for the *nosotros* and *vosotros* forms.

Singular		Plural		
yo	-o	nosotros/as	-emos	-imos
tú	-es	vosotros/as	-éis	-ís
él		ellos		
ella	-e	ellas	-en	
usted		ustedes		

2.4.b. To acquire vocabulary related to common regular *-er* and *-ir* verbs

Here are some common regular *-er* verbs. They all conjugate exactly like *comer* in the present tense.

Spanish	English
aprender	to learn
beber	to drink
comer	to eat
comprender	to understand
correr	to run
creer (en)*	to think, to believe (in)
deber	to owe, should, must
leer	to read
responder (a)*	to respond, to answer, to reply
vender	to sell

Here are some common regular *-ir* verbs. They conjugate exactly like *vivir*.

Spanish	English
abrir	to open
asistir (a)*	to attend (to go to an event)
compartir	to share, to divide up
cumplir	to fulfill, to carry out (obligations)
escribir	to write
insistir (en)*	to insist (on)
recibir	to receive
subir (a)*	to go up, to climb up
vivir	to live

Note:

Depending on what follows, certain verbs (*) can require prepositions and others can be used with infinitives.

2.4.c. To be able to ask and answer questions using common interrogative words

In 2.3.c, you learned how to ask and answer "yes or no" questions. In this section, we will focus on interrogative words (question words) to form questions.

In previous sections, we have already used a few interrogative words. Here is a list of interrogative words that we will use in this section.

Spanish	English
¿cómo?	how?
¿cuándo?	when?
¿cuánto?	how much?
¿cuántos(as)?	how many?
¿cuál(es)?	what? / which?
¿dónde?	where?
¿por qué?	why?
¿qué?	what?
¿quién(es)?	who? / whom?

Note:

All interrogative words have written accent marks. The accent mark does not change which syllable of the word is stressed. Instead, the accent mark on interrogative words indicates that the word functions as a question. Notice the difference in the function of the word "where" in the following examples.

Spanish	English
¿Dónde vives?	Where do you live?
Sé donde vives.	I know where you live.

In the first example, "where" is an interrogative word and functions as a question. In the second example, it does not. In Spanish, this difference is indicated by the accent mark.

In the following examples, notice that the verb in the question is frequently required in the answer, although the subject may often be different.

Pregunta	Respuesta
¿Cómo estás?	Estoy bien.
¿Cuándo es la clase?	Es a las 2.
¿Cuánto dinero necesitas?	Necesito dos dólares.
¿Cuántos estudiantes hay en la clase?	Hay 25 estudiantes.
¿Cuál es tu deporte favorito?	Es el futbol americano.
¿Dónde vives?	Vivo en Chicago.
¿Por qué estudias español?	Estudio español porque mis amigos hablan español.

¿Qué escuchas?	Escucho música clásica.
¿Quién enseña la clase?	La profesora enseña la clase.

If there is a preposition in the question, the same preposition usually occurs in the answer.

Pregunta	Respuesta
¿De dónde eres?	Soy <i>de</i> Chicago.
¿Para quién es el libro?	Es <i>para</i> mi amiga.
¿A qué hora es el concierto?	Es <i>a</i> las 10.

Questions with interrogative words function the same way as "yes or no" questions. See section 2.3.c to review raising intonation, English auxiliary verb "to do," word order in questions, affirmative responses, and negative responses.

Note:

Both *¿cuál?* and *¿qué?* can mean "what?" in English. The main difference is with the verb *ser*. With the verb *ser*, *¿qué?* asks for a definition, but *¿cuál?* asks for a specific answer from a set of possibilities. Consider the following questions and answers.

¿Qué es tu número de teléfono? Es el número para llamarme.	What is your telephone number? It's the number you dial to call me.
¿Cuál es tu número de teléfono? Es (707) 555-8292.	What is your telephone number? It's (707) 555-8292.
¿Qué es tu deporte favorito? Es el deporte que me gusta más.	What's your favorite sport? It's the one I like the most.
¿Cuál es tu deporte favorito? Es el fútbol.	What's your favorite sport? It's soccer.

Note:

In English, we would rarely ask the above questions that start with *¿qué es?* However, whenever we are asking for a definition, we would say *¿qué es?* (i.e. *¿Qué es una preposición?*)

2.4: Para practicar en casa

2.4 Learning Objectives:

- a. To learn conjugations for regular *-er* and *-ir* verbs
- b. To acquire vocabulary related to common regular *-er* and *-ir* verbs
- c. To be able to ask and answer questions using common interrogative words

A. Verbos -er y -ir

Conjugate the verbs in parenthesis according to the subject.

1. ¿Vosotras _____ (vivir) en Los Ángeles?
2. Tú y tus amigos _____ (comprender) la información.
3. Ustedes _____ (abrir) los libros.
4. Carla _____ (compartir) la comida.
5. Álvaro _____ (asistir) a la clase.
6. Ellos _____ (leer) los libros.
7. Nosotros _____ (comer) hamburguesas.
8. Tú y yo _____ (subir) el árbol (tree).
9. Mis amigos y yo _____ (escribir) poemas.
10. Darío y Candela _____ (vender) cerámica.

B. ¿Cuál verbo?

Choose the most appropriate verb and conjugate it according to the context of each sentence.

MODELO:

¿Tú (vivir / aprender) español? _____ *aprendes* _____

1. ¿Vosotras (beber / abrir) el libro? _____
2. ¿Tus amigos y tú (vivir / creer) en Arcata? _____
3. ¿(Comprender / Subir) ustedes el poema? _____
4. ¿Juana (asistir / comer) a la clase? _____
5. ¿Raúl (comprender / abrir) la puerta? _____

- 6. ¿Ellos (beber / leer) limonada? _____
- 7. Nosotros (vender / escribir) la frase. _____
- 8. Tú y yo (insistir / vivir) en California. _____
- 9. ¿Tú (creer / abrir) que hay mucha tarea? _____
- 10. Mateo (deber / aprender) español. _____

C. Preguntas personales

Write the answers to these questions according to your personal experience.

MODELO:

¿Dónde trabajas?
Trabajo en la librería.

- 1. ¿Por qué estudias español? _____
- 2. ¿Con quién cenas? _____
- 3. ¿Dónde trabajas? _____
- 4. ¿De dónde es tu mejor amigo? _____
- 5. ¿Cómo está tu mejor amigo? _____
- 6. ¿Cuándo estudias? _____
- 7. ¿Qué lees? _____
- 8. ¿Cuál es tu clase favorita? _____
- 9. ¿Cuál es tu número de teléfono? _____
- 10. ¿A qué hora es tu clase favorita? _____
- 11. ¿Por qué estudias en HSU? _____
- 12. ¿Cómo es tu clase favorita? _____
- 13. ¿Qué bebes para el desayuno? _____
- 14. ¿Cuántas clases tomas? _____
- 15. ¿Cuántos bolígrafos tienes? _____

D. Preguntas originales

Write ten original questions for your classmates using question words and -er and -ir verbs.

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

2.4: Para practicar en clase

2.4 Learning Objectives:

- a. To learn conjugations for regular *-er* and *-ir* verbs
- b. To acquire vocabulary related to common regular *-er* and *-ir* verbs
- c. To be able to ask and answer questions using common interrogative words

A. Entrevista

With a classmate, ask and answer the following questions. Be sure to answer affirmatively and negatively just to practice.

1. ¿Lees mucho? ¿Lees en la biblioteca de la universidad?
2. ¿Comes en la cafetería de la universidad?
3. ¿Asistes a clase todos los días?
4. ¿Aprendes matemáticas / español / filosofía / sociología?
5. ¿Abren la librería a las 5 de la mañana?
6. ¿Bebes leche / cerveza / limonada / café / té?
7. ¿Escribes novelas / poemas / canciones (songs)?
8. ¿Lees las noticias (news) / la tarea / ?
9. ¿Trabajas en la librería de la universidad? ¿Dónde trabajas?
10. ¿Miras *Los diarios de vampiros*?

B. Asociaciones

Discuss with a classmate which verbs you can associate with the following ideas. Provide the infinitive. There can be several answers for each idea.

1. un libro de texto
2. un poema
3. una limonada o una cerveza
4. la librería
5. una tienda (store)
6. la literatura, las matemáticas, etc.
7. una puerta o una ventana
8. un restaurante
9. la tarea
10. en tu casa

C. Las conjugaciones

With a classmate, use the list of verbs below and take turns fully conjugating them. Tell your partner the verb you want them to conjugate.

MODELO:

comer

como, comes, como, comemos, coméis, comen

abrir	aprender	asistir (a)
beber	comer	compartir
comprender	creer (en)	cumplir
deber	escribir	insistir (en)
leer	recibir	responder (a)
subir (a)	vender	vivir
trabajar	escuchar	bailar

D. Preguntas originales

Ask a partner the original questions you wrote in the *Para practicar en casa* section. Write down their answers.

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

E. Repaso

Make sure that you understand and can do the following:

1. Can you conjugate regular *-er* and *-ir* verbs?
2. Do you know the meaning of the verbs in the list above?
3. Can you answer the following questions in complete sentences?
 - a. ¿Por qué vives en Humboldt?
 - b. ¿Comprendes la gramática nueva?
 - c. ¿Dónde comes?
 - d. ¿Qué lees normalmente?

Tarea:

Complete 2.5 *Para Estudiar en Casa* and 2.5 *Para Practicar en Casa*.

2.5: Para estudiar en casa

2.5 Learning Objectives:

- To learn the present tense conjugation of the verb *estar*
- To modify nouns using *estar* and adjectives
- To be able to use *estar* for location

Introduction:

In this section, we will focus on two uses of a very common and important verb, *estar*. You have already used this verb to express how you are. Now we will learn the full present tense conjugation of *estar*, new adjectives to use with this verb, and how to tell where nouns are located.

2.5.a. To learn the present tense conjugation of the verb *estar*

Ser and *estar* are two verbs that express "to be" in English. You will study the differences between *ser* and *estar* in Chapter 4. For now, think of *ser* as describing characteristics (she is intelligent) and *estar* as describing conditions (she is tired).

Estar is an *-ar* verb, but it is also irregular, so it does not exactly conjugate like *hablar*. Carefully study and practice saying out loud the full conjugation of *estar*.

Singular		Plural	
yo	estoy	nosotros/as	estamos
tú	estás	vosotros/as	estáis
él		ellos	
ella	está	ellas	están
usted		ustedes	

Note:

Notice that the ending for the *nosotros* and *vosotros* are the same as regular *-ar* verbs. The other forms are irregular. The *y* at the end of the conjugation for *yo* and the written accents on the other forms change which syllable is stressed. For those subjects, regular *-ar* verbs stress the second-to-last syllable, but these all stress the last syllable. Consider the written accent to be as important as a letter. If you do not include it, not only is it misspelled, but it could also mean something completely different.

2.5.b. To modify nouns using *estar* and adjectives

In chapter 1, we introduced the use of *ser* with adjectives. *Ser* is used when the adjective is a characteristic (referring to professions, religions, qualities of the noun). *Estar* is used to describe states and conditions. Notice the different types of adjectives in the following examples.

Pregunta	Respuesta
¿Cómo eres?	Soy inteligente, generoso y organizado.
¿Cómo estás?	Estoy alegre, entusiasmado y contento

As with all adjectives, they must agree in gender and number with the noun they modify. As a review, here are the different forms of the adjectives above:

Gender / Number	Singular	Plural
Masculine	alegre, generoso, contento	alegres, generosos, contentos
Feminine	alegre, generosa, contenta	alegres, generosas, contentas

The most common word used with *estar* is *bien* (well). It's actually an adverb and, therefore, there is only one form.

Pregunta	Respuesta
¿Cómo estás?	(Estoy) bien.
¿Cómo están tus familiares?	(Están) bien.

The following adjectives describe states and conditions and are typically used with *estar*.

Spanish	English
aburrido	bored
apurado	hurried, in a hurry
bien	well (good)
borracho	drunk
cansado	tired
enfermo	sick
entusiasmado	enthusiastic
feliz	happy
furioso	furious, angry, mad
listo	ready
loco	crazy
nervioso	nervous
orgullosa	proud
sano	healthy
tranquilo	calm, quiet
triste	sad

MODELO:

- ¿Cómo está tu hermana?
Está feliz, orgullosa y entusiasmada.
- ¿Cómo están tus primos?
Están nerviosos, cansados y apurados.
- ¿Cómo están tus primas?
Están tranquilas, aburridas y tristes.
- ¿Cómo estás?
Estoy bien.

2.5.c. To be able to use *estar* for location

One of the uses of *estar* is to express location. We use *estar* to ask where something is and to express where something is. Consider the following sentences.

Pregunta	Respuesta
¿Dónde estás?	Estoy en mi casa.
¿Dónde está el libro de texto?	Está en mi mochila.
¿Dónde están los estudiantes?	Están en clase.

We often use the word *en* when using *estar* for location. In the following examples, notice how the word *en* is expressed differently in English.

Spanish	English
Estamos <i>en</i> California.	We're <i>in</i> California.
Mi teléfono está <i>en</i> la mesa.	My phone is <i>on</i> the table.
Los niños están <i>en</i> casa.	The boys are <i>at</i> home.

Note:

When expressing location, use "*en*" to express "at" ("at home"). When expressing time, use "*a*" to express "at" ("at two o'clock").

The following words can be used to express location without the word *en*.

Spanish	English	Example
<i>aquí</i>	here	<i>Estamos aquí.</i>
<i>allí</i>	over there	<i>Estáis allí.</i>
<i>allá</i>	(way) over there	<i>Están allá.</i>

As in English, the use of these words is relative (depending on the perspective of the speaker).

2.5: Para practicar en casa

2.5 Learning Objectives:

- a. To learn the present tense conjugation of the verb *estar*
- b. To modify nouns using *estar* and adjectives
- c. To be able to use *estar* for location

A. La conjugación del verbo *estar*

Conjuga el verbo *estar* según el contexto (el sujeto).

1. Mi familia _____ feliz.
2. Mis primos y yo _____ en la casa de mi abuela.
3. Las sobrinas de mis amigos _____ orgullosas.
4. ¿Dónde _____ tú?
5. Vosotros _____ en la universidad.
6. Mi hermano _____ muy contento.
7. Yo _____ con mi familia en California.
8. Mis hijos _____ en la casa de mi madre.
9. Mis abuelos _____ bien.
10. ¿Cómo _____ tus amigos?

B. *Estar* con adjetivos

Using your own relatives (or imaginary/ideal ones) complete the following sentences with *estar* and adjectives presented in this section. Make sure that the verb is conjugated for the correct subject and that the adjectives agree with the noun.

MODELO:

Mis padres _____ están contentos.

1. Mi esposa _____
2. Mis gatos _____
3. Mis primos _____
4. Mi hermana _____
5. Mis hermanos _____
6. Mi abuela _____
7. Mis tías _____

2.5: Para practicar en clase

2.5 Learning Objectives:

- To learn the present tense conjugation of the verb *estar*
- To modify nouns using *estar* and adjectives
- To be able to use *estar* for location

A. Entrevista

With a classmate, ask and answer the following questions. Be creative with your answers. Use complete sentences and provide other answers for what people are doing.

- ¿Cómo estás?
- ¿Dónde estás tú en este momento?
- ¿Cómo está tu mejor amigo?
- ¿Dónde está tu mejor amigo?
- ¿Cómo están tus primos?
- ¿Dónde están tus primos ?
- ¿Cómo están tus padres?
- ¿Cómo está tu hermana?
- ¿Dónde está tu hermana?
- ¿Dónde está tu casa?

B. La conjugación de *estar*

Conjugate *estar* for the following subjects. Once you are done, compare your answers with a classmate's and then check your answers. Make sure that you have spelled all conjugations correctly. Pay special attention to the *tildes*.

yo _____	nosotros _____
tú _____	vosotros _____
usted _____	ustedes _____

C. ¿Cómo estás y dónde estás?

With a classmate, ask and answer how and where the following people are. Use two adjectives and be creative (i.e. answer as if you had children even if you don't).

MODELO:

(tus hijos)

¿Cómo están tus hijos?

Están contentos y orgullosos.

¿Dónde están (tus hijos)?

Están en la casa de mi madre.

- | | |
|-------------------|------------------|
| 1. (tu perro) | 2. (tus abuelos) |
| 3. (tu suegra) | 4. (tu madre) |
| 5. (tu padre) | 6. (tu hija) |
| 7. (tus tíos) | 8. (tu prima) |
| 9. (tus sobrinos) | 10. (tus nietos) |

D. Preguntas originales

Ask your classmate the question you wrote in the *Para practicar en casa* section. Write their answers.

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

E. Repaso

Make sure that you understand and can do the following:

1. Can you correctly conjugate the verb *estar*?
2. Can you describe states and conditions with *estar* and some adjectives?
3. Do you know how to express location with *estar*?
4. Can you answer the following questions in complete sentences?
 - a. ¿Dónde estás?
 - b. ¿Cómo estás?
 - c. ¿Dónde está tu mochila?
 - d. ¿Cómo están tus abuelos?

Tarea:

Complete 2.6 *Para Estudiar en Casa* and 2.6 *Para Practicar en Casa*.

2.6: Para estudiar en casa

2.6 Learning Objectives:

- To learn the present tense conjugation of the verb *tener*
- To learn and be able to use special expressions with the verb *tener*
- To be able to use *tener* and other verbs with infinitives

Introduction:

In this section, we will practice a very common and useful verb: *tener*. First, we will learn its conjugation, which is irregular. Then we will learn to use several useful idioms with the verb *tener*. Lastly, we will learn to combine *tener* and other verbs with infinitives.

2.6.a. To learn the present tense conjugation of the verb *tener*

Tener means "to have" in English, but only in the sense of possession, as in "I *have* three brothers"; it is not the same as the auxiliary verb "to have," as in "I *have* done that" or "I *have* dinner" (as in "to eat").

Tener is an *-er* verb, but it is also irregular, so it does not exactly conjugate like *comer*. However, the endings are the same, it is the stem that is irregular. You will learn more verbs like *tener*, so it is important to get a good foundation to help you acquire other irregular verbs.

Carefully study and practice saying out loud the full conjugation of *tener*.

Singular		Plural	
yo	tengo	nosotros/as	tenemos
tú	tienes	vosotros/as	tenéis
él		ellos	
ella	tiene	ellas	tienen
usted		ustedes	

Note:

There is a "g" in the *yo* form.

There is a "stem change" (*cambio de raíz*) of *e* → *ie* in the *tú*, *usted*, and *ustedes* forms.

That stem change does not appear in the *yo*, *nosotros*, or *vosotros* forms.

The endings are the same as all other *-er* verbs, like *comer*.

Read carefully the following examples:

- ¿Cuántos hermanos tienes?
Tengo tres hermanos.
- ¿Cuántas hermanas tienes?
Tengo tres hermanas.
- ¿Cuántos primos tienen ustedes?
Tenemos muchos primos porque tenemos muchos tíos.

2.6.b. To learn and be able to use special expressions with the verb *tener*

Besides referring to possession, *tener* is used to express states of being. In English, we use other verbs, like "to be," for these ideas, so try not to think of these as direct (word-for-word) translations, rather, focus on the meaning of what is being expressed.

<i>Tener</i> Expression	English Equivalent
tener # años	to be # years old
tener hambre	to be hungry
tener sed	to be thirsty
tener calor	to be hot*
tener frío	to be cold
tener sueño	to be sleepy
tener razón	to be correct
tener miedo	to be afraid
tener prisa	to be in a hurry

Note:

*The expression *tener calor* refers to body heat. Be aware that *ser/estar caliente* referring to people means to being attractive/horny. *Picante* refers to spicy hot.

Carefully read the following examples.

- ¿Cuántos años tienes?
Tengo veintidós años.
- ¿Cómo estás?
Tengo (mucho) hambre.
- ¿Tienes sed.
No, no tengo sed.
- ¿Tienes calor?
No. Tengo frío.
- ¿Cómo estás?
Tengo sueño.
- Tienes miedo.
Sí, tengo (mucho) miedo; no me gustan los monstruos.

¿Tienes unos minutos?

No. No tengo tiempo. Tengo mucha prisa.

2 + 2 = 4.

Tienes razón.

2.6.c. To be able to use *tener* and other verbs with infinitives

Tener can be combined with the infinitives of other verbs to express "to feel like *doing*" and "to have to *do*."

<i>Tener</i> Expression	English Equivalent
tener ganas de <i>hacer</i>	to feel like <i>doing</i>
tener que <i>hacer</i>	to have <i>to do</i>

Consider the following examples.

¿Tienes ganas de comer?

Sí, tengo ganas de comer.

¿Tenemos que estudiar hoy?

Sí, tenemos que estudiar todos los días.

Besides *tener*, many other verbs can also be combined with infinitives of other verbs. Here are some that you may have already learned.

Infinitive Expression	English Equivalent
necesitar <i>hacer</i>	to need <i>to do</i>
(Le) gusta <i>hacer</i>	to like <i>to do</i>
desear <i>hacer</i>	to desire/want <i>to do</i>
deber <i>hacer</i>	to must <i>do/should do</i>

MODELO:

¿Ustedes necesitan beber más agua?

Sí, necesitamos beber más agua.

¿Les gusta bailar?

Sí, nos gusta bailar.

¿Desean comer ahora?

Sí. Tenemos mucha hambre.

¿Deben responder en frases completas?

Sí, debemos responder en frases completas.

There are many other verbs that can be combined with infinitives.

2.6: Para practicar en casa

2.6 Learning Objectives:

- To learn the present tense conjugation of the verb *tener*
- To learn and be able to use special expressions with the verb *tener*
- To be able to use *tener* and other verbs with infinitives

A. La conjugación de *tener*

Complete the following sentences by conjugating the verb *tener* according to the context.

- Roberto _____ dos hermanas.
- Nosotros _____ una casa en Humboldt.
- Ellas _____ que estudiar más.
- Tú _____ ganas de comer.
- Yo _____ una familia muy grande.
- Usted _____ muchos primos.
- ¿Vosotros _____ parientes en California?
- Yo no _____ hermanos.
- Ana y Mónica _____ tíos que viven en Nevada.
- Ustedes _____ mucha tarea.

B. Preguntas personales

Answer the following questions in complete sentences using the verb *tener*.

- ¿Cuántos hermanos tienes?

- ¿Tienes sed?

- ¿Tienes hambre?

- ¿Tienes ganas de bailar?

- ¿Cuántos primos tienes?

- ¿Tienes frío?

- ¿Tienes miedo de las serpientes?

8. ¿Tienes que trabajar hoy?

9. ¿Tienes sueño?

10. ¿Cuántos años tienes?

C. La traducción

Translate the following into Spanish using the two verb structures discussed in this section.

1. My father has to work.

2. I feel like singing.

3. Our sisters want to travel.

4. Her aunts have to sing.

5. My cousins like to write.

6. I need to study Spanish.

7. My spouse wants to eat.

8. My family and I should swim.

9. You guys need to eat.

10. You have to visit your cousin.

D. Sujetos diferentes

Write each expression using the following subject pronouns: tú, él, nosotros, vosotros, ellas.

MODELO:

Tengo sed. _____ *Tienes sed, Tiene sed, Tenemos sed, Tenéis sed, Tienen sed.*

1. Tengo hambre. _____

2. Tengo sueño. _____

3. Tengo miedo. _____

4. Tengo que estudiar. _____

5. Tengo ganas de comer. _____

2.6: Para practicar en clase

2.6 Learning Objectives:

- To learn the present tense conjugation of the verb *tener*
- To learn and be able to use special expressions with the verb *tener*
- To be able to use *tener* and other verbs with infinitives

A. El verbo tener

- With a classmate, take turns practicing the conjugation of *tener*. Tell them a subject pronoun (yo, tú, él, ella, usted, nosotros, vosotros, ellos, ellas) and they say the conjugation.
- Continue taking turns, this time, instead of a subject pronoun, tell them a random subject (mi hermano Tomás, los compañeros de clase, mi novia y yo).
- Finally, take turns conjugating the entire verb.

B. Entrevista

With a classmate, ask and answer the following questions using complete sentences. Be creative with responses to the open-ended questions.

1. ¿Tienes frío? ¿Quién tiene frío? ¿Tienes calor? ¿Cuándo tienes calor?
2. ¿Tienes hambre? ¿Quién tiene hambre? ¿Tienes sed? ¿Cuándo tienes sed?
3. ¿Tienes que trabajar hoy? ¿Tienes que estudiar hoy?
4. ¿Tienes prisa? ¿Cuándo tienes prisa?
5. ¿Tienes ganas de viajar? ¿Adónde tienes ganas de viajar?
6. ¿Cuántos años tienes? ¿Cuántos hermanos tienes? ¿Cuántas clases tienes este semestre?
7. ¿Tienes sueño? ¿Cuándo tienes sueño?
8. ¿Tienes miedo? ¿De qué tienes miedo?
9. ¿Debemos responder con frases completas?
10. ¿Tenemos que ser creativos?

C. "Tienes que" and "Tengo ganas de"

With a classmate, take turns asking and answering questions. For the questions use the list of verbs below and "tener que." Answer affirmatively, but then add a "tener ganas de" preference. Follow the model.

MODELO:

¿Tienes que trabajar hoy?

Sí, pero tengo ganas de bailar. ¿Tienes que estudiar hoy?

Sí, pero tengo ganas de escuchar música.

escuchar música	beber agua
mirar la televisión	comer una hamburguesa
nadar en la playa	leer una novela
trabajar	escribir un poema
viajar a Europa	abrir la ventana
cenar	aprender más verbos
estudiar	comprender la gramática
bailar	asistir a un concierto
cantar	compartir una actividad

D. Expresiones con el verbo *tener*

With a partner, describe the situation with a logical *tener* expression. Be sure to conjugate according to the correct subject. Follow the model.

MODELO:

Bebo mucha agua. _____ "Tengo sed."

1. Los estudiantes comen una ensalada.
2. Son las 11:50 y tengo clase a las 12. Necesito llegar a tiempo.
3. Ustedes tienen un examen mañana y necesitan aprender la gramática.
4. Hay unas serpientes en la casa de la profesora.
5. Estamos en las montañas. Es de noche. No tenemos chaqueta.
6. Te gusta mirar la televisión y no tienes que trabajar.
7. Es de noche después de un día muy ocupado.
8. Vosotros bebéis mucha limonada.
9. Estamos en Las Vegas en junio durante el día.
10. No me gustan las arañas (spiders) y hay muchas aquí.

E. Repaso

Make sure that you understand and can do the following:

1. Do you know the full conjugation of the verb *tener*?
2. Do you understand the uses of *tener*?
3. Can you use two verbs together to refer to the same subject?
4. Can you answer the following questions in complete sentences?
 - a. ¿Cuántos hermanos tienes?
 - b. ¿Tienes sed/hambre/sueño/frío/calor/miedo/prisa?
 - c. ¿Qué tienes que hacer hoy?
 - d. ¿Necesitas trabajar hoy?

Tarea:

Complete 2.7 *Para Estudiar en Casa* and 2.7 *Para Practicar en Casa*.

2.7: Para estudiar en casa

2.7 Learning Objectives:

- To be able to form EQUAL comparisons of nouns and adjectives
- To be able to form UNEQUAL comparisons of nouns and adjectives
- To be able to form superlatives

Introduction:

In this lesson, we will learn about EQUAL and UNEQUAL comparisons of nouns and adjectives.

Preliminary Note:

Be very careful to use the correct subject pronoun for both sides of the comparison. In conversational English, it is very common to use object pronouns instead of subject pronouns for comparisons. Although this is common, it is technically grammatically incorrect in formal English.

Conversational English	Formal English
I take as many classes as her .	I take as many classes as she (takes).
You take more classes than me .	You take more classes than I (take).
I am as tall as them .	I am as tall as they (are).
She is older than him .	She is older than he (is).

Since this is so common in English, it often leads to grammatical mistakes in Spanish. Always use subject pronouns for both sides of comparisons.

Note:

In formal English, we can repeat the verb or use the auxiliary verb "to do": (You have more brothers than **I have** / You have more brothers than **I do**). However, the verb should not be repeated in Spanish: (*Tú lees tanto como yo*).

2.7.a. To be able to form EQUAL comparisons of nouns and adjectives

To form EQUAL comparisons (*comparaciones iguales*) in English, we usually use "as as". In Spanish, this is replaced with forms of "*tanto ... como*". The form of "*tanto*" depends on what is being compared. Here are the formulas for EQUAL comparisons.

EQUAL Comparisons of:	Español	Inglés
Nouns	<i>tanto/a/os/as (sustantivo) como</i>	as many (noun) as / as much (noun) as
Adjectives	<i>tan (adjetivo) como</i>	as (adjective) as

Sustantivos / Nouns

Español	Inglés
<i>Él tiene tanto dinero como ella.</i>	He has as many money as she does.
<i>Ella tiene tanta ropa como nosotros.</i>	She has as much clothes as we have.
<i>Compro tantos libros como tú.</i>	I'm buying as many books as you.
<i>Ellos toman tantas clases como yo.</i>	They take as many classes as I do.

Note:

When comparing nouns, *tanto* functions as an adjective; therefore, there are four forms depending on the gender and number of the noun (*tanto, tanta, tantos, tantas*).

Adjetivos / Adjectives

Español	Inglés
<i>Nosotros estamos tan cansados como él.</i>	We are as tired as he is.
<i>Tú eres tan bonita como ella.</i>	You are as pretty as she is.
<i>Ellos son tan estudiosos como yo.</i>	They are as studious as I am.
<i>Yo estoy tan nervioso como ellas.</i>	I am as nervous as she is.

Note:

Don't forget that adjectives must agree with the noun they modify. With comparisons, there are two nouns and the adjective should agree with the first one (the subject of the verb).

2.7.b. To be able to form UNEQUAL comparisons of nouns and adjectives

To form UNEQUAL comparisons (*comparaciones desiguales*) in English, we usually use "more (or less/fewer) ... than". In Spanish, this is replaced with forms of "*más (o menos) ... que*". Here are the formulas for UNEQUAL comparisons.

UNEQUAL Comparisons of:	Español	Inglés
Nouns	<i>más / menos (sustantivo) que</i>	more / less (noun) than
Adjectives	<i>más / menos (adjetivo) que</i>	more / less (adjective) than (adjective) + er than

Sustantivos / Nouns

Español	Inglés
<i>Él tiene más dinero que ella.</i>	He has more money than she does.
<i>Ella toma menos clases que nosotros.</i>	She takes fewer classes than we do.
<i>Compro más libros que tú.</i>	I'm buying more books than you.
<i>Ellos beben menos café que yo.</i>	They drink less coffee than I do.

Note:

In English, we use "fewer" for things that can be counted individually (classes) and "less" for things that are measured (coffee), abstract ideas (happiness), and nouns without common plural forms (money).

Adjetivos / Adjectives

Español	Inglés
<i>Nosotros somos más activos que él.</i>	We are more active than he is.
<i>Tú eres más bonita que ella.</i>	You are prettier than she is.
<i>Ellos son menos estudiosos que yo.</i>	They are less studious than I am.
<i>Yo estoy más aburrido que ellas.</i>	I am more bored than she is.

Note:

Notice how some translations have different structures in English. Don't forget that in Spanish adjectives must agree with the nouns they modify.

Adjetivos irregulares / Irregular Adjectives

As in English, there are some adjectives that are irregular. For example, we do not say: "she is *more good* than someone else". Instead, we say: "she is better". Fortunately, some irregular adjectives are the same in Spanish and English. Study the following irregular adjectives.

Español	Inglés
<i>más bueno/a/os/as → mejor/mejores</i>	more good → better
<i>más malo/a/os/as → peor/peores</i>	more bad → worse
<i>more joven/es → menor/menores</i>	more young → younger
<i>más viejo/a/os/as → mayor/mayores</i>	more old → older

MODELO:

*Mi clase de biología es **mejor** que mi clase de matemáticas.*

*Este equipo es **peor** que el otro equipo.*

*Mi primo es **menor** que yo.*

*Mis padres son **mayores** que tus padres.*

2.7.c. To be able to form superlatives

The superlatives (*los superlativos*) are a special type of comparison. Superlatives express "the best", "the most", "the worst", etc. of a given set. Superlatives can be formed with most adjectives. Always use the definite article to create superlatives. Here is the formula for creating superlatives.

SUPERLATIVES of:	Español	Inglés
Adjectives	<i>el/la/los/las (noun) más (adjetivo) de (grupo)</i>	the most (adjective) (noun) of/in (group)

MODELO:

*Bill Gates es la persona más **rica** del mundo.
 El mandarín es el idioma más **difícil** de todos.
 Las secoyas son los árboles más **altos** del mundo.
 El fútbol es el deporte más **popular** de todos.*

Note:

The adjective must agree with the noun it modifies, not necessarily the subject of the sentence.

Superlativos irregulares / Irregular Superlatives

Mejor/peor usually precede the nouns.

Irregular Superlatives of:	Español	Inglés
mejor / mejores	<i>el/la/los/las mejor/mejores (noun) de (grupo)</i>	the best (noun) of/in (group)
peor / peores	<i>el/la/los/las peor/peores (noun) de (grupo)</i>	the worst (noun) of/in (group)

Menor/mayor do not require the nouns.

Irregular Superlatives of:	Español	Inglés
menor / menores	<i>el/la/los/las menor/menores de (grupo)</i>	the youngest of/in (group)
mayor / mayores	<i>el/la/los/las mayor/mayores de (grupo)</i>	the oldest of/in (group)

MODELO:

*Kevin Durant es el **mejor** jugador de básquetbol este año.
 Los estudiantes de español son los **mejores** estudiantes de HSU.
 Los exámenes de química son los **peores** exámenes de todos los exámenes.
 Meryl Streep es la **mejor** actriz de todas.
 Mi hija es la **menor** de la familia.
 Mi madre es la **mayor** de la familia.*

2.7: Para practicar en casa

2.7 Learning Objectives:

- To be able to form EQUAL comparisons of nouns and adjectives
- To be able to form UNEQUAL comparisons of nouns and adjectives
- To be able to form superlatives

A. Las comparaciones iguales.

Mónica and Michelle are identical twins. They are the same. Write comparisons according to the clues. Make sure that the adjectives agree with the nouns they modify.

MODELO:

ser **feliz** (=) _____ *Mónica es tan feliz como Michelle.*_____

- ser **alto** (=) _____
- ser **inteligente** (=) _____
- ser **bonito** (=) _____
- tener **zapatos** (=) _____
- leer **libros** (=) _____
- estar **sano** (=) _____
- tener **hermanos** (=) _____

B. Las comparaciones desiguales

Melissa is Mónica's friend. She is completely different. Write comparisons according to the clues. Make sure that the adjectives agree with the nouns they modify.

MODELO:

ser **feliz** (+) _____ *Melissa es más feliz que Mónica.*_____

- ser **alto** (-) _____
- ser **inteligente** (-) _____
- ser **bonito** (+) _____
- tener **zapatos** (-) _____
- leer **libros** (+) _____
- estar **sano** (+) _____
- tener **hermanos** (+) _____

C. Los superlativos

Nancy is Melissa, Mónica, and Michelle's friend, but she is rather extreme. She is the best. Write superlative statements about her according to the clues.

MODELO:

feliz _____ Nancy es la más feliz de todas. _____

1. ser **alto** _____
2. ser **inteligente** _____
3. ser **bonito** _____
4. ser **bueno** _____
5. ser **viejo** _____

D. Preguntas personales

Contesta las preguntas con frases completas.

1. ¿Quién es más alto, tu madre o tu padre?

2. ¿Quién es el mayor de tu familia? ¿Quién es el menor de tu familia?

3. ¿Quién es tan bonita como tu madre?

4. ¿Quiénes tienen más zapatos, los hombres o las mujeres?

5. ¿Quién es el más alto de tu familia?

6. ¿Quién es más alto que tú? ¿Quién es menos alto que tú?

7. ¿Quién toma más clases que tú? ¿Quién toma menos clases que tú?

2.7: Para practicar en clase

2.7 Learning Objectives:

- a. To be able to form EQUAL comparisons of nouns and adjectives
- b. To be able to form UNEQUAL comparisons of nouns and adjectives
- c. To be able to form superlatives

A. Entrevista

With a partner, take turns asking and answering the *Preguntas personales* from 2.7 *Para practicar en casa*.

B. Conversaciones

With a partner or two, discuss the following:

1. el mejor restaurante y el peor restaurante de Arcata
2. la mejor actriz y la peor actriz
3. la mejor película y la peor película
4. el mejor libro y el peor libro
5. la ropa más importante para el hombre y para la mujer
6. el lugar más lejante de Humboldt y el lugar menos lejante
7. el día de la semana más divertido y menos divertido
8. el cuarto más importante de la casa y el menos importante
9. el problema más grave del mundo
10. el mejor deporte

C. Entre tú y yo (between you and me)

With a classmate, compare yourselves. Discuss and form comparisons for the following:

MODELO:

tomar **clases** → ¿Cuántas clases tomas? → Tú tomas tantas clases como yo.

1. tener **hermanos**
2. ser **alto**
3. tener **primas**
4. tener **años (mayor/menor)**
5. ser **atlético**

6. estar **cansado**

7. tener **hambre**

D. ¿Estereotipos?

Discuss the following pairs and form original EQUAL and UNEQUAL comparisons for a) nouns and b) adjectives.

MODELO:

los hombres / las mujeres

a) sustantivo: Los hombres tienen tantos **problemas** como las mujeres.

b) adjetivo: Las mujeres son más **inteligentes** que los hombres.

1. los estudiantes / los profesores

a. _____ b. _____

2. los republicanos / los demócratas

a. _____ b. _____

3. los niños / los adultos

a. _____ b. _____

4. los chicos / las chicas

a. _____ b. _____

5. los rubios (blondes) / los morenos (brunettes)

a. _____ b. _____

E. Repaso

Make sure that you understand and can do the following:

1. Can you form EQUAL comparisons of nouns and adjectives?
2. Can you form UNEQUAL comparisons of nouns and adjectives?
3. Can you form superlatives?
4. Can you answer the following questions in complete sentences?
 - a. ¿Quién es más alto, tú o tu mejor amigo?
 - b. ¿Quién es el mayor de tu familia?
 - c. ¿Quién tiene más hermanas, tú o tu mejor amigo?

Tarea:

Complete *2.8 Para Estudiar en Casa* and *2.8 Para Practicar en Casa*.

2.8: Para estudiar en casa

2.8 Learning Objectives:

- a. To understand the culture behind Spanish last names
- b. To review and practice what you learned in 2.1-2.8

Introduction:

As we come to the end of the second chapter, we will continue our discussion of families with particular emphasis on the cultural system of using two last names in the Spanish-speaking world. In addition, before moving on to the next chapter, we will review the language and culture topics that were covered in chapter 2 and complete a capstone project.

2.8.a To understand the culture behind Spanish last names

Read out loud the following passage a few times. Try to focus on the pronunciation of the letters and the correct syllable stress. Use the context of the passage to help you understand any words that you do not know. If you cannot figure out what a word means by using the context, look up the meaning. There are questions and exercises based on this passage in the "2.8: Para Practicar en Casa" section below.

El sistema de dos apellidos

Los apellidos indican las relaciones familiares con nuestros antepasados. Indican que somos parte de unos grupos específicos (las familias de nuestros padres). En muchos países donde se habla español es muy común que las personas tengan dos apellidos. El sistema de dos apellidos es el resultado de muchos procesos históricos.

En los Estados Unidos es más común sólo mantener el apellido del padre. Entonces, ¿por qué tener dos apellidos? Pues, la respuesta es simple: tenemos el apellido del padre y el apellido de la madre. Juntos los dos apellidos documentan la descendencia familiar de la familia del padre y de la madre también.

Hoy día, hay debate sobre el orden de los apellidos, pero típicamente cuando nace un bebé en un país hispanohablante, recibe dos apellidos, el primero es del padre y el segundo es de la madre. Considerar este ejemplo.

Juan es el hijo de Pepe y Rosa. Pepe se llama Pepe Martínez Quiroz y Rosa se llama Rosa González Montoya. Entonces, el nombre entero de Juan es: Juan Martínez González.

2.8.b. To review what you learned in 2.1-2.8

Below you will find the complete list of the chapter 2 learning objectives. You should understand each of them. Review them carefully and, if you are unsure about any of them, go back and review the explanations.

2.1 Learning Objectives:

- a. To learn more about the masculine and feminine forms of nouns and adjectives
- b. To understand more about the singular and plural forms of nouns and adjectives
- c. To understand the forms and uses of the possessive adjectives
- d. To acquire family related vocabulary

2.2 Learning objectives:

- a. To learn to stress all words (without written accents) that end in a vowel, n, or s
- b. To learn to stress all words (without written accents) that end in other consonants
- c. To learn to stress all words with written accents

2.3 Learning objectives:

- a. To fully understand the use of subject pronouns
- b. To learn conjugations for regular *-ar* verbs
- c. To be able to construct and respond to "yes or no" questions
- d. To acquire vocabulary related to common *-ar* verbs

2.4 Learning objectives:

- a. To learn conjugations for regular *-er* and *-ir* verbs
- b. To acquire vocabulary related to common regular *-er* and *-ir* verbs
- c. To be able to ask and answer questions using common interrogative words

2.5 Learning objectives:

- a. To learn the present tense conjugation of the verb *estar*
- b. To modify nouns using *estar* and adjectives
- c. To be able to use *estar* for location

2.6 Learning objectives:

- a. To learn the present tense conjugation of the verb *tener*
- b. To learn and be able to use special expressions with the verb *tener*
- c. To be able to use *tener* and other verbs with infinitives

2.7 Learning objectives:

- a. To be able to form EQUAL comparisons of nouns and adjectives
- b. To be able to form UNEQUAL comparisons of nouns and adjectives
- c. To be able to form superlatives

2.8 Learning objectives:

- a. To understand the culture behind Spanish last names
- b. To review what you learned in 2.1-2.8

2.8: Para practicar en casa

2.8 Learning Objectives:

- a. To understand the culture behind Spanish last names
- b. To review what you learned in 2.1-2.8

A. El sistema de dos apellidos

Answer the following questions according to the reading passage above.

1. ¿Qué indican los apellidos?

2. ¿Dónde es muy común que las personas tengan dos apellidos?

3. ¿Dónde es más común sólo mantener el apellido del padre?

4. ¿Por qué tienen dos apellidos?

5. ¿Sobre qué hay un debate?

6. Típicamente, ¿cuál apellido es el primero?

7. ¿Cuál sería tu nombre entero en este sistema?

B. ¿Cómo se llama?

Based on what you learned in the passage above, what is the full name of the following offspring?

MODELO:

De Ana Fernández Rojas y Alejandro Coto Rivera nace Felipe:
Felipe Coto Fernández

1. De Jaime López Pimentel y Victoria Castro Suárez nace Sara:

2. De Catalina Serrano Blanco y Sebastián Muñoz Romero nace Diego:

3. De Emilio Núñez Vidal y Renata Prieto Vega nace Daniela:

4. De Camila Torres Garrido y Samuel Ferrer Giménez nace Agustín:

5. De Julieta Vicente Campos y Nicolás Ibáñez Caballero nace Martina:

C. Repaso (Review)

Review the chapter 2 learning objectives again and repeat the exercises in any section that you think you need to practice more.

D. Chapter 2 Capstone Project

The family tree project serves as the culminating project for Chapter 2 - *La familia*. It is the synthesis of everything we have covered so far, including a variety of information from vocabulary to the proper use of verbs, nouns, and adjectives. This project will help you study for your oral exam as well as prepare you for the oral final at the end of the semester.

Materials- For this project you will need pictures of your family “members”. IF you do not have access to pictures, or they are too personal, you MAY use appropriate imagery that represents them (i.e., if I don’t have a picture of *mi hermano* and he likes football, barbecuing, and spending time with friends, I can use a picture(s) from the internet that depicts this). A minimum of 1 image per “family member” is required.

Mode of delivery- This presentation should be completed using Power Point or Google Slides. You will present yours in class, so be sure to practice your script.

Instructions - Prepare a multimedia biographical presentation of “your” family. Please:

- Present a minimum of 6 “family” members, including yourself, your grandparents, parents/ guardians, siblings, or pets.
- Describe each “member” of your family following the models provided below.
- Be sure to include sufficient variation in your descriptions of people so that person A doesn’t sound like person B (even if they are twins!)
- Pets may only count as 1 person.
- IF your family is very large (i.e., due to divorce, remarriage, many siblings, etc.), you may choose to group your family members in a way that you can present them all. OR you may choose to present only a select few.
- IF someone has passed away, you may still include that person.
- IF your family is unknown to you, too personal of a topic, or you would - for any reason - prefer NOT to discuss your family, it is possible to create a presentation based on:
 - a. *la familia de otra persona* (i.e., Frida Kahlo, Diego Rivera, un buen amig@, etc.)
 - b. *la familia ideal* - how you might “choose” your family based on your own personality or interests.

Content- Presentations should include the following information:

¿Cómo se llama?

Éste es (mi padre). Se llama (John).

¿Cómo es?

Es (profesión). Trabaja en (lugar).

Es (adjetivo), (adjetivo) y (adjetivo).

¿Cuántos años tiene?

Tiene (número) años.

¿Dónde vive y con quién(es)?

Vive en (lugar) con (personas).

¿Qué le gusta(n)?

Le gusta(n)...

¿Qué no le gusta(n)?

No le gusta(n)

2.8: Para practicar en clase

2.8 Learning Objectives:

- a. To understand the culture behind Spanish last names
- b. To review what you learned in 2.1-2.8

A. Los apellidos de mis compañeros de clase

Get the first name of three classmates. Then ask for the last name of the father and maiden name of the mother. Write the names of all three classmates according to the two last name system described above. Use the following questions to elicit the needed information.

- ¿Cómo te llamas?
- ¿Cómo se apellida tu padre?
- Sin casarse, ¿cómo se apellida tu madre?

In a small group, discuss the two last name system. How is it beneficial? Are there any disadvantages? Should this be more common? Why or why not?

B. Entrevista

With a classmate, ask and answer the following questions.

1. Describe a tu familia. Incluye a tus padres, tus hermanos, tus abuelos, tus tíos y tus primos.
2. ¿Cuántas clases tomas este semestre? ¿Cuál es tu favorita? ¿Quién toma más?
3. ¿Dónde estudias?
4. Cuando tienes mucha sed, ¿qué bebes?
5. ¿Quién es el más alto, tú o tu compañero?
6. ¿Cómo están tus amigos?
7. ¿Quién enseña la clase de español?
8. ¿Tocas un instrumento musical? ¿Cuál?
9. ¿Adónde viajas normalmente?
10. ¿Cuál es tu deporte favorito? ¿Por qué?
11. ¿Por qué estudias en HSU?
12. ¿Cuándo miras la televisión?
13. ¿Con quién cenas? ¿Dónde cenas?
14. ¿Dónde trabajas?

C. Repaso

Practice the following with a partner

1. El género y el número

Take turns with a classmate to make the following masculine and singular.

MODELO:

las doctoras bajas
el doctor bajo

1. las artistas pobres	2. las señoras ricas
3. las cantantes malas	4. unas primas altas
5. unas hermanas sanas	6. las perras amarillas
7. las atletas nuevas	8. unas dentistas honestas
9. unas niñas emocionales	10. las amigas positivas

2. Las comparaciones

With a classmate, form comparisons with the following information. For unequal comparisons say both possibilities.

MODELO:

ser **alto** / LeBron James o la profesora de la clase de español
LeBron James es más alto que la profesora _____
La profesora es menos alta que LeBron James. _____

1. ser rico / Bill Gates o la profesora de la clase de español
2. estar nervioso / la profesora de la clase de español o los estudiantes
3. tener más años / la profesora de la clase de español o los estudiantes
4. tener más responsabilidades / tú o tu mejor amigo
5. tener hermanos / tú o tu compañero de clase
6. ser impulsivo / tú o tu mejor amigo
7. estar loco / tú o tu mejor amigo
8. tomar clases / tú o tu mejor amigo
9. ser bonita / Jennifer Lawrence o Angelina Jolie
10. Hacer películas / Johnny Depp o Jim Carrey

3. La sílaba tónica

With a classmate, practice pronouncing the following words. Divide the words into syllables and underline the stressed syllable. Don't worry about what the words mean; focus on the syllable stress.

1. caballeros _____
2. escándalo _____
3. películas _____
4. trabajador _____
5. típico _____
6. inglés _____
7. banana _____
8. trabajar _____
9. arquitectura _____
10. maleta _____

4. Ensalada de verbos

Write the correct form of the verbs in parenthesis according to the context.

Mi familia _____ (ser) grande.

Yo _____ (tener) muchos hermanos, tíos y primos.

Mis hermanos _____ (vivir) con mis padres y yo en Eureka.

Mis hermanas necesitan _____ (estudiar) más. Todos los días
_____ (mirar) la televisión.

Mi hermano mayor _____ (asistir) a Eureka High y _____ (trabajar) en
Kinko's. A él le _____ (gustar) nadar mucho. Él _____ (nadar) todos
los días en la piscina pública en Arcata pero en este momento él está _____
(trabajar).

Mis abuelos no viven cerca. Ellos _____ (viajar) mucho.

También _____ (escuchar) música clásica. Mi abuela _____
(bailar) y mi abuelo _____ (cantar).

Mis primos _____ (trabajar) con mis tíos en una empresa.

Ellos _____ (fabricar) y _____ (vender)
ventanas.

¿Cómo _____ (ser) tu familia?

5. Expresiones con el verbo *tener*

With a partner, describe the situation with a logical *tener* expression. Be sure to conjugate according to the correct subject. Follow the model.

MODELO:

Estoy muy cansado. _____ "Tengo sueño." _____

1. Son las 7:50. Roberto necesita tomar el autobús a las 8 y todavía está en casa.
2. Después de trabajar 8 horas y estar en clase toda la tarde, por fin, estoy en casa.
3. Estoy mirando una película de horror.
4. Nancy necesita beber agua.
5. Ustedes necesitan comer.
6. A mis hermanos les gusta tocar la guitarra. Tienen tiempo libre ahora.
7. Necesito una chaqueta.
8. 8×8 son 64.

Tarea:

Continue to review in order to be prepared for the Chapter 2 Assessment.