

Español down under: Spanish for Australia and
New Zealand

ESPAÑOL DOWN UNDER: SPANISH FOR AUSTRALIA AND NEW ZEALAND

RAMON LOPEZ CASTELLANO; ISRAEL HOLAS; AND FANNY RIOS RODRIGUEZ

Deakin University



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INTRODUCTION

Ramon Lopez Castellano; Israel Holas; Fanny Rios Rodriguez; and Deakin University

Welcome to Spanish Down Under! This book is designed for students looking to learn Spanish in the Australian and New Zealand context, where language study is not as prevalent as in Europe or the United States. This book caters to a wide range of students and focuses on a hands-on, student-centric approach to learning Spanish. Pedagogically, it starts from a complete beginner level (students with no prior knowledge or experience) and progresses to an upper intermediate level. It helps students develop and use the 4 basic language skills (speaking, listening, writing and reading) engagingly and interactively. This book introduces students to important vocabulary and cultural and grammatical concepts in an approachable and appropriately staged manner. It draws on cultural examples from the Spanish-speaking world and Australia and New Zealand. It also introduces students to a standardised or pan-Spanish language variant that will account for the most widely spoken regional variations.

Additionally, it provides students with a list of place-related slang and other variations. This book links the language-learning journey with cultural themes to develop student's social awareness and understanding, as these are essential aspects of language acquisition. It seeks to establish those bridges by acknowledging a range of cultural and social realities for students in the Australian and New Zealand contexts. Finally, it is aligned with the European Framework (A1-C1) and aims to ensure that students who complete the course will have a working proficiency in Spanish.

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We would like to express our sincere gratitude to the Grant Program for providing financial support that allowed us to complete this first part of the book. Without their funding, this project would not have been possible.

We also want to extend a heartfelt thank you to Angie, Astrid and the Copyright team for their invaluable assistance throughout the publishing process. Their expertise and dedication helped ensure this book is of the highest quality.

Finally, we would like to thank our colleagues for their unwavering support and encouragement. Your belief in the book has been a constant source of motivation, and we are grateful for each and every one of you.

Cover Image by Tibor Janosi Mozes from Pixabay

ABOUT THE AUTHORS

Ramón López Castellano is a Lecturer in Spanish at Deakin University, Australia. Originally from Spain, Ramón has taught Spanish for nearly 25 years in different countries and at different levels. He hopes this book will become an exciting and important tool for students to engage with the Spanish language and, eventually, to get to know and love the rich and varied cultures that make up the Spanish-speaking world.

Israel Holas is a Lecturer in Spanish and Latin American Studies at the University of Melbourne. He hopes that this textbook is of use to, and inspires many more students to learn Spanish and experience the plurality of cultures that make up the Spanish-speaking world.

Fanny L. Rios Rodriguez is an experienced and passionate Spanish Teacher with over 10 years of experience in the education industry. Originally from Mexico holds a Master's in Teaching and a Master's in International Development Practice. Her master's thesis was on the Pre-service student teachers' perceptions of meeting the needs of English as second language students in their subject classrooms during their placement observations. Her research interests are students' and teachers' perceptions of learning, motivation and classroom behaviour, and Hispanic culture as perceived by students.

Fanny has a proven track record in developing and launching innovative teaching methods. She has a strong background in student success, curriculum management and relationship building. She has experience as a Spanish language and culture tutor and lecturer at various universities in Queensland and Victoria and instructs Victorian Certificate of Education (VCE) Spanish classes. Fanny is a member of the Victorian Association for Teachers of Spanish and has collaborated in developing a VCE Spanish sample curriculum for VCE Spanish teachers in Victoria.

PART I

¡HOLA!: WELCOME TO THE HISPANIC WORLD, IT'S LANGUAGE AND CULTURES

Welcome to Beginners A1, In this unit, you will be introduced to the basic Spanish vocabulary, grammar, and sentence structure used in everyday contexts and activities. You'll become familiar with the sociolinguistic and sociocultural aspects of Spanish communication at a basic level. Plus, you'll get to learn about the diversity of the Hispanic world by studying the histories, societies, and cultures of Spanish-speaking countries. Don't worry if you have no prior knowledge or study of the language – this unit will give you the perfect foundation.

SEMANA 1 - GREETINGS, THE ALPHABET AND NUMBERS

Learning Objectives

This week we are going to:

- learn how to greet people, introduce ourselves and say goodbye
- learn the Spanish alphabet
- ... and the numbers up to 30
- see how to use *cuántos* and *hay* (*how many* and *there is/are*)
- check some vocab related to the classroom



Image (public domain)

Check out all the Spanish-speaking countries in the world... there're lots of them! How many do you know?

Greetings, goodbyes, courtesy

Vocabulario: Greetings (saludos)

¡Hola!	Kia ora (Māori) / Hello
Buenas	G'day
Buenos días	Good morning
Buenas tardes	Good afternoon
Buenas noches	Good evening – good night

Just like there are hundreds of different languages and dialects in the Spanish-speaking world, there are hundreds of different First Australians' languages and dialects, so if you are wondering how to say hello or any other salutations or goodbyes in First Australians' or Torres Strait Islander, that is amazing! Exploring another culture opens you up to learning different viewpoints and helps you connect and have empathy, just as you are now learning Spanish. You can start by looking at the most common greetings or the language of the land you live or work in.

Vocabulario: Saying goodbye (despedidas)

¡Adiós!	Haere rā (Māori) / Goodbye!
Hasta mañana	See you tomorrow
¡Hasta luego!	See you later!
¡Nos vemos!	See you!
¡Chao!	Bye!

Vocabulario: Courtesy (cortesía)

Encantado - a	Nice to meet you (masculine - feminine)
Gracias	Thank you
De nada	You're welcome
¡Un placer!	My pleasure!
Lo siento	I'm sorry

¡OJO! Have you noticed? In Spanish, we have inverted exclamation (and interrogation) marks at the beginning of the sentence!!! You can find these symbols in *Word* by clicking *insert* and then *symbol*, and then you look for them. Alternatively, you may want to google how to easily and quickly (you'll need to alternate) shift between your usual language and Spanish on your keyboard... which will make it way easier for you to write in Spanish (accents, letter ñ, inverted signs etc.). It will take a few minutes to get used to it, but it pays off! I can't tell you how to do it here, as pretty much every computer maker has a different system.

OJO: This expression in Spanish has the meaning of "keep an eye on," "heed," "pay attention to", or "be cautious about." This particular word does not need to be spoken, as it can be expressed by pointing to one's eye with an index finger. Expect to see this word when we are about to tell you something you need to read cautiously.

Vocabulario: Courtesy questions (preguntas de cortesía)

¿Qué tal?	How are you going?
¿Cómo estás?	How are you? (informal)
¿Cómo está usted?	How are you? (formal)
¿y tú?	And you? (informal)
¿y usted?	And you? (formal)
¿tú estás bien?	Are you well? (informal)
¿usted está bien?	Are you well? (formal)

¡OJO! Have you noticed? In Spanish, we have an **informal you** singular and plural (*tú* and *vosotros*) and a **formal you** singular and plural (*usted* and *ustedes*). These forms are called **informal and formal second-person subject pronouns**. The line between formal and informal is not totally clear... it's all about whether you want to show extra respect to the person you're talking to out of the social context. You definitely use the informal when you talk to friends or family (though, in the past, people used the formal to talk to their parents!). You may want to use the formal *usted* when talking to an older person you don't know, the doctor or the Prime Minister... You may be perceived as rude if you don't. It's not a very clear-cut distinction, though. What do you use when talking to your lecturers, for example? Well, it all depends on your rapport with them and whether you feel they are amicable or approachable or not. You can even use the formal in an ironic way! For example, you can address your annoying little brother with the formal *USTED* when he is particularly annoying...

Vocabulario: Answers (respuestas)

Yo estoy genial	I'm great
Yo estoy (muy) bien	I'm (very) well
Yo estoy regular	So and so – just OK
Yo estoy (muy) mal	I'm (very) bad – unwell
Yo estoy fatal	I'm terrible
Yo también	Me too
Yo tampoco	Me neither
Yo no estoy...	I'm not...

And now... let's introduce ourselves...

Introducing yourself (presentaciones)

Look at the following conversation

a. ¡Hola!	<i>Hello</i>
b. ¡Buenas!	<i>Hello</i>
a. ¿Cómo te llamas? / ¿Cuál es tu nombre? (both sentences mean the same)	<i>What's your name?</i>
b. Me llamo Ana, ¿y tú?	<i>My name is Ana and yours?</i>
a. Me llamo Pedro, ¿Cuál es tu apellido? <i>name?</i>	<i>My name is Pedro. What's your family</i>
b. Soy Ana Gutierrez, ¿de dónde eres?	<i>I'm Ana Gutierrez. Where are you from?</i>
a. Soy español, soy de España, ¿y tú?	<i>I'm Spanish; I'm from Spain. And you?</i>
b. Soy de Australia, soy australiana, ¿y dónde vives?	<i>I'm from Australia (I'm Australian)</i>
	<i>And where do you live?</i>
a. Vivo en Melbourne	<i>I live in Melbourne</i>
b. Yo también	<i>Me too</i>
a. ¡Encantado!	<i>Pleased to meet you! (masculine)</i>
b. ¡Encantada! ¡Igualmente!	<i>Pleased to meet you! (feminine) Same</i>
<i>here!</i>	

Make sure this week you practice this basic conversation a lot!

The Spanish alphabet (el abecedario español)

Spanish is pretty straightforward to pronounce. It is. Really. I mean, you're thinking, "sure, mate, it's easy for you because you're not only Spanish but also a teacher of Spanish". Well, that is true, but if compared to French, German, or even English (English pronunciation is pure chaos!!!) Spanish is definitely easier to pronounce because there are clear, simple **rules**:

- You **pronounce every single letter** that you see written down. You don't do that in English. Imagine, for example, the word "through" you have 7 letters, and you pronounce 3 sounds (TH-R-U). In Spanish, if you have 7 letters, you pronounce every single one of them. We don't go around wasting our letters!
- Except for the letter **H**. H is mute in Spanish. You never pronounce H. Never ever. Even if you're really tempted to do it. Don't.
- Some sounds are almost identical to English (most of them, D, T, S, CH, B, L, M, N, P, X, W, F...). A few sounds are different, and you'll need to practice. Focus on **Ñ, RR, J, G** we will look into it soon.
- **Vowels (A, E, I, O, U)** in Spanish are very stable in their pronunciation. That is, they don't change in pronunciation according to the word. Think English again. A is different in MAN and CAR. E is different in ENOUGH and BED. U is different in UNIVERSITY and BURN and BUS and... An absolute HELL for those of us who learned English as a second language! In Spanish, vowels always sound pretty much the same regardless of word, clustering, or position.
- We have **accents**. They have specific rules. For the time being, just try to remember words with accents and use them. The good news is that we only have one type of accent and always on vowels (**á, é, í, ó, ú**). French, for example, has three main types of accents (you know the French, always better, always bigger... whatever).

As Australia and New Zealand are multicultural countries and we have students from different nationalities, I want to take the opportunity to introduce you to the international symbol of phonetics //. You have probably seen this in dictionaries; it means sound. So, I encourage you to write in between the two dashes how a word sounds for you in English or your language of preference.

Now, we are going to look at the alphabet (starting with vowels, then consonants). By the end of the week, you'll be able to read any text in Spanish! (though you probably won't understand what you're reading).

Las vocales (the vowels)

Let's build a vocabulary list based on the alphabet:

Letra (Letter)	Pronunciación – Sound / pronunciation in English	Vocabulario – Vocabulary
A	/ah/	casa (house) banana
E	/eh/	bebé (baby) elefante
I	/ee/	bicicleta Italia
O	/oh/	oso (bear) coco (coconut)
U	/oo/	universidad estudiante

Las consonantes (consonants)

Letra (Letter)	Pronunciación – Sound / pronunciation in English	Vocabulario – Vocabulary
C (ce)	This letter with vowels E and I can be pronounced like the letter /s/ or like /th/ in English; this last pronunciation is mainly used in Spain. With the rest of the vowels, A, O and U, the letter C is pronounced like the letter /k/ in English.	C + A – casa C + O – coco C + U – cubo (cube) C + E – cereal C + I – circo
CH (che)	/ch/	chimpancé chocolate
D (de)	/d/	día (day) dedo (finger)
F (efe)	/f/	fantasma (ghost) flor (flower)
G (ge)	G , this consonant with the vowels E and I, sounds like an /h/ in English, but with vowels A, O, and U sounds like the hard /g/ in English. If we want the hard /g/ sound with E and I, we need to add the U between GUE and GUI (this probably looks familiar as you have the same sound in GUITAR). Now, if we want to sound the letter U in between, we need to add a two-dot mark on top of the Ü.	G + A – gato (cat) G + O – gota (liquid drop) G + U – gusano (worm) G + UE – guerra (war) G + UI – guitarra G + E – gel G + I – gigante
H (hache)	/–/ Silent	hola alcohol
J (jota)	this consonant's pronunciation sounds like the letter H in English.	Japón jirafa

K (ka)	/k/	koala kiwi
L (ele)	/l/	lápiz (pencil) televisión
LI (elle, doble l)	/y/ double L sounds like Y in English, although in some parts of Latin America sounds like SH in English	llama (lama) lluvia (rain)
M (eme)	/m/	mano (hand) melón
N (ene)	/n/	luna (moon) negro (black)
Ñ (eñe)	Ñ /ny/ is not an N with a funny accent. It's an entirely different letter, absent in English, representing a different sound. So, please do not attempt to use n as ñ just as you do not use b as d just because they look slightly similar.	España ñu (wildebeest) niño (boy)
P (pe)	/p/	papel (paper) pirata
Q (cu)	There are only two combinations for the letter Q. QUE and QUI, which have a /k/ sound in English. Do you remember the combinations of CE and CI with the sound S in English? Then, to have that strong K sound, we use QUE and QUI.	queso (cheese) química (chemistry)

R (ere)	don't be frightened by the sound of R; rolling your Rs is challenging but not impossible. Remember that the tongue is a muscle, and you can train it! Consonant R at the beginning and the end is a strong rolling R, and in the middle between vowels is a soft	arte pera (pear) amor (love) rosa (rose) rey (king)
RR (doble r)	because a single R in the middle between vowels is soft, we have a double R to make it hard.	carro (car) perro (dog)
S (ese)	/s/	sol (sun) silla (chair)
T (te)	/t/	tomate tigre
V (uve)	/b/	vaca (cow) ventana (window)
X (equis)	/x/	taxi saxofón
Y (I griega, ye)	/y, i/ this letter has the same sound as in English at the beginning of the word and in the middle, but at the end, it has a sound of /i/ by itself is the word AND, which is pronounced as saying the vowel E in English.	yogur yoyo yema (egg yok) ley (law) buey (ox) rey (king)
Z (zeta)	/th/ s/ TH sound in Spain	zapato (shoe) zorro (fox)

Spelling (deletrear)

Being able to spell is a skill you will sometimes need (talking to a doctor or the bank on the phone, for example).

Look at the following conversation:

a. ¿Cómo te llamas?

What's your name?

b. Me llamo Ana Gutierrez.

My name is Ana Gutierrez

a. ¡Guau! ¿cómo se escribe tu apellido?

WOW! How do you spell your surname?

b. ¿Gutierrez? , se escribe ge, u, te, I, e , doble r, e, zeta

Gutierrez? You write ...

The names of the letters (which you have on the previous pages) are:

a, be, ce, che, de, e, efe, ge, hache, i, jota, ka, ele, eme, ene, eñe, o, pe, cu, ere, erre, ese, te, u, uve, uve doble, equis, i griega, zeta.

Numbers (0-30) (los números 0-30)

You'll need to learn these by heart. Careful with the accents (in a different colour):

0 cero

1 uno

2 dos

3 tres

4 cuatro

5 cinco

6 seis

7 siete
8 ocho
9 nueve
10 diez

The from eleven the following numbers have the same ending "ce"

11 once
12 doce
13 trece
14 catorce
15 quince

From sixteen the following numbers have the same "dieci" stem

16 dieciséis
17 diecisiete
18 dieciocho
19 diecinueve

Twenty has a diphthong (two vowels together). Be careful with the pronunciation; you can remember how to say twenty by remembering the word in English, “vein.”

20 = veinte

From twenty, the following numbers have the same stem “veinti” + the number. Careful with the accents.

21 veintiuno

22 veintidós

23 veintitrés

24 veinticuatro

25 veinticinco

26 veintiséis

27 veintisiete

28 veintiocho

29 veintinueve

Question to ask for a phone number

a. ¿Cuál es tu número de teléfono?

What's your telephone number?

b. Mi numero es 0352272196

My number is...

a. ¿Dónde está tu clase?

Where is your classroom?

b. Está en IC3.846

It is...

How many...? (¿cuántos – cuántas...?)

Question words are words that are used to form questions. To ask how many in Spanish, we use *cuántos* or *cuántas*.

Question words in conversation

a. ¿Cuántos años tienes?

How old are you? (literally, "how many years do you have?"

in Spanish, we OWN our age, we are not our age!!!)

b. Tengo veinte años

I am 20 years old (literally "I have 20 years")

a. ¿Cuántas clases tienes?

How many classes do you have?

b. Tengo cuatro clases: español,

I have four classes: Spanish, criminology,

criminología, psicología y escritura creativa

psychology, and creative writing.

¡OJO! Have you noticed? We have two different endings for *cuántos* and *cuántas*... this has to do with the word coming afterwards, whether the word is masculine (*años*) or feminine (*clases*). We'll learn stuff about gender, that is, masculine and feminine, very soon.

Hay... (there is – there are)

HAY is both *there is*, and *there are*.

Ejemplo (example):

Hay treinta libros en la mesa *There are thirty books on the table*

No hay libros en la mesa *There are no books on the table*

You can say *Hay un chico en clase* or *Hay diez chicas en clase*
("there's a guy in class" or "there are 10 girls in class").

To make the negative, you just add **NO** before HAY: *No hay chicos en clase*
("there are no boys in the class").

To ask, just add your two **question marks**: *¿Hay chicos en clase?* ("Are there boys in the class?")

Easy, isn't it?

You can even mix it up with *cuántos*!

a. ¿Cuántos estudiantes hay en la clase? *How many students are there in the classroom?*

b. Hay veintidós (22). *There are 22*

a. ¿Cuántas profesoras hay en la clase? *How many teachers are there in the classroom?*

b. Hay una! *There's one!*

These are very useful questions to use in class:

a. ¿Cómo se dice mochila en inglés? *How do you say backpack in English?*

b. Se dice "backpack". *You say ...*

a. ¿Cómo se dice “desk” en español?

How do you say DESK in Spanish?

b. Se dice “escritorio”

You say ...

Vocabulario: la clase

El pizarrón (blanco)	Whiteboard
El reloj	Clock
La pared	Wall
La puerta	Door
La ventana	Window
La mesa	Table
La silla	Chair
La mochila	Backpack
El escritorio	Desk
El cuaderno	Notebook
El libro	Book
La computadora portátil	Laptop
El diccionario	Dictionary
El libro de texto	Textbook
El bolígrafo/ La pluma	Pen
El lápiz	Pencil
El celular / el móvil	Cell phone
El/la estudiante	The student
El/la profesora	The professor

I hope this hasn't been too much for your first week! It'll get easier...

Just practice a bit every couple of days (or even every day) if you have time! It's great when you learn a language to get your foundations right (like when you build a fence... it's a bit of a pain, but it pays off!!!).

SEMANA 2 - NATIONALITIES AND GRAMMAR

Learning Objectives

This week we are going to learn the following:

- Nationalities
- Some basic grammatical tools
- Subject personal pronouns
- The verb *to be*
- Gender and number in nouns
- Definite and indefinite articles

Spanish speaking nationalities

País	Nacionalidad	País	Nacionalidad
Argentina	argentino/a	Honduras	hondureño/a
Bolivia	boliviano/a	México	mexicano/a
Chile	chileno/a	Nicaragua	nicaragüense
Colombia	colombiano/a	Panamá	panameño/a
Costa Rica	costarricense	Paraguay	paraguayo/a
Cuba	cubano/a	Perú	peruano/a
Ecuador	ecuatoriano/a	Puerto Rico	puertorriqueño/a
El Salvador	salvadoreño/a	República Dominicana	dominicano/a
España	español/a	Uruguay	uruguayo/a
Guatemala	guatemalteco/a	Venezuela	venezolano/a
Guinea Ecuatorial	ecuatoguineano/a		

As you can see, these nationality adjectives have (some of them) two forms. This means masculine and feminine (like “Cubano” and “Cubana” for a Cuban boy or girl)... more about that soon...

¡OJO! Do you remember? that those two little dots on top of nicaragüense are not an accent? They are there to tell you that you actually need to pronounce the U in the cluster... If you remember from Semana 1, in clusters GUE and GUI, you do not pronounce the U (one of those pesky rules). Well, a handful of words actually contain the little two dots (called diéresis) just to signal you need to pronounce the U. For example, cigüeña or pingüino, that is, stork and penguin.

Other nationalities

País	Nacionalidad	País	Nacionalidad
Australia	australiano/a	Nueva Zelanda	neozelandés neozelandesa
Japón	japonés japonesa	China	chino/a
Corea	coreano/a	Filipinas	filipino/a
India	indio/a	Tailandia	tailandés tailandesa
Sudáfrica	sudafricano/a	Estados Unidos	estadounidense
Inglaterra	inglés inglesa	Francia	francés francesa
Italia	italiano/a	Grecia	griego/a

Basic grammatical terminology (terminología gramatical básica)

DISCLAIMER: Dear student, worry not! We are not going to burden you with a mountain of dry grammar. However, it will help you a lot if you become familiarised (if you are not so already) with some basic grammar terms that we actually understand as the basic tools for easier language learning. Basic grammar notions are essential for a good understanding of how a language works from the beginning. That, of course, if you are not a baby learning their mother tongue. Which you are not. If you have seen ads online about how you can learn a language with this or that app in 5 weeks and with no grammar (that woman that assures you she learnt 12 languages in 10 weeks without any studying or reading), well... I'm sorry to be the bearer of bad news... but they LIE. BIG TIME. It's like telling you that you can become a brain surgeon in 10 weeks by watching YouTube videos and operating on a LEGO mini-figure stolen from your annoying brother. ANYHOW, let's grammar it up!

Have a look below at the sentence "Koala bebe"... *Koala drinks*:

La estructura de una frase:

La gramática: términos básicos la estructura de una frase

Koala bebe

Sujeto: alguien que hace algo**Predicado:** acción que alguien hace**NOMBRE:** Kitty, mi padre, el coche, la gata,
bailar,**VERBO:** beber, comer, correr, hablar,

mi amigo, el niño...

vivir...

PRONOMBRE: Yo, tú, él o ella, nosotros...

The basic structure of a meaningful sentence (*frase*) in Spanish, as in English, has two elements, SOMEONE (or SOMETHING) DOES something.

Like "I rule" or "You run" or "The car speeds up" or "Your house stinks".

In the example in the box, the sentence is *Koala bebe*, that is, "Koala drinks".

As in the box above, the person or cat doing something is the SUJETO (subject). Subjects come in two main forms (I translate from the above box):

- **Noun (nombre):** Kitty, my father, the car, the cat, my friend, the boy...
- **Pronoun (pronombre):** Pronouns are short words that replace actual nouns... such as "I, you, he, she, we, they" (If you think about it, HE replaces for example, "Peter", or "my brother" or "the Mexican teacher who always wears a dirty sombrero and has a grey moustache").

The subject does something or performs some kind of action. This action and the elements associated with it are called PREDICADO (predicate). **PREDICADO** consists of a **VERBO** (verb) that expresses the action plus other elements linked to it. **Verbos** are action words such as (translating from the slide), *to drink, to run, to speak, to dance, to live...*

THUS, the basic sentence structure is a SUBJECT plus a PREDICATE (noun plus verb).

This basic sentence structure obviously becomes more complex by adding other things we need to express. Check the slide below. The sentence now is "La (o una) koala bebe agua", that is, *The (or a) koala drinks water*.

La estructura de una frase

El koala bebe agua

Artículo:**DEFINIDO:** el, la, los, las**INDEFINIDO:** un, una, unos, unas**Objeto directo:** ¿qué?**Nombre:** leche, agua, pizza, ratones...

Nouns (people, places, things or ideas) usually come with **definite or indefinite ARTICLES (artículos definido e indefinido)** like *THE koala* (El koala) if we know the koala or *A koala* (UN koala) if it's just a random koala we don't know.

In **PREDICATES, verbs** carry lots of different elements. For example, the **DIRECT OBJECT (objeto directo)** answers the verb's WHAT or WHO. As in, *What do you drink? I drink milk*; or *Who do you love? I love my mum*. *Milk* and *mum* are **Direct objects** here. **Direct objects are usually nouns**. In the examples in the box above, things the cat eats or drinks, we have (I translate) such direct objects as *milk, water, pizza, mice...*

Now we can add other words to describe, qualify and locate, as in the slide below "*El koala gris bebe agua rápidamente de una taza*" (*The grey koala drinks water quickly from her bowl*). What do we have here?

La estructura de una frase

El koala gris bebe agua rápidamente de una taza

Adjetivo: Descripción del nombre- rosa, blanca, negra, bonita, joven, buena, mala, pequeña, grande, inteligente, cursi...

Adverbio: ¿como?: rápidamente, lentamente, felizmente, bien, mal...

Preposición: en, sobre, bajo, con, de, desde, entre, por, para...

- **ADJECTIVES (adjetivos):** descriptive words, that describe nouns. Examples above (I translate): pink, white, black, beautiful, young, good, bad, small, big, intelligent, corny...
- **ADVERBS (adverbios):** words that tell us how an action is done. Examples above (I translate): quickly, slowly, happily, well, badly...
- **PREPOSITIONS (preposiciones):** little words that help us locate movement or things,

such as (I translate from above): in (or on), above, under, with, from, between, for, to...

Well... we could expand our grammar notions to the infinite... but this is more than enough for our purposes. Try to have a look at the boxes below and figure out what's going on... The sentence means, "The intelligent student learns Spanish easily at university"...

La structure de una frase, otro ejemplo

La estudiante inteligente aprende español fácilmente en la universidad

SUJETO:

Artículo determinado: la

Nombre: estudiante

Adjetivo: inteligente

Preposición: en

Etc

PREDICADO:

Verbo: aprende

Objeto directo (nombre): español

Adverbio: fácilmente

Try to remember these notions... I promise they'll make your Spanish learning experience easier (and any other language you learn, actually).

WELL, grammar done and dusted!

But we're not finished yet this week... let's continue with Spanish...

Subject personal pronouns (pronombres personales de sujeto)

These are pronouns that work as a subject doing stuff. In English, we have **first-person pronouns singular and plural** (that is, the ones that refer to either myself or ourselves), **I** and **WE**.

We also have **second-person pronouns**, as we want to speak to someone else, not only to ourselves (well... most of us do). These are **YOU** both for singular and plural.

Finally, if you think about it, you speak either to yourself (**first person**), to someone else (**second person**), or about someone else. This is called the **third person** and can be singular (**HE, SHE**) and plural (**THEY**).

Luckily enough, the Spanish system is almost identical.

Here you have the whole system:

singular	plural
1 persona Yo (I)	1 persona nosotros/as (WE, masculine and feminine)
2 persona tú – usted (YOU informal – formal)	2 persona vosotros/as (YOU plural) (informal Sp.) – ustedes (informal La. and formal in Spain)
3 persona él/ella (HE, SHE)	3 persona ellos/ellas (THEY, masculine and feminine)

As you already know, we have an **informal YOU (tú)** and a **formal one (usted)**.

Notice that we have a masculine and feminine **WE** (*nosotros* and *nosotras*), as well as **THEY** (*ellos* and *ellas*).

Also, notice we have a **plural second person different from the singular** (English has just YOU when you address one person or a whole bunch of people... although some people in some regions use YOUSE or Y'ALL... and they sometimes get mocked for it). In Spanish, we have TÚ and USTED for the singular second person. Then, for the plural second person, we have **vosotros** and **vosotras** (YOU plural masculine and feminine) in informal situations and **ustedes** in formal situations.

Note that the **vosotros/as** is used mainly in Spain, but we'll teach it as kind of standard Spanish. In most Latin American countries, however, they use only *USTEDES* for any second-person plural interaction, be it formal or informal. In Spain, *USTEDES* is only the YOU plural in formal interactions.

All this stuff about subject pronouns is actually essential, as every time we build a sentence, we need to change (conjugate) the verb and other things according to the person (first, second, third) and number (singular or plural) of the subject, that is, according to whether we talk about "I", "SHE", "WE", and so on...

Check this conversation out, and compare the items coloured to a similar conversation we practised in Semana 1... (the difference is that we are talking about David now, a third person singular):

La tercera persona: un primer acercamiento

- | | |
|---|--|
| 1. ¿Cómo se llama el chico? | <i>What's that guy's name?</i> |
| 2. Se llama David | <i>His name is David</i> |
| 3. ¿De dónde es? | <i>Where is he from?</i> |
| 4. David es inglés | <i>He is English</i> |
| 5. ¿Cómo está? | <i>How is he going?</i> |
| 6. Está regular | <i>So, so</i> |
| 7. ¿Cuántos años tiene? | <i>How old is he?</i> |
| 8. Tiene veinte años | <i>He is 20 years old</i> |
| 9. mmmm... ¿cuál es número de teléfono? | <i>mmm... what's his phone number?</i> |
| 10. Su número de teléfono es el 04445658931 | <i>His phone number is...</i> |

TO BE conjugation (conjugación del verbo SER)

Verbs are sometimes used in the INFINITIVE form, which is a verb form that has not been conjugated yet. In English, the infinitive form of the verb is preceded by TO, as in TO BE, or TO DO, or TO DRINK, or TO DRIVE, or TO SHUT UP. In Spanish, the infinitive form of verbs always ends in -AR, -ER, or -IR (like *amar, bailar, beber, comer, vivir, dormir*).

When we use verbs in a sentence, that is, we make them the predicate of a subject, we need to conjugate them so we can know WHO is doing the action and WHEN it is happening (same as in English: you don't say "I **to be** amazing, my friend **to be** amazing too", but "I **AM** amazing, my friend **IS** amazing too"). In English, conjugations are quite simple... unfortunately not so much in Spanish... The present tense contains 6 different endings!

For starters, we begin with the conjugation of **SER** (kind of the Spanish TO BE), which happens to be irregular... let's see:

iSer o no ser!

singular	plural
yo soy	nosotros/as somos
tú eres	vosotros/as sois
él/ella es	ellos/ellas/ ustedes son

This is our *I am, you are, he-she is, we are, you guys are, they are...*

Notice that the **formal you** both singular (**usted**) and plural (**ustedes**) is conjugated as a third (she, they) person (kind of saying "You sir, is...")

This sounds crazy, but it is useful in order to create the "distance" formality required. In fact, you are formally referring to a "YOU" as if you were speaking not TO them but ABOUT them... interesting (I think)...

In the next slide you have a few simple **examples of SER in action**:

Ejemplos del verbo ser

Yo soy chileno

Tú eres colombiana

Él (Nick) es australiano

Ella (mi amiga) es japonesa

Usted es alemán

Nosotras somos francesas
 Nosotros somos chinos
 Vosotros sois sudafricanos
 Vosotras sois argentinas
 Ustedes son guatemaltecos
 Ellos (mis padres) son españoles
 Ellas (Jane, Rose y Elizabeth) son inglesas

Yes, we use the verb TO BE for nationalities which is one of the other uses for the verb SER.
 And now, let's move on to a few interesting facts about gender and number in Spanish...

Gender and number (género y número)

Every noun in Spanish has a **gender** (that is, masculine or feminine) and a **number** (that is, singular or plural)

This is absolutely essential for sentence construction: everything that goes with a noun (think *gato*, "cat", then think article and adjective, *el gato negro*, "the black cat") has to **agree (concordar)** with the noun in gender and number...

Anyhow, let's start with gender and number. We'll focus on **gender first**.

Natural gender (género "natural")

Spanish "**natural gender**" refers to beings that have defined biological sex (apologies to non-binary people, languages are historical products, and Spanish grammar is still quite binary). Thus, we have **masculine** and **feminine nouns**. We don't have neuter or neutral gender in Spanish. Every feminine noun referring to animals and people has a masculine counterpart. Check the examples with *las vacas* (the cows) and *los toros* (the bulls)

Ejemplos

Femenino singular: la vaca

Masculino singular: el toro

Masculino plural: los toros

Femenino plural: las vacas

Note how the **definite article THE** changes for gender and number (el, la, los, las)... we'll expand on that soon...

Natural gender is easy to understand (*bull* is masculine, *cow* is feminine), yet there are a few rules to learn.

Key Takeaways

1. Nombres masculinos en -o forman el femenino en -a normalmente: *el chico – la chica; el gato – la gata*
2. Nombres masculinos que terminan en consonante forman el femenino añadiendo -a: *el profesor – la profesora; el ladrón – la ladrona*
3. Nombres terminados en -ista o -ante son iguales en masculino y femenino: *el dentista – la dentista; el estudiante – la estudiante*
4. ¡Cuidado con algunos animales!: *el caballo – la yegua; el toro – la vaca...*

Translation:

- Masculine nouns ending in -o make the feminine in -a: the boy – the girl; the male cat – the female cat.
- Masculine nouns ending in a consonant make the feminine by adding -a: the male teacher – the female teacher; the male thief – the female thief.
- Nouns ending in -ista or -ante are the same for masculine and feminine... only the DEFINITE or INDEFINITE **article** changes: thus, we have in the examples “the dentist” (male and female) and “the student”
- Be careful with some animals, as they have two totally different words for masculine and feminine: the horse – the mare; the bull – the cow.

Note that the plural is masculine when we have a group of male and female animals or people. There are a couple of reasons for this.

- Spanish comes largely from Latin. Latin had a neutral gender, used for groups made up of masculine and feminine. Latin neutral and masculine, however, were very similar forms, unlike the feminine, which was vastly different. When they evolved into Spanish,

the slight differences between the Latin neuter and masculine plural disappeared, and now our plural neuter in Spanish looks exactly the same as the masculine.

- Another reason points to the fact that languages, in general, are rather sexist, and Spanish is a good example. Perhaps that's the main reason why a group of three guys is "los chicos", a group of three girls is "las chicas", but a group of three hundred girls and one guy is "los chicos"...

NOW, natural gender kind of makes sense, doesn't it?

...

Hehehe (or jejeje as we write in Spanish)... get ready for the next section...

Grammatical gender (género gramatical)

It's easy to understand why a *toro* is masculine, and a *vaca* is feminine. The problem is that in Spanish **ALL NOUNS** (from *ice cream* to *submarine*, from *hope* to *stupidity*) are either masculine or feminine. And that is an issue as you'll have to learn to identify gender. Look at the words in the box below:

Género gramatical

I'll translate the words in the box and add a quick reflection:

El toro	<i>The bull (masculine, makes sense)</i>
La hierba	<i>The grass (feminine, why?)</i>
El árbol	<i>The tree (masculine... ok?)</i>
Las flores	<i>The flowers (feminine... mmmm... that sounds sexist to me)</i>
El sol	<i>The Sun (masculine... same as above)</i>
El avión	<i>The plane (masculine... no reason whatsoever)</i>
El cielo	<i>The sky (masculine... getting confused here)</i>
Las nubes	<i>The clouds (feminine... what... is this about fertility myths?... nope... or maybe, yes?)</i>

Don't try to look for reasons explaining why some inanimate nouns happen to be masculine or feminine. Grammatical gender has become what it is out of a long history of grammar evolution, ideology, borrowings from other languages, academic and literary works... and use by many peoples from many places throughout history. The fact is that grammatical gender, that is, gender for things that don't have biological sex, is a mess.

There are, however, some rules that can help you identify the gender of many inanimate words. The rules are not bulletproof, and there are exceptions, but they do help:

masculino	femenino	ambos
-o: el libro, el circo	-a: la mesa, la casa	-e: el hombre, el coche, la leche, la clase
Excepciones: la mano, la radio, la moto	Excepciones: el día, el sofá	
	-ed, -dad, -tad: la pared, la universidad, la libertad	
-l, -n, -r, -s: el árbol, el fin, el amor, el mes	-zón, -sión, -ción: la razón, la pasión, la canción	
Excepciones: la mujer, la flor	Excepciones: el corazón	
-ema, -eta y muchas palabras en -pa: el problema, el planeta, el mapa	-ez, eza: la naturaleza, la belleza, la vejez	
Excepciones: la bicicleta	-is: la crisis, la tesis	

These rules can help with lots of words (most Spanish nouns, actually), but again, they are not bulletproof, and there are exceptions and uncertain categories, like the nouns ending in -e.

A good dictionary will always tell you if a noun is masculine or feminine (masc. or fem.). You may want to learn your nouns in Spanish accompanied by the definite THE article. That way, instead of just learning *clase*, try to learn *la clase* as a kind of unit, that way, you'll remember it is feminine.

Finally, a curious fact (well, curious for me at least) ... There are a handful of inanimate nouns in Spanish (literally a handful) that can be used either as masculine or feminine... your choice. They are called *nombres ambiguos*. One of them is *el mar* or *la mar* (the sea). Other examples are *el/la azúcar* (sugar) and *el/la vodka* (yes, vodka). And now, after reading this curious fact, you know something most native Spanish speakers don't know about their own language!!!

Number: Singular and Plural (número: singular y plural)

Well... number is way easier to make sense of. You have either 1 (singular) or more (plural).

These are the rules for the creation of plurals:

- Nombres que terminan en **vocal** hacen el plural con **-s**: el hombre, los hombres
- Nombres que terminan en **consonante** (excepto -z) hacen el plural con **-es**: la mujer, las mujeres
- Nombres que terminan en **-z** hacen el plural quitando la -z y sustituyéndola con **-ces**: el lápiz – los lápices
- Nombres que terminan **en -as -es -is -os -us** no cambian: el lunes – los lunes. (excepción: el autobús – los autobuses)
- Cuando hay un grupo consistente en **masculino y femenino**, el plural es **masculino plural**: 305 gatas y un gato: los gatos

Translation:

- Nouns ending in vowel make the plural by adding an **-s**
- Nouns ending in consonant make the plural by adding **-es**
- The exception to the above is nouns ending in **-z**, which makes the plural by replacing the -z with **-ces**.
- Nouns ending in **-as, -es, -is, -os, -us**, don't change (this is particularly useful with the days of the week, like *lunes*, Monday, or Mondays). There is an exception to the rule, *autobús*, that becomes *autobuses*. The same applies to the short form of the word *bus-buses* (yes, it means BUS).
- As mentioned above, when we have a group made of **masculine and feminine**, the plural is the **masculine plural form**.

And now we move on to the DEFINITE and DEFINITE articles before finishing this Semana...

Definite and indefinite articles (artículos definido e indefinido)

Bear with me! This is the last section of the Semana.

BTW, talking about learning languages... every time since I learnt the expression "Bear with me", I have a giggle when I use it. I always imagine a massive polar bear having a drink with me while we stare, hand in hand, into the Arctic sunset...

ANYHOW...

You also have definite and indefinite articles in English: the **Definite article (THE)** is used to talk about a noun we know out context, as in "The dog is here". The **Indefinite article (A)** is used

with nouns we don't know out of context, they are either unknown or random or surprising, as in "A dog is here".

Our articles in Spanish agree with their nouns (*concuerdan*)... that is, they change following the noun they accompany in terms of gender and number:

Artículos definidos e indefinidos

Femenino	Masculino
La (gata)	El (gato)
Las (gatas)	Los (gatos)

Femenino	Masculino
Una (gata)	Un (gato)
Unas (gatas)	Unos (gatos)

"The male cat", therefore, becomes *El gato*, while "the female cats" is *Las gatas*.

"A female cat" is *Una gata* whereas "a bunch of male cats" is *Unos gatos*...

¡OJO! Careful! When we have "A" followed by the article form "EL", it becomes "**AL**". Similarly, when we have "DE" followed by "EL", it becomes "**DEL**". Luckily, these are the only two contractions in Spanish:

¡OJO!

A + el = al: Amo al (a el) gato

De + el = del: La leche del (de el) gato

Sentences above mean:

- I love the cat
- The cat's milk (literally "The milk of the cat")

You may think the reason why we contract these two prepositions ending in "E" with the article "EL" is straightforward ...well it is not just to avoid writing "E" twice or using fewer words. It is also to avoid sounding "E" twice as it may sound funny or can be unpleasant trying to say both words separately. When we avoid a funny or unpleasant sound, we try to

prevent a CACOFONÍA.

¡OJO! Talking about cacophonies... Just one last thing!... Spanish also tries to avoid CACOFONÍAS with articles and nouns, preventing the sound repetition of the same vowels. This happens with the article "LA" and some nouns that begin with "A" or "HA" and are feminine. To avoid cacophony, the definite article "EL" is used in the singular form. But remember, these are feminine nouns.

This rule does not apply to all nouns, but here you have some examples:

Ejemplos

el agua/ las aguas	<i>The water</i>
el arma/ las armas	<i>The weapon</i>
el alma/ las almas	<i>The soul</i>
el hacha/ las hachas	<i>The axe</i>
el águila/ las águilas	<i>The eagle</i>
el aula / las aulas	<i>The classroom</i>

Gracias amigas y amigos... We know this Semana has been a bit heavy in terms of content... It will get better, I promise. We're just trying to equip you with the basics so we can start interacting as much as possible as soon as possible...

Have you found any difficulties?...

BEAR WITH ME!

...(jejeje)

SEMANA 3 - VERBS

Learning Objectives

This week's content, we are going to:

- have a good look at verbs that we use to talk about actions
- learn to conjugate -AR verbs in the present
- discuss when we do stuff (time expressions, telling the time...)
- describe people using adjectives
- learn how to express possession (who owns what)

Some actions: -AR VERBS (Algunas acciones, verbos en -AR)

As you already know, **VERBS** are words that express actions, stuff people do, feel, make... In Spanish, we have **three types of VERBS**, depending on the **INFINITIVE ending**. Do you remember? the infinitive is the form of the verb when it's not used with a subject. In English, TO DO, or TO DREAM, or TO TALK are infinitives. In Spanish, we have **3 types of INFINITIVES**, ending in **-AR** (like the list below), but also **-ER** and **-IR**. We'll see these two in the future.

OK! Time to learn some action verbs in Spanish. Look at the following list. I have added a couple of comments that may help expand your vocab. Also, try to pronounce aloud when reading vocab!

Andar (en bicicleta)	<i>Andar</i> means “to walk” but when you add “on a bicycle” means to ride
Bailar	To dance
Buscar	To search, to look for
Caminar	To walk
Charlar (con alguien)	To have a chat (with someone)
Comprar	To buy
Escuchar (música)	To listen to (music)
Hablar (por teléfono)	To talk or speak (on the phone)
Jugar a(l)...	To play sth (note <i>jugar</i> refers to playing a sport or a game)
Tocar (la guitarra)	To play (the guitar). <i>Tocar</i> actually means to touch, but it's used for playing instruments.
Lavar (las manos)	To wash (the hands)
Levantar (pesas)	To lift (weights)
Usar (internet)	To use (the internet)
Mirar (TV)	To look at or to watch (TV)
Tomar (un café)	To have a drink (a coffee)
Trabajar	To work
Estudiar	To study

A friendly piece of advice!

Start learning your vocab straight away. Many students focus on grammar (conjugations, agreement rules...), and they “forget” that without good vocab you can’t really say anything.

Also it’s “easy” to memorise verb conjugations, noun plural endings, or whatever grammar point in a couple of hours... But it’s not easy to memorise a list of 700 words at the end of the course!!! You need to build up your vocab gradually and as widely as possible... create your

little dictionary, make cards, write words on your walls, and get them tattooed (well, maybe that would be a bit too radical). But, seriously, start learning your vocab as you go! The average well-educated native Spanish speaker knows 3000 words. You'll be exposed to more than 700 in Part One of this text!

Conjugating -AR regular verbs in the present (Conjugaciones en presente de verbos regulares en -AR)

As discussed in Semana 2, when we use verbs in sentences (subject + verb), we must conjugate them.

Take the verb **HABLAR** (*to talk* or *to speak*), for example. If you say “*Ella **hablar** español” you’re saying, “She **to speak** Spanish”. Not cool. You need to conjugate “Ella **habla** español” as you conjugate (without thinking about it, of course) in English “She **speaks** Spanish”.

Conjugating (conjugar) means to change the verb according to who is doing the action (that is, the subject) in the sentence.

Spanish conjugations are a bit more complex than their English counterparts. For every verb, there are **6 different forms** (for the **I, you, he/she, we, you plural, they** possible subjects).

How do we conjugate regular **-AR verbs in the present**? Let’s have a look at **HABLAR**.

We have the infinitive HABLAR (to speak)

Not of much use if we want to say, “they speak”. So, in order to conjugate, we drop the infinitive ending (-AR)...

... and we replace it with the regular **-AR-appropriate ending**. In this case, we’ll need the “**-an**” ending as we want to say, “The boy and the girl -they- talk.”

Conjugación: verbo hablar en presente

yo	habl - o
tú	habl- as
él/ ella/ usted	habl- a
nosotros	habl- amos
vosotros	habl - áis
ellos/ ellas / ustedes	habl- an

Now, a few examples conjugating for different subjects:

Yo hablo español en clase

I speak Spanish in class

Tú hablas muy bien

You speak very well

Mi madre (ella) habla tres lenguas

My mum speaks three languages

Nosotras hablamos inglés con nuestros amigos

We speak English with our Friends

¿vosotros habláis italiano?

Do you guys speak Italian?

Ellos no hablan italiano

They don't speak Italian

¡OJO! Remember that the formal second person, **you singular and plural** (*usted* and *ustedes*) are actually conjugated like the third person (as you would with, *he* or *she* and *they*)!!!

Now you can conjugate all the verbs you learnt at the beginning of this Semana (plus some other 3000 verbs in Spanish)

BTW (and this is an important "by the way"), have you noticed how easy it is to transform a sentence in Spanish into a question or a negative?

Look

Affirmative: “Tu amiga habla con el gato” *your friend talks to the cat*

Negative: “Tu amiga no habla con el gato” *your friend doesn’t talk to the cat (just place a NO before the verb)*

Question: “¿Tu amiga habla con el gato?” *Does your friend talk to the cat?... (just add the two question marks... voilà!!!)*

When? (¿cuándo?)

Ejemplos

Let’s talk about time; that is when we do stuff...

¿Cuándo son tus classes?

When are your classes?

Mis classes son los lunes y los jueves

My classes are on Mondays and Thursdays

¿Cuándo es tu cumpleaños?

When is your birthday?

¿Cuándo es tu cumpleaños?

My birthday is today!

Let’s have a look now at the days of the week and the weekend (**días de la semana y el fin de semana**):

Los días de la semana

lunes

martes

mércoles

jueves

viernes

El fin de semana: sábado y domingo

a. ¿Cuándo son tus clases?

b. son **los** lunes

vs.

a. ¿Cuándo es tu cumpleaños?

b. Es **el** lunes

Just a couple of things about the days of the week:

They **don't change** for **singular or plural**. Only the verb and the article change to indicate the number. I translate the conversation from the box above:

Plural ¿cuándo son tus clases? Son los lunes (when are your classes? They are on Mondays)

Singular ¿cuándo es tu cumpleaños? Es el lunes (when is your birthday? It is on Monday). Try to compare both sentences and try to understand the differences. If you find it confusing, ask us in the seminars!

Days of the week in Spanish are written in **lowercase** (no capitals).

Now you can build a timetable (un **horario**)

	lunes	martes	miércoles	jueves	viernes	sábado domingo
mañana						
tarde						
noche						

And you can ask **¿qué haces...? (what do you do...?)**

You can also use three very useful **expressions of time** (you place them **at the beginning or the end of the sentence**):

Por la mañana (In/during the morning)

Por la tarde (In/during the afternoon)

Por la noche (In/during the evening or at night)

Ejemplos

a. ¿Qué haces los lunes **por la tarde**?

What do you do on Monday afternoons?

b. levanto pesas

I lift weights

a. ¿Qué haces los fines de semana **por la mañana**?

What do you do during the weekends in the morning?

b. los sábados, tomo un café y los domingo compro

On Saturdays, I have a coffee and on Sundays I go shopping

Let's see more useful **time expressions** (*expresiones de tiempo*):

hoy: *Hoy hay clase de español* – (today there's a Spanish class)

mañana: *mañana no hay clase de español!* – (tomorrow there's no Spanish class!)

pasado mañana: *Hoy es lunes. Pasado mañana es miércoles* – (Today is Monday. The day after tomorrow is Wednesday)

¡OJO! antes (de): *Estudio antes de mi clase* – (I study before my class)

Estudio antes de trabajar – (I study before working) See that in English, it is always used the -ing form of the verb after a preposition. In Spanish, you must use the infinitive form after a preposition.

después (de): *Después de mi clase, bailo por la noche* – (After my class, I dance at night)

Después de estudiar bailo por la noche – (After studying, I dance at night)

desde ... hasta: *Las clases son desde el lunes hasta el jueves* – (Classes are from Mondays to Thursdays)

de...a: *Las clases son de lunes a jueves* – (Classes are from Monday to Thursday)

la próxima semana: *La próxima semana compro una bicicleta* – (Next week I'm buying a bicycle)

la semana que viene: = Next week

el próximo mes: = Next month

todos los días: *Todos los días camino a la universidad* – (Every day I walk to uni)

todas las semanas: *Todas las semanas bailo con mis amigos* – (Every week I dance with my friends)

todos los lunes: *Todos los lunes tengo clase de guitarra* – (Every Monday I have guitar class)...
NOTICE "TODOS" changes for number and gender.

entre semana: *Entre semana estudio. El fin de semana, bailo* – (Week days, I study. The weekend, I dance)

siempre: *Siempre hablo inglés con mis amigos* – (I always speak English with my friends)

Asking the time... what time is it? (¿qué hora es?)

Let's have a look at the example below. Then we'll explain a few things afterwards.

3:25 PM – son las tres y venticinco de la tarde

OK!

So... to the basic question **¿qué hora es?** (what time is it?) we have two possible answers:

Es la una... (it's one)

Son las dos, tres, cinco, diez... (it's two, three, five, ten...)

The reason for these two possibilities is simple: UNA uses ES (it is) as it's singular. For any other numbers, use SON (they are) as it's plural.

When the time is o'clock, you just add "en punto" after the time:

Es la una en punto de la tarde *it's one o'clock in the afternoon*

Son las siete en punto de la mañana *it's seven o'clock in the morning*

Midday is mediodía and midnight medianoche... easy.

THEN, to tell other times, we divide the clock into two sides:

When it's **PAST** whatever (in blue in the slide above), we say the hour and we, add "Y" plus the minutes:

Es la una y diez minutos (it's 10 minutes past one)

Son las cinco y veinte minutos (it's 20 minutes past five)

You don't need to say the word *minutos* if you don't want to.

A couple of *special words*: CUARTO (it usually replaces "15 minutes"): *Son las dos y cuarto* (it's a quarter past two); and MEDIA (that replaces 30 minutes): *Son las tres y media* (it's half past three).

Now, let's move to the **TO** side, the other side of the clock. We do the same thing, but instead of **Y**, we use the next hour "**MENOS**" (minus) whatever number of minutes:

Son las doce menos diez minutos (11:50)

Son las doce menos cuarto (11:45)

Son las siete menos veinte (6:40)

DONE!

Now... Typically I perfectly understand why you make mistakes when you make mistakes. I acknowledge some parts of Spanish are more difficult than others. But this next box, really, always gets me confused... WHY is this next box such a source of trouble for so many students... WHY?!?!?! I really have no clue... OK, let's see:

At what time... (¿A qué hora...?)

When we ask **¿A qué hora...?** we are not asking the actual current time anymore, but **at what time** you or someone else do something. Now, a **VERY common mistake** is the following.

¿A qué hora + acción?

¡OJO! ¿A qué hora tocas a guitarra los miércoles? ~~X~~ ~~son~~ ~~las dos~~ de la trade

Someone is asking you, *at what time do you play the guitar on Wednesdays?* And then you answer, *it's 2 o'clock in the afternoon.* WHAT?! They're not asking you the time now, but when you do some stuff.

How do you talk about the time you do stuff? Well, insert an A and drop the ES or SON:

	lunes	martes	miércoles	jueves	viernes	sábado domingo
9:00						
2:00						
22:00						

Ejemplos

¿A qué hora + acción?

a las...

sobre las....

de... a....

- a. ¿A qué hora tocas la guitarra los miércoles? *At what time do you play the guitar on Wednesdays?*
- b. a las dos de la trade *At 2 pm*
- a. ¿A qué hora bailas los sábados? *At what time you dance on Saturdays?*
- b. Yo bailo sobre las diez de la noche, de 10 a 12 de la noche *I dance around 10 at night, from 10 to 12 at night*

Finally, instead of **A las dos de la tarde**, (at two in the afternoon) you can use the expressions **SOBRE** (around) or **DE ... A...** (from ... to...), as in the examples above "I dance around 10 at night" or "I dance from 10 to 12 at night"

Now, before we continue... please have a break.

You deserve it!

Adjectives: agreements (Adjetivos: concordancias)

In your Spanish journey, you're going to learn adjectives (lots of them). They're great useful words to describe people, things, feelings, situations and *cute, sweet, fluffy, delightful, furry, purry and little* creatures (the ones in *italics* are a bunch of English adjectives, by the way).

Adjectives usually **describe nouns** as in *red panda*, or *big car*, or *idiotic politician*.

There are **two main general rules** when dealing with adjectives in Spanish:

Adjectives usually go **after the noun** they describe (not before as in English): *panda rojo*, *coche grande*, *político idiota*.

Adjectives must **agree** with the noun they describe in **gender and number**. That is, if the noun is feminine singular, for example, the adjective must adopt a feminine singular form.

Ejemplos de adjetivos

La chica buena	<i>The good gal</i>
Los chicos malos	<i>The bad guys</i>
La mujer paciente	<i>The patient woman</i>
Los niños impacientes	<i>The impatient kids</i>

There are a few rules about changing adjectives in terms of gender and number to make them agree with the noun they describe.

These **rules** are the following:

Los adjetivos deben concordar en género y número.

Los de género masculino en **-o** hacen el femenino en **-a**.

Si terminan en **-e**, en **-consonante**, o en **-ista** no cambian en masculino o femenino:

Juan es bueno; Juana es buena; Juan y Juana son buenos; Juana y Ana son buenas

PERO

Juan es inteligente, feliz y optimista; Juana es inteligente, feliz y optimista; Juan y Juana son inteligentes, felices y optimistas.

Atención: adjetivos terminados en **-or, -ol, -ón, -án, -ín** y **-és**, añaden **-a** al femenino: trabajador – trabajadora, español – española, comilón – comilona, alemán – alemana, pillín – pillina, francés – francesa

Adjective's agreement (you can check the examples in the box above)

Adjectives ending in -o have an -a feminine counterpart: *el chico bueno – la chica buena*

Adjectives ending in -e, -consonant, -ista don't change for masculine or feminine: *el chico inteligente, feliz y optimista – la chica inteligente, feliz y optimista*

Exceptions: adjectives ending in -or, -ol, -ón, -án, -ín and -és add an -a for the feminine (see examples above, at the end)

Plural is created by adding -s to vowel and -es to consonant: *la chica mala, las chicas malas; el chico español, los chicos españoles*

Exception: adjectives ending in -z replace in the plural the -z with -ces: *la chica feliz, las chicas felices*

When we have masculine and feminine nouns, the plural adjective is in the plural masculine form: *las chicas y los chicos son buenos*

As you can see, the implications of the **gender and number of the noun** are HUGE, as they influence articles, adjectives, and all kinds of things around the noun... Keep this in mind when you use your nouns!

Now we are going to give you a **list of adjectives** so you can start describing stuff until the cows come home... (BTW your English expressions are just hilarious... *until the cows come home*... hilarious!!!)

español	inglés
alta/o	tall
baja/o	short
bonita/o	cute /nice looking
guapa/o	handsome/pretty
atractiva/o	attractive
fea/o	ugly
gorda/o	fat
delgada/o	thin
grande	big
pequeña/o	small
fuerte	strong
débil	weak
rubia/o	blonde
morena/o	dark haired/skin
castaña/o	brown haired
pelirroja/o	red haired
joven	young
viejo/a	old
desordenado/a	messy
nervioso/a	nervous
serio/a	serious
listo/a	smart
tranquilo/a	calm
grosero/a	rude
alegre	happy going
simpático/a	nice
antipático/a	mean
divertido/a	fun
cómico/a	funny
perezoso/a	lazy
trabajador/a	hardworking
cariñoso/a	affectionate

español	inglés
dulce	sweet
tímido/a	shy
limpio/a	clean
sucio/a	dirty
Otros:	fácil, difícil
Cogados:	extravagante, excéntrico/a, brillante, elegante, optimista, pesimista, etc.

If you have a look at the end of the table, we have **cognados** (*cognates*) are the good guys of the adjective word... *Cognates* refer to 2 words in different languages that derive from the same origin (Latin, Greek...); therefore, they're similar and easy to translate (and remember!). Like the adjectives *extravagante* or *elegante* or *brillante*... and their obvious English counterparts *extravagant*, *elegant* or *brilliant*.

Some *cognados*, on the other hand, are what we call "*false friends*". These naughty words seem designed to make us language learners sound not the brightest.

There are plenty of "*false friends*" examples, but I'll just give you two now: the Spanish *constipado* and *embarazada*.

Constipado actually means to be a bit sick with a cold... so you can imagine how many Spanish speakers learning English would happily say, "I'm so constipated I can hardly breath" when they have a nasty cold...

The embarrassment works both ways. Imagine how many English-speaking females learning Spanish would say "Estoy muy embarazada" to their Spanish-speaking in-laws, trying to express they are very embarrassed... without realising that *embarazada* actually means "pregnant" in Spanish (...and Spanish mother-in-law faints...)

Both are real stories that have happened to me... So, beware of "*false friends*"!

...

As we mentioned before, adjectives in Spanish usually come *before* the noun. This is mainly true, but I'll clarify a couple of things about the order of adjectives:

Ejemplos de orden de los adjetivos

normalmente: nombre + adjetivo:

•Un hombre feo, gordo y perezoso

- Una mujer inteligente, alta y morena

ocasionalmente (en literatura generalmente) puede ser al contrario:

- Una guapa mujer morena

As a rule of thumb, you're safe placing adjectives after the noun, as in the examples above. Occasionally, though, we can place them before the noun for expressive reasons. You find this mostly in literature (poetry and things like that). We'll learn more about this in the future.

Some very common adjectives, however, can be placed before the noun at will. A couple of them behave oddly when we do that:

Ejemplos de algunos adjetivos que cambian si van antes del nombre:

- Un hombre bueno **vs.** Un buen hombre

Algunos incluso cambian de significado!

- Un hombre grande **vs.** Un gran hombre

Some adjectives change their form slightly if they go before the noun:

Bueno: before the noun loses the "-o" in the masculine: "un buen chico" (same meaning as "un chico bueno")

A couple of adjectives even change form and meaning if placed before the noun. One of them is "grande":

Grande: before the noun loses the ending "-de": "un gran hombre", and also changes the meaning: "un gran hombre" means *a great man*, whereas "un hombre grande" means *a big guy*.

¡OJO! It's important to **note** here that the number 1 "**UNO**" when used as an adjective before a masculine noun loses the final "**-o**". So you DON'T SAY "*uno hombre" but "un hombre", "un gato", "un coche"... and so on... For the feminine, just use "UNA" regardless, "una mujer", "una gata"...

Before we finish with our last grammar topic of the week, **the possessives**, have a look at a few more verbs in -AR to add to your vocab:

desayunar	To have breakfast
cenar	To have dinner
descansar	To rest
pagar	To pay
llamar a/por	To call (a alguien, <i>someone</i> ; por teléfono, <i>on the phone</i>)
llegar a/de	To arrive (to/from)
llevar	To carry, to take
pasar un rato	To spend some time
entrar	To enter
entrenar	To train
regresar	To return
terminar	To finish
abrazar	To hug
olvidar	To forget
sacar	To withdraw (money), to get (grades), to pull out

Expressing possession in Spanish (Expresar posesión en español)

When we use the word “possession”, we are not referring to horror movie stuff (as to being possessed by an evil spirit) but to the much more mundane and useful notion that some things belong to someone.

For starters, let’s prevent a mistake that can be quite puzzling for your Spanish speaking future audience: **WE DO NOT HAVE A SAXON GENITIVE (’s)** in Spanish. **We don’t even use apostrophes (’)!!!**

Therefore, if you want to refer to **“Mary’s dogs”** and you say *“*Mari’s perros”* people either won’t understand you at all or will think you’re talking about a bunch of dogs called “Mari”.

Instead of **(’s)**, we use the structure **DEFINITE ARTICLE + THING or PERSON (the thing or person “owned”) + DE + THING or PERSON (owner)**. Therefore **“Mary’s dogs”** would translate in Spanish as **“Los perros de Mari”**, literally in English **“The dogs of Mary”**.

See examples of the mistake and the right structure below:

incorrect

Anas’s casa

Maria’s café

Pedro’s coche rojo

Correct

La casa de Ana

El café de Maria

El coche rojo de Pedro

Possessive adjectives (adjetivos posesivos)

Finally, let’s have a look at the possessive adjectives (equivalents to *my, your, his or her, our, your, their*)

mi / mis (depending on whether I own one or more things)	my
tu / tus (depending on whether you own one or more things)	your
su / sus (depending on whether she owns one or more things)	his / her / formal your
nuestro / nuestra nuestros / nuestras (we own more than one thing together)	our
vuestro / vuestra vuestros / vuestras (you guys own more than one thing together)	your (plural)
su / sus (depending on whether they owns one or more things)	their / formal your plural

As you can see above, some possessive adjectives change for **gender** and all change for **number depending on the thing possessed**. I’m going to give you a couple of examples to clarify things:

Tu casa / tus zapatos (your house / your shoes)

Nuestra casa (our home, we are 3 guys)

Nuestros coches (our cars, we are 3 girls).

I leave you a few more examples below. Try to figure out the meanings!

Yo tengo una mochila. Es **mi** mochila.

Yo tengo dos lápices. Son **mis** lápices.

Tú tienes un móvil. Es **tu** móvil.

Tú tienes muchos amigos. Son **tus** amigos.

El escritorio de Ramón. Es **su** escritorio.

Él/ella/usted tiene dos cuadernos. Son **sus** cuadernos.

Nosotros/as tenemos una profesora. Es **nuestra** profesora.

Nosotros/as tenemos un profesor. Es **nuestro** profesor.

Nosotros/as tenemos tres profesoras. Son **nuestras** profesoras.

Nosotros/as tenemos tres profesores. Son **nuestros** profesores.

Vosotros/as tenéis una televisión. Es **vuestra** televisión.

Vosotros tenéis un bolígrafo. Es **vuestro** bolígrafo.

Los perros de vosotros. Son **vuestros** perros.

Vosotros/as tenéis dos perras. Son **vuestras** perras.

Ellos/as tienen una casa. Es **su** casa.

Los coches de Ana y Pedro. Son **sus** coches.

Well, Semama 3 is done!

Have you actually considered how much stuff you can already say and understand?

Well done!

SEMANA 4 - JOBS AND WORKPLACES

This week we are going to learn:

- jobs and workplace names
- how to use *GUSTAR*, a unique (some would say weird) verb we use to express what people like or don't like
- what verbal periphrases are, and we are going to learn how to use *terminar de*, *necesitar* and *desear*

Jobs and workplaces (Profesiones y lugares de trabajo)

Let's start by having a look at the conversation below:

a. ¿estudias o trabajas?	<i>Do you study or do you work?</i>
b. (yo) trabajo	<i>I work</i>
a. ¿y en qué trabajas?	<i>And what is your job? / What do you do?</i>
b. soy profesora ¿y tú?	<i>I'm a teacher ¿and you?</i>
a. yo soy electricista	<i>I'm an electrician</i>
b. ¿y dónde trabajas?	<i>And where do you work?</i>
a. trabajo en la universidad de Deakin	<i>I work at Deakin University</i>
b. ... cool	<i>...guay</i>
a. ... more or less – kind of	<i>... más o menos</i>

¡OJO! Note that to refer to professions in Spanish, we don't normally use the indefinite article UN/UNA: "I am a teacher" > "Soy profesora"

Let's have a look at professions that are used to answer the two possible questions *¿en qué trabajas?* and *¿a qué te dedicas?*: Both mean the same, pretty much: What do you do?

Ejemplos

a. ¿En qué trabajas? / ¿a qué te dedicas?

What do you do?

b. Soy...

I am a...

español	inglés
Policía	police person
médico/a	doctor
abogado/a	lawyer
profesor/ a	teacher
mesero/a	waiter, waitress
cajero/a	cashier
electricista	electrician
mecánico/a	mechanic
tendero/a	shop assistant
vendedor/a	shop assistant
peluquero/a	hairdresser
científico/a	scientist
futbolista	football player
contable	accountant
plomero/a	plumber
albañil	construction worker
arquitecto/a	architect
Ingeniero/a	engineer
cocinero/a	cook
ciseñador/a	designer
agente de viajes	travel agent
periodista	journalist
veterinario/a	vet
enfermero/a	nurse
voluntario/a	volunteer
deportista	sportsman
jardinero/a	gardener
desempleado/a	unemployed

Note some professions change for gender (masculine and feminine), while others don't.
Workplaces (lugares de trabajo):

Ejemplos

- a. ¿Dónde trabajas? *Where do you work?*
 b. trabajo en... *I work at*

español	inglés
la comisaría	the police station
el hospital	the hospital
la oficina y el juzgado	the office and the court
la escuela o el instituto	the school or high school
el bar o el restaurante	the bar or the restaurant
el supermercado	the supermarket
la obra	the construction site
el taller	the garage
la tienda	the shop
la peluquería	the hairdressers' saloon
el laboratorio	the lab
el campo	football pitch

To like (gustar)

I'm sure you remember how to conjugate regular -AR verbs:

Yo hablo, tú hablas, él habla, nosotros hablamos...

Therefore, you would assume you know how to conjugate GUSTAR, an -AR verb that means to *like*... (I like, *yo gusto... and so on).

Well, sorry to break the news, but **WRONG!** *GUSTAR* is a peculiar verb and weird verb ... because it works in a way that is different from any other verb in Spanish. It's an extremely common verb (just think the amounts of times a day you use in English "I like" or "I don't like" ... So, let's get this one right.

Let's have a look at a short conversation with GUSTAR:

- a. Me gusta la mpusica clásica. ¿Te gusta la música clásica? *I like classical music. Do you like classical music?*
- b. No, no me gusta. Me gusta escuchar hip-hop. *No, I don't like it. I like listening to hip-hop*

As you probably have noticed, that's a weird Spanish structure. There's no *-o* or *-as* an ending for the verb, no *YO* or *TÚ*... Well, as I said, GUSTAR follows its own rules. Let's have a look at the structure:

I.		
(plural)	gusta (singular)	gustan

Step 1: We only use GUSTAR in the third person singular and plural conjugations (that is, the *él* and *ellos* conjugation). That means that, regardless of who likes something or doing something, we just use GUSTA and GUSTAN instead of the usual 6 endings.

2.

me		
te		
le	+	gusta
nos		gustan
os		
les		

Step 2: Of course, we need to say who likes whatever. Instead of the expected subject or subject pronouns (yo, tú, él-ella, nosotros, vosotros, ellos-ellas) we use a new set of pronouns (green bubble above). Me, instead of yo; Te, instead of tú; Le, instead of él, ella or usted... and so on.

3.				
me				el chocolate
te				la música
le	+	gusta	+	Pedro
nos				Melbourne
os				tocar el piano
les				cantar y bailar

3.

me				las chicas
te				los libros
le				
	+	gustan	+	los canguros
nos				
os				Pedro y José
less				cantar y bailar

Step 3: To complete our sentence we add WHAT someone likes. Be careful as the thing, person or animal “liked” is the part of the sentence determining whether we use GUSTA or GUSTAN.

You use GUSTA, independently from who likes, if they like singular things (*el chocolate, la música*), singular people (*Pedro*) or verbs in the infinitive (*cantar, hablar español, levantar pesas*).

Please note “things” liked are used with the DEFINITE article (*la música, el chocolate...* as in “I like THE chocolate or THE music”)

Also note that if you like a few infinitive verbs, you still use the singular GUSTA: *Nos gusta cantar, bailar y comprar pan.*

You use GUSTAN, independently from who likes, if they like plural things (*las chicas, los coches*) or plural people (*Ana y Pedro*).

- Remember that you never use GUSTAN followed by a verb (just GUSTA).
- This is the basic GUSTAR structure: “Me gusta el pan” > I like bread.

NOW –

There’s a last essential point to comment on, If I say “Me gusta el chocolate” or “Te gustan tus clases”, it’s clear that ME refers to myself and TE to you. Now, if I say “LE gusta el chocolate”, unless you know who LE refers to out of the conversation, it is a confusing sentence... we need to clarify who LE is.

Sometimes, for emphasis (in first and second persons) or clarification (in third person), we add a fourth block:

4•

A mí **me** la chicaA ti **te** el libro

+ gusta +

A él, A mi padre. **le** bailar

A la gata, a busted

A nosotros/as **nos** + gustan + los tacosA vosotros/as **os** Pedro y JoséA Ana y a Juan, **les** las clases

a ellas

Step 4: (sometimes optional). We introduce block 4 at the beginning of the GUSTAR structure for clarification or emphasis. The important thing here is the A at the beginning. Let's have a look at examples of block number four (in red):

A mí me gusta el chocolate (*To me, I like chocolate*) EMPHASIS

A ti te gusta el chocolate (*To you, you like chocolate*) EMPHASIS

A él - a ella - a usted - A Pedro - A María - A mi madre - al profesor - al perro le gusta el chocolate (*He - she - you formal - Pedro - Maria - my mother - the teacher - the dog, likes chocolate*) CLARIFICATION

A nosotras nos gusta el chocolate (*To us, we like chocolate*) EMPHASIS

A vosotros os gusta el chocolate (*To you people, you like chocolate*) EMPHASIS

A ellos - a ustedes - a mis padres - a Ana y a Pedro les gusta el chocolate (*They - you formal - my parents - Ana and Pedro, they like chocolate*) CLARIFICATION

Finally, the ONE thing that is really easy about GUSTAR:

if you want to turn a GUSTAR sentence into a question, just add your question marks: "¿te gusta el chocolate?" (do you like chocolate?)

If you want to make it negative (like "I don't like"), just insert a NO before block 3 (the me, te, le, nos, os, le column). "A Juan no le gusta el chocolate" (Juan doesn't like chocolate)

A mí	no	me				la chica
A ti	no	te				el libro
			+	gusta	+	
A él, A mi padre.	no	le				bailar
A la gata, a busted						
A nosotros/as	no	nos	+	gustan	+	los tacos
A vosotros/as	no	os				Pedro y José
A Ana y a Juan,	no	les				las clases
a ellas						

Well, be really careful with GUSTAR!!! We use it all the time, and, I can tell you, it's a constant source of mistakes at this level!

Have a look at the box below and try to fix the mistakes before you look at the correct versions:

And now you can see the corrections below...

El verbo gustar: peligros

Can you spot the mistake?

- | | |
|----------------------------------|---------------------------------------|
| 1. Me no gusta el fútbol europeo | <i>I don't like European football</i> |
| 2. Yo gusto hacer surf | <i>I like to surf</i> |
| 3. Juan le gusta barbacoas | <i>Juan likes BBQs</i> |
| 4. ¡Yo gustar Australia! | <i>I like Australia</i> |

Corrections

1. **No** me gusta el fútbol europeo
2. **Me gusta** hacer surf
3. **A** Juan le gustan **n** las barbacoas
4. **Me gusta** Australia!

Verb periphrases: *to finish, to need, to wish* (perífrasis verbales: *terminar de, necesitar, desear*)

dos verbos: perífrasis (un verbo + otro verbo)

terminar de + infinitivo:

- | | |
|--|---|
| a. ¿A qué hora terminas de trabajar? | <i>At what time you finish working?</i> |
| b. Termino de trabajar a las 2 de la tarde | <i>I finish working at 2pm</i> |

necesitar + infinitivo

- | | |
|------------------------------|--------------------------------------|
| a. ¿Qué necesitas hacer hoy? | <i>What do you need to do today?</i> |
| b. Necesito estudiar español | <i>I need to study Spanish</i> |

desear + infinitivo

- | | |
|-----------------------------------|---|
| a. ¿Qué deseas hacer hoy? | <i>What do you wish (desire) to do today?</i> |
| b. Deseo bailar y escuchar música | <i>I wish to dance and listen to music</i> |

In very simple terms, let's say "verbal periphrasis" means that we use two verbs, one after the other and one "depending" on the other.

In English, "I finish working at 2" or "I need to go now".

In Spanish, we also have this structure with a few verbs. Today we are looking at "terminar de" (to finish doing something) "necesitar" (to need to do something), and "desear" (to wish to do something).

The RULE about Spanish periphrases is always the same: you conjugate the main verb (in this case, "terminar" and "necesitar" or "desear") according to the subject, but the second verb most often goes in the INFINITIVE form.

Ejemplos

Yo termino de trabajar a las 5	<i>I finish working at 5</i>
Tú terminas de comer a las 3	<i>You finish eating at 3</i>
Ella necesita comprar comida	<i>She needs to buy food</i>
Nosotros necesitamos ir a un restaurante	<i>We need to go to a restaurant</i>
Ellos desean bailar esta noche	<i>They wish/want to dance tonight</i>
Yo deseo comer helado	<i>I wish/want to eat ice cream</i>

¡OJO! Careful! Notice the second verb in the periphrasis in Spanish most often goes in the INFINITIVE (that is, the -AR, -ER, -IR form). The problem is that in English, you have periphrases in which the main verb is followed by an infinitive (*I need to go*) and others followed by a gerund (*I finish working at 5*). Don't get confused! In Spanish, almost always use the INFINITIVE after the conjugated verb... at least at this level.

¡Amigos y amigas! Done for the Semana! As promised, classes are becoming less heavy with new stuff! I hope we're not getting too tired...

Do learn your GUSTAR... it's actually one of the structures where statistically, Spanish students make the highest number of mistakes! ... and listen to the Manu Chao "Me gustas tú" song.

Once you listen to it, you won't be able to get it out of your head!

¡OJO!

BTW... Manu Chao uses "GUSTAS" in the song... WHAT?!?!? Is Manu making a mistake? Maybe this will make it easier to understand.

The verb gustar acts as the English structure in the phrases:

You please me – Me gustas tú

Tacos, please you – Te gustan los tacos

Running pleases him – A él le gusta correr

So, the subject in those phrases is the action, thing, or things that a person likes. Therefore, the conjugation of the verb gustar agrees with the liked person or thing.

El fin por esta semana...

SEMANA 5 - PASTIMES, COLOURS AND MORE ABOUT VERBS

Learning Objectives

This week we are going to:

- learn vocabulary related to pastimes
- see the rainbow
- learn to conjugate regular verbs ending in -ER and -IR in the present tense
- learn about some irregular verbs
- learn the irregular verb *IR* (to go) and use it as a way to talk about future plans

Verbs: pastimes (verbos: pasatiempos)

Let's start the week with some new vocab that we can use to talk about hobbies and pastimes.

cantar en la ducha	To sing in the shower
tejer en el tranvía	To knit in the tram
surfear en la playa	To surf at the beach
nadar en la piscina	To swim in the swimming pool
bailar en una discoteca	To dance at the disco
pasear / patinar por el parque	To walk, to skate in the park
mirar – la televisión en casa / una película en el cine	To watch TV at home / a film at the movies
mirar – el atardecer	To look at the sunset
jugar – a los videojuegos en casa de un amigo	To play videogames at a friend's house
jugar – al fútbol, al tenis, al baloncesto...	To play football, tennis, basketball...
tomar – el sol	To sunbathe (literally <i>to take the sun</i>)
tomar – un café, una copa, algo	To have a coffee, a drink, something
tocar – un instrumento	To play an instrument (though in general TOCAR means to touch)

Words keep piling up! Don't forget to keep working on your vocab!

And now, let's move on to the colours...

Colours (Los colores)

amarillo/a	yellow
rojo/a	red
blanco/a	white
negro/a	black
verde	green
naranja - anaranjado/a	orange
azul	blue
gris	grey
rosa - rosado/a	To play videogames at a friend's house
marrón - café	brown
morado/a	purple

Colours are adjectives... they describe nouns. That's why they just follow the rules of adjectives when agreeing with the noun they describe in gender and number.

That's the reason why you have, for example:

El gato negro

La gata negra

Los gatos negros

Las gatas negras

El coche azul

La casa azul
 El coche y la casa azules
 Los árboles verdes
 La mochila verde
 ... and so on.

Out of all the colours in the list above, *rosa*, *naranja*, *marrón* or *color café*, *gris*, *verde* and *azul* don't change for gender, only for number:

Ejemplos

Tengo un coche rosa
 Tengo una casa rosa
 Tengo un coche y una casa rosas

The others make the masculine in -o and the feminine in -a.

¡OJO! Note that there are two possibilities for: pink (*rosa* and *rosado*), orange (*naranja* and *anaranjado*) and brown (*marrón* and *color café*). These varieties are regional, and you can use either.

Conjugaciones regulares en presente de verbos terminación -ER, and -IR

All the present regular verb conjugations, -AR, -ER, -IR

We have already seen how to conjugate REGULAR -AR verbs. You drop the infinitive ending -AR, and then you add the different endings according to the subjects.

yo	amo o
tú	amas as
él / ella / usted	ama a
nosotros/as	amamos amos
vosotros/as	amáis áis
ellos / ellas / ustedes	aman an

Regular -ER and -IR verbs work exactly the same, even though the endings are slightly different. Here you have an example of each with the verb *beber* and *vivir*:

yo	bebo o
tú	bebes es
él / ella / usted	bebe e
nosotros/as	bebemos emos
vosotros/as	bebéis éis
ellos / ellas / ustedes	beben en

And here you have the conjugations of the three in the same format so you can easily compare: *amar* (to love), *beber* (to drink), *vivir* (to live)... (not a bad plan for the weekend, by the way!)

yo	vivoo
tú	vives
él / ella / usted	vive
nosotros/as	vivimos
vosotros/as	vivís
ellos / ellas / ustedes	beben

iOJO! Be careful with the accents in the *vosotros* form!

Irregular present conjugations (Conjugaciones irregulares en presente)

Queridos amigos y amigas... don't hate us for the next... we only teach Spanish. Still, we don't make up the rules ... Unfortunately, in Spanish, as in pretty much any other language, some irregularities mess up the rules. Or rather, you need to learn the irregularities and get used to being on top of the rules. Some of these "system malfunctions" (languages are living machines) affect how we conjugate verbs. And they most often affect extremely common verbs. The good news is that even in chaos, there is a bit of order, and we are going to try to give you some rules for irregular conjugations...

BEAR with me!

This week we'll just introduce a couple of common irregular verbs, one with a sort of "soft" irregularity and a second one that is totally crazy.

Let's have a look at JUGAR, a verb of the first (-AR) conjugation that means "to play":

yo	j <u>ue</u> g-o
tú	j <u>ue</u> g-as
él / ella / usted	j <u>ue</u> g-a
nosotros/as	jug- amos
vosotros/as	jug- áis
ellos / ellas / ustedes	j <u>ue</u> g-an

As you can see, when we conjugate JUGAR, we not only change the ending as per usual, but we also change the vowel U in the first part of the verb. This first part is called the STEM in English and the RAÍZ (root) in Spanish. This U in the STEM changes from U to UE in the 1st, 2nd and 3rd person singular and the 3rd person plural. This is “normal” behaviour for a group of verbs called “stem-changing” verbs. They are irregular verbs, yet they fall into some “regular” patterns and sets of rules. We’ll devote a fair chunk of time to those in the incoming weeks.

... And then you have your maverick verbs... the crazy oddballs that follow no rules at all. Fortunately, there are not many of them. Unfortunately, the few that exist, are essential for your Spanish.

Let’s introduce one of these: IR (“to go”). It is conjugated as follows:

yo	voy
tú	vas
él / ella / usted	va
nosotros/as	vamos
vosotros/as	vais
ellos / ellas / ustedes	van

Ejemplo

Ir a

- | | |
|------------------------|--|
| a. ¿Dónde vas? | <i>Where do you go? (where are you going?)</i> |
| b. Voy a clase, ¿y tú? | <i>I'm going to class. And you?</i> |
| a. Voy a mi casa | <i>I'm going to my house (I'm going home)</i> |

Now, if you wonder how from an infinitive ending IR we get a YO form VOY, ask the Romans... IR's conjugation is a mixture of three Latin verbs!

Anyhow, you need this one straight away. You can imagine how important it is to use "to go" in Spanish or any other language.

It is actually even more important than you just thought IR means to go when followed by the preposition A plus a place.

So, every time someone goes somewhere, ellos (they) VAN A...

HOWEVER, we can also use IR as a periphrastic verb, that is, followed by another verb to create a new meaning:

Perífrasis con ir: ir a + infinitivo

- | | |
|--|---|
| Yo voy a comer pizza esta noche | <i>I'm going to eat pizza tonight</i> |
| Tú vas a jugar al fútbol mañana | <i>You're going to play football tomorrow</i> |
| Mi amiga va a nadar este fin de semana | <i>My friend is going to swim this weekend</i> |
| Nosotras vamos a beber cervezas en la fiesta. | <i>We're going to drink beers at the party</i> |
| ¿Vosotros vais a tomar algo? | <i>Are you going to have a drink? (literally, Are you going to take something?)</i> |
| Perdo y Ana van a mirar un film esta tarde | <i>Pedro and Ana are going to watch a film this afternoon</i> |
| a. ¿Qué vas a hacer esta tarde? | <i>What are you going to do this afternoon?</i> |
| b. Voy a ir a la piscina, ¿y tú? | <i>I'm going to go to the swimming pool, and you?</i> |
| a. Voy a jugar a los videojuegos | <i>I'm going to play videogames</i> |

The periphrasis IR A + infinitive verb works in a way that is very similar to the equivalent English

structure. We use it by conjugating IR according to the subject and then adding A + infinitive verb. With this structure, we express future plans and intentions.

iOJO! Note you can use IR after IR A, as in “Voy a ir a la playa” (I’m going to go to the beach)

And that’s all, folks, for the week. Learn your IR and brace for the storm of irregular verbs that is brewing!!!

At this level of learning, we start having people who can conjugate and people who can’t. The first group is the one we all want to be in!

SEMANA 6 - WEATHER, DATES AND ESTAR

Learning Objectives

This week we are going to:

- talk about the weather
- ... and dates
- learn more numbers
- discuss an essential verb, ESTAR
- learn the present continuous (*presente continuo*) that is, when you're doing something right now or an action in progress
- discuss a first set of differences between the two most common Spanish verbs, SER and ESTAR

The weather: What's the weather like? (el tiempo: ¿qué tiempo hace?)

Talking about the weather may seem a boring excuse when there's nothing more interesting to talk about. However, it is indeed one of the most common topics of conversation in any language. This week we're going to learn everything we need to discuss the weather (*el tiempo*) in Spanish.

Let's start with the basics. Try to guess the meaning of the following box:

el tiempo: ¿qué tiempo hace?

what's the weather like?

Hace fresco.	<i>it's fresh</i>
Hace (mucho) frío	<i>it's (very) cold</i>
Hace (mucho) viento	<i>it's (very) windy</i>
hace (mucho) calor	<i>it's (very) hot</i>
Hace (mucho) sol	<i>it's (very) sunny</i>

The weather, what's the weather like? (literally, *¿qué tiempo hace?* Means "what weather does it make?"... strange, I know)

NOW, in order to answer **¿qué tiempo hace?** **You** have a few possibilities depending on what you want to say. Above, we use **Hace...**, which in English would be "it is..." but it literally means "it makes...":

Aside from HACE plus stuff, we have other expressions:

Hay:

hay nubes	<i>there're clouds, that is, it's cloudy</i>
hay tormenta	<i>there's a storm, that is, it's stormy</i>

Está:

está nublado	<i>it's cloudy</i>
está soleado (adjetivos)	<i>it's sunny</i>
está lloviendo (acciones en progreso)	<i>it's raining</i>
está nevando	<i>it's snowing</i>

Verbos:

Llueve mucho (llover)	<i>it rains a lot, or it's raining a lot</i>
nieva un poco (nevar)	<i>it snows a little, or it's snowing a bit</i>

NOTE the "Hace sol", literally means "It makes sun", although, in practical terms, they mean the same

... and now allow us an excuse to introduce MUY vs. MUCHO

Before we continue with a bit of vocab, please allow us to use the weather to introduce a necessary distinction, **MUY** vs. **MUCHO/A/OS/AS**

Check the box below:

¿tiempo + muy o mucho?

muy + característica (adjetivo)

La lluvia es muy intensa

La tormenta es muy bonita

La nieve es muy fría

mucho/a/os/as + objetos/personas (nombre)

Hace mucho calor

Hay muchas nubes

Hace mucho sol y viento

verbo + mucho

Está lloviendo mucho

En el Everest nieva mucho

We introduce this here because it's something that confuses beginners at this stage...

Simply put, if you read the examples above (I'll let you translate those), **MUY** is always followed by **adjectives**, and it doesn't change for gender or number. It's equivalent to *VERY*.

MUCHO is followed by **nouns**, and it changes for gender and number depending on the noun. It's the equivalent of *A LOT OF* or *LOTS OF*. When **MUCHO** goes after a verb but is not followed by a noun (like the last two sentences in the bubble above), it doesn't change, and it means *A LOT*.

The **OPPOSITE** of **muy** and **mucho** is **POCO** ("little" or a "little", "not much")

Now let's go back to our ever-expanding vocab with...

The seasons... (las estaciones)

¿Qué significa?

¿Can you guess the meaning?

La primavera

El verano

El otoño

El invierno

Months of the year (los meses del año)

enero

febrero

marzo

abril

mayo

junio

julio

agosto

septiembre

octubre

noviembre

diciembre

Notice that the months of the year in Spanish are in lowercase. They are masculine nouns

(the word MES, month, is masculine). Ps. We have twelve months too.

¡OJO!

The months of the year and the date (los meses del año y la fecha)

los meses del año y la fecha:

a. ¿Qué día es hoy?

What day date is it today?

b. Hoy es quince de agosto en España

Today is the 15th of August in Spain

a. Hoy es quince de agosto en Australia también
too,

Today is the 15th of August in Australia

b. ¿qué tiempo hace en España en agosto?
August?

What's the weather like in Spain in

a. en agosto es verano y hace mucho calor

In August it's summer, it is very hot

Numbers 31-200s (los números 31-200s)

Do you remember the numbers from 0 to 30?

Los números 0-30

0 cero

1 uno

2 dos

3 tres

4 cuatro

5 cinco

6 seis

7 siete

8 ocho

9 nueve

10 diez

11 once

12 doce

13 trece

14 catorce

15 quince

16 dieciséis

17 diecisiete

18 dieciocho

19 diecinueve

20 veinte

21 veintiuno

22 veintidós

23 veintitrés

24 veinticuatro

25 veinticinco

26 veintiséis

27 veintisiete

28 veintiocho

29 veintinueve

30 treinta

... now we keep going

31 treinta y uno

32 treinta y dos

33 treinta y tres

34 treinta y cuatro

35 treinta y cinco

36 treinta y seis

37 treinta y siete

38 treinta y ocho

39 treinta y nueve

40 cuarenta

41 cuarenta y uno

42 cuarenta y dos...

50 cincuenta

60 sesenta

70 setenta

80 ochenta

90 noventa

100 cien

101 ciento uno

102 ciento dos

110 ciento diez

199 ciento noventa y nueve

200 doscientos

201 doscientos uno

¡OJO! Did you notice that we don't use "AND" after the hundreds? That's why we say CIENTO UNO or CIENTO TRES and not **ciento y uno* as in English "one hundred and one".

Another little thing. As you know, **UNO turns into UN** when followed by a masculine noun. That's why we say "Ciento un dálmatas", for example.

Irregular verb: *estar*(to be) (verbo irregular: el verbo estar)

Last week we saw some important irregular verbs. Today we are going to explain an essential one. You partially know it already: **ESTAR**.

Let's start with the conjugation:

Yo	estoy
Tú	estás
Él, ella, usted	está
Nosotros/as	estamos
Vosotros/as	estáis
Ellos, ellas, ustedes	están

Ejemplo:

- | | |
|-------------------------|----------------------------|
| a. ¿Cómo estás? | <i>How are you?</i> |
| b. Estoy genial, ¿y tú? | <i>I'm great, and you?</i> |
| a. Estoy regular | <i>Just OK</i> |

Now, let's start talking about **ESTAR** seriously!

ESTAR is used in many different ways. This trimester we are going to see the 3 main usages of ESTAR.

Keep in mind that **ESTAR** is also only "half" of the "TO BE" equivalent in Spanish... **SER** is the other half... they are like separated twin siblings. They are close in meaning, yet they have very precise different usages. Together they cover most of the lexical and grammatical fields that are covered by "TO BE" in English...

A bit more about that later.

Now, let's focus on the **3 main usages of ESTAR**.

ESTAR usage #1: transitory states of being (adjectives)

We use ESTAR when we are using adjectives that describe transitory states of being, that is, emotions and those states that vary and change... If you're sick or bored or happy or ... those are transitory states... they change all the time and don't last forever!

Let's see a few examples:

- Estoy enfermo *I'm sick*
- Estoy aburrido *He is bored*
- ¿Estás triste? *Are you sad?*
- Estoy contents *I am happy*

As you can see, they all express emotions or transitory states.

In the next image, you have a few adjectives expressing emotions and transitory states that you can add to your vocab. We give you the masculine and feminine endings for those with a masculine and feminine form, but just one form for those that don't change for gender.

I'll translate them afterwards.

aburrido/a	bored	genial	amazing
cansado/a	tired	fantástico/a	fantastic
preocupado/a	worried	excelente	excellent
nervioso/a	nervous	contento/a	content
triste	sad	feliz	happy
enojado/a	angry	alegre	happy
furioso/a	furious	emocionado/a	excited
asustado/a	scared	sorprendido/a	surprised
estresado/a	stressed	orgulloso/a	proud
molesto/a	annoyed	relajado/a	relaxed
enfermo/a	sick	sano/a	healthy
ocupado/a	busy	lleno/a	full

ESTAR usage #2: location... "where is...?"

Perhaps the most important usage of **ESTAR** is the expression of **LOCATION**, that is, saying where someone or something is. From the smallest (¿dónde está mi teléfono?) to the largest (¿dónde está Australia?), if you are asking or expressing **WHERE** something or someone is, you use **ESTAR**.

In the following examples, we have a conversation with ESTAR expressing location. We also have a few "locating" words (coloured) generally used to indicate the location (these are **prepositions** and **adverbs**).

Ejemplos:

a. ¿Dónde está Ana?	<i>Where is Ana?</i>
b. Ana está en su casa	<i>Ana is at/in her house (Ana is home)</i>
a. ¿Y dónde está la casa de Ana?	<i>And where is Ana's house?</i>
b. Su casa está en la Calle Alta	<i>Her house is on High Street</i>
a. ¿Está cerca de los jardines de Edinburgo?	<i>Is it close to the Edinburgh Gardens?</i>
b. Sí, al lado de los jardines	<i>Yes, next to the gardens</i>
a. Buena ubicación, pero está lejos del mar	<i>Good location! But it's far from the sea</i>

We will see these “locating” words in bold in the future, but it’s good for your Spanish if you remember these basic ones!

ESTAR usage #3: present continuous (actions in progress)

We saw the two expressions below when discussing the weather:

Ejemplos:

- Está lloviendo (llover) *it is raining*
- Está nevando (nevar) *it is snowing*

Both *está lloviendo* and *está nevando* express an action in progress, that is, happening as we speak.

Let’s take the verb **NEVAR**, (to snow). You can conjugate “**Nieva** mucho en Finlandia”, that is, “It snows a lot in Finland”, or you can use the present continuous to say that it is snowing now: ¡Está nevando! (It’s snowing!).

In English, we create the **present continuous form** to refer to actions in progress by conjugating **TO BE** (*it is*) and adding the **GERUND**, that is, the **-ING form** of a verb (*snowing*). Thus, we can say, “I’m studying Spanish”, or “She’s eating a whole tub of ice cream while watching a rom-com”, or “We’re singing, and we’re drinking, and we’re being silly.”

In Spanish, the present continuous, o “**presente continuo**,” is created and used precisely in the same way: we **conjugate ESTAR and add a GERUND**:

Yo estoy	hablando
Tú estás	hablando
Él, ella, used está	bebiendo
Nosotros/as estamos	bebiendo
Vosotros/as estáis	viviendo
Ellos, ellas, ustedes están	viviendo

Ejemplo: estar (conjugado) + gerundio

el gerundio siempre terminal en O:

- Pedro está bebiendo café
- Ana y Rosa están bebiendo cervezas

Note that the **GERUNDIO** in Spanish is created by replacing the infinitive ending in the following ways:

-AR is replaced by **-ANDO** (HABLAR > HABLANDO)

Ejemplos

Yo estoy estudiando (from ESTUDIAR) en Deakin

I'm studying at Deakin

Ellos están hablando (FROM HABLAR) por teléfono

They're talking on the phone

¿Tú estás andando (FROM ANDAR) por el parque?

Are you walking on the park?

-ER and **-IR** are replaced by **-IENDO** (BEBER > BEBIENDO; VIVIR > VIVIENDO)

Ejemplos

Estamos **comiendo** (FROM COMER) en un restaurante

We're eating in a restaurant

Mi padre está **haciendo** (FROM HACER) ejercicio últimamente

My dad is exercising lately

María y Juana están **viviendo** (FROM VIVIR) juntas

Maria and Juana are living together

¡OJO! Did you notice? Unlike other European languages, the GERUNDIO in Spanish always ends in **-O**; that is, it doesn't change for gender or number.

Let's have a look at more examples:

a. ¿Qué estás haciendo (hacer)?

What are you doing?

b. Estoy comiendo (comer) un cruasán

I'm talking to my mum, and you?

a. Estoy hablando (hablar) con mi madre, ¿y tú?

I'm eating a croissant

Cuando el infinitive terminal en vocal más -er o -ir:

- Leer: Ella está leyendo un libro (~~no leiendo~~)
- Oír: Estoy oyendo el viento (~~no oiendo~~)

¡OJO! Careful! When an infinitive ends in **vowel plus -er or -ir** (like LEER or OÍR), the gerund **-IENDO** ending is replaced by **-YENDO**:

Leer: Ella está leyendo un libro (*not *leiendo*).

Oír: Estoy oyendo el viento (*not *oiendo*)

And finally... **SER or ESTAR?**

Have you realised that both **ESTAR** and **SER** mean **TO BE** in English... well, we have learnt

some uses already, but if you still have a slight problem with: When do we use ESTAR, and when do we use SER?

There are a few rules... let's have a look at the basics:

We use SER to express essential identity qualities (things that are more or less permanent or essential or consubstantial to us). Things close to our identity, for example:

Names: "Soy Pedro, ella es Elena"

"Permanent" qualities: "Ella es alta e inteligente"

Origin: "Mis amigos son canadienses"

Profession: "Mis padres son profesores"

Ejemplos

SER

MI IDENTIDAD

Soy Elena (nombre)

Soy una chica alta e inteligente (cualidades permanentes)

Soy española (origen)

Soy profesora (profesión)

We use ESTAR to express temporary or circumstantial qualities (things, emotions... that are not so permanent or essential or consubstantial to us), as well as location and actions in progress, as we just saw in the previous pages:

Transitory states: "Estamos un poco tristes hoy"

Location: "Estoy en mi casa"

Actions in progress: "Estoy bebiendo cervezas"

Ejemplos

ESTAR

MIS CIRCUMSTANCIAS

Estoy bien (estado transitorio)

Estoy en mi casa (ubicación)

Estoy hablando (acción en progreso)

...

Next week we will have an easy one... a bit of a rest before the last stretch!

SEMANA 7 - HOUSEHOLD CHORES

Learning Objectives

This week we are going to:

- introduce some vocabulary about household chores
- remember frequency expressions

This week is rather light in terms of new content... it's good to have a bit of a break to revise and catch up with content before we embark on our last few semanas of this section!

We are going to introduce home chores vocab.

Household chores (las tareas del hogar)

Let's have a look at the following example:

a. ¿Te gustan las tareas del hogar?

Do you like household chores?

b. No me gustan las tareas del hogar

I don't like household chores

a. A mí tampoco

Neither do I

b. Pero... vivo con mi familia y tengo que limpiar mucho
I have

*But I live with my family, and
clean a lot*

a. Yo también vivo con mi familia

I live with my family too.

Mi familia es muy limpia y yo soy muy desordenado
am

*My family is very clean, and I
very messy*

b. Todos los días tengo que barrer el piso y lavar los platos
dishes

*Every day, I have to sweep the
floor and wash the*

a. Los fines de semana yo tengo que cortar el césped

*On the weekends I have to mow
the lawn*

a. & b. ¡Qué horror!

How awful!

While household chores may not be the most exciting vocab, it is definitely basic and useful vocab in any language. Let's add some more words!

Check the vocabulary below and try to make sense of the different chores before you check the translations underneath:

Doblar (la ropa)	To fold (the clothes)
Hacer (la cama)	To do/make (the bed)
Barrer – Fregar – Trapear el piso	To sweep – to mop the floor (both <i>barrer</i> and <i>trapear</i> are the same)
Pasar la aspiradora	To vacuum (literally, “to pass the vacuum cleaner”)
Limpiar (el polvo)	To clean (the dust)
Lavar – secar – planchar – tender	To wash – to dry – to iron – to hang
Poner – quitar la mesa	To set – to clear the table
Cocinar	To cook
Lavar (los platos)	To wash (the dishes)
Sacar la basura	To take out the garbage
Cortar el césped	To mow the lawn (“cortar” means “to cut”)

This week we'll revise some **time and frequency expressions**... we've seen these already. Check them out and make sure you have them all under control!

Ejemplos:

- **hoy:** Hoy hay clase de español
- **mañana:** Mañana no hay clase de español!
- **pasado mañana:** Hoy es lunes. Pasado mañana es miércoles.
- **antes (de):** Estudio antes de mi clase
- **después (de):** Después de mi clase, bailo por la noche
- **desde ... hasta:** Las clases son desde el lunes hasta el jueves
- **de...a:** Las clases son de lunes a jueves
- **la próxima semana:** La próxima semana compro una bicicleta
- **la semana que viene:** =

- **el próximo mes:** =
- **todos los días:** Todos los días camino a la universidad
- **todas las semanas:** Todas las semanas bailo con mis amigos
- **todos los lunes:** Todos los lunes tengo clase de guitarra
- **entre semana:** Entre semana estudio. El fin de semana, bailo
- **siempre:** Siempre hablo inglés con mis amigos
- **nunca / jamás:** Nunca hablo español con mis padres

...

... and back to our chores...

Ejemplos:

Siempre, todos los días, cada día:

Cuando estoy en casa y estoy nervioso, siempre lavo los platos
nervous, I
always wash the dishes

When I'm at home, and I'm

casi siempre, normalmente a menudo:

A menudo cocino para mi familiar

I cook for my family often

casi nunca:

Casi nunca barro el piso

I almost never sweep the floor

nunca:

Nunca doblo la ropa

I never fold the clothes

... and some more

Ejemplos:

Una vez, X veces al día:

Pongo la mesa tres veces al día

I set the table three times a day

Una vez, X veces a la semana:

Saco la basura dos veces a la semana

I take out the rubbish twice a week

Una vez, X veces al mes:

Paso la aspiradora una vez al mes

I vacuum once a month

Una vez, X veces al año:

Corto el césped tres veces al año

I mow the lawn three times a year

Done and dusted!

SEMANA 8 - MORE VERBS - PERIPHRASES AND IRREGULAR VERBS

Learning Objectives

This week we are going to:

- continue with the household chores
- learn new verbal periphrases
- learn about new irregular verbs, mainly stem-changing verbs

Do you remember the household chores we saw last week?

Now we are going to add a bit of related vocab, *electrodomésticos* (appliances) and other stuff...

Have a look below!

El microondas	The microwave
La plancha	The iron
El jabón	The soap
El detergente	The detergent
El lavaplatos	The dishwasher
La lavadora	The washing machine
La secadora	The clothes dryer
El cortacésped	The lawn mower
La aspiradora	The vacuum cleaner
El horno	The oven
La hornilla	The stove

Finally, let's have a look at some **adjectives** related to this vocabulary

Ejemplo

a. Me gusta limpiar

I like cleaning

b. A mí también, por eso soy muy **limpia** y **ordenada**
tidy

Me too, that's why I am very clean and

a. Yo igual, pero mi perra Doña Juana no es **limpia**.
very

Likewise, but my dog, Doña Juana, isn't

Es muy **sucia** y **desordenada**

clean. She is very dirty and messy.

a. Mi gato Hugo también. Por eso tengo que limpiar mucho

My cat Hugo too. That's why I have to

para tener la casa **ordenada**

clean a lot to keep the house tidy

Enough cleaning! Let's learn a few more things about irregular verbs...

Do you remember verbal periphrases? When we have two verbs together?

dos verbos: perífrasis (un verbo + otro verbo)

Today we are going to see a couple more, one of them absolutely fundamental, with the verb **TENER**.

TENER: normal and periphrastic usage

TENER, "to have", is obviously an essential verb used in multiple ways. Let's have a first look at the conjugation, which contains a few irregularities. Probably the strangest one is that "**G**" that appears in the first person:

Ejemplos

Tener:

Yo **tengo** una casa grande

I have a big house

Tú **tienes** una perra que se llama Doña Juana

You have a dog named DJ

Francisco **tiene** un coche rojo

Francisco has a red car

Nosotros **tenemos** muchos amigos

We have many friends

Vosotras **tenéis** unas bicicletas muy sucias

You have very dirty bikes

Ellos **tienen** mucho dinero

They have a lot of money

Despite the irregularities in its conjugation, the meaning of **TENER** is relatively straightforward. I've translated the sentences above.

In English, “to have” is often used in a periphrastic way (followed by another verb): “to have to do something”, as in when you say, “we have to study for the exam”. The same structure with the same meaning exists in Spanish. Have a look:

Perífrasis con **tener que + infinitivo**
 verbo 1 conjugado + verbo 2 infinitivo

Yo	tengo
Tú	tienes
él, ella, usted	tiene
Nosotros-as	tenemos
Vosotros-as	tenéis
Ellos, ellas, ustedes	tienen

Ejemplo

No me gusta limpiar, pero **tengo que lavar** los platos

I don't like cleaning, but I have to wash the dishes

Tú **tienes que sacar** la basura

You have to take out the garbage

Francisco **tiene que cortar** el césped

Francisco has to mow the lawn

Vosotras **tenéis que cocinar** para toda la Familia

You have to cook for the whole family

In order to create this “obligation”, meaning when *you have to do something*, in Spanish, we conjugate **TENER**, and we add **QUE** and an **INFINITIVE**.

Obviously, you don’t use this structure just for household chores but for a million possible contexts where *you have to do something*!

While the **TENER QUE + INFINITIVE** structure carries the meaning of obligation (whether internal or external, but it’s a bit like a chore you have to do), the following periphrastic structure, **DEBER + INFINITIVE** is more of an internal moral inclination... a bit more like **MUST**.

DEBER + INFINITIVE

Have a look at the verb *deber* (must)

Perífrasis con **deber + infinitivo**
Verbo 1 conjugado + Verbo 2 infinitivo

Yo	debo
Tú	debes
él, ella, usted	debe
Nosotros-as	debemos
Vosotros-as	debéis
Ellos, ellas, ustedes	deben

Ejemplos

No me gusta limpiar, pero **debo lavar** los platos
the

*I don't like cleaning, but I must wash
dishes*

Tú **debes sacar** la basura, porque tu padre está enfermo

*You must take out the rubbish because
your dad is sick*

Francisco **debe cortar** el césped, es su turno
turn

Francisco must mow the lawn. It's his

Vosotras **debéis cocinar** para toda la familia... están enfermos

*You must cook for the whole family...
they're sick*

The use of **DEBER + INFINITIVE** is quite straightforward: conjugate DEBER (it's a regular verb... phew!) and add the infinitive... Voila!

DEBER expresses that sense of **moral obligation**, as I said before, that idea that in English is conveyed by MUST.

JUGAR, irregular verb (JUGAR, verbo irregular)

We have already briefly seen the conjugation of **JUGAR** (to play) as an example of an irregular verb (stem changing verb):

Yo	jueg-o
Tú	jueg-as
él, ella, usted	jueg-a
Nosotros-as	jug-amos
Vosotros-as	jug-áis
Ellos, ellas, ustedes	jueg-an

We will discuss this week these stem-changing verbs, but for the time being, let's play with **JUGAR**, which is an important verb.

Let's see it in action:

- | | |
|---|---|
| a. Yo juego al tenis, ¿y tú? | <i>I play tennis, and you?</i> |
| b. Yo juego a los videojuegos | <i>I play videogames</i> |
| a. ¿ juegas con tus amigos? | <i>Do you play with your friends?</i> |
| b. Sí, jugamos juntos siempre | <i>Yes, we always play together</i> |
| a. ¿Y tú? | <i>And you?</i> |
| b. Yo juego sola | <i>I play alone</i> |
| c. Pues, ellos están jugando solos también | <i>well...they're playing alone too</i> |

Check how the stem “JUG” changes in different parts of the conversation.

Before we continue with some irregular verbs, there're a couple of things to learn about the **usage of JUGAR**

Key Takeaways

- Amigos, recordad que sólo jugamos a juegos (como videojuegos o cartas) y a deportes como el fútbol, el tenis...
- En español tocamos instrumentos musicales (tocar), no jugamos con instrumentos
- ¿~~juego a la guitarra?~~
- Ah! Y otra cosa: curiosamente no ~~jugamos al deporte~~, practicamos o hacemos deporte

In Spanish, we use **JUGAR** just for sports and games. We don't use it for instruments (like TO PLAY). For musical instruments we use **TOCAR**.

Interestingly enough, even though JUGAR is the verb for sports, when we want to actually say, “to play sports” we don't use JUGAR, but **PRACTICAR DEPORTE** or **HACER DEPORTE**.

Finally, remember that we always **JUGAR A + DEFINITE ARTICLE +** something:

Yo juego a las cartas (cards)

Ella juega a los videojuegos

Nosotros jugamos al fútbol (a + el)

Ellas juegan a la pelota (ball games)

Now, let's see some more irregular stem changing verbs.

Stem changing verbs (Verbos con cambio de radical)

Here we go, my friends... this is the most tedious part of learning the Spanish verb conjugations in the present tense (according to the comments we get from students every year) ... we'll get through it together!!!

In the past we explained that some verbs in Spanish are conjugated in an irregular way. Irregular here means that they don't follow the standard rules of conjugation or not totally. Purely random irregular verbs are very few in number. Most of the irregular verbs do follow their own particular system. Most of these irregular verbs are **STEM-changing-verbs** (*verbos con cambio de raíz o cambio de radical*).

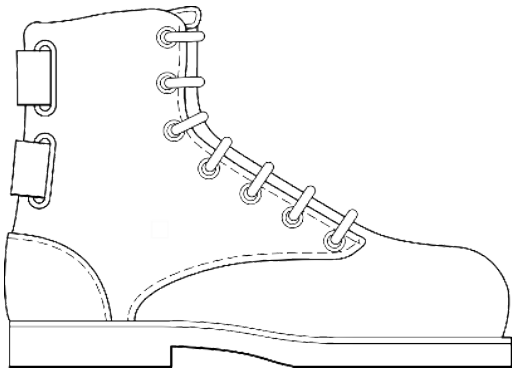
A verb can be chopped into two bits, **the stem** and **the ending**, like broccoli. The **STEM (la raíz)** is the first bit, the one that **supposedly always stays the same**. To the STEM we add endings -AR, -ER, -IR for the infinitive, or the conjugation endings, or the -ANDO, -IENDO of the gerund... For example, in AMAR, the stem is AM; In JUGAR the stem is JUG; In VIVIR the stem is VIV; in ESTAR the stem is EST; and so on...

Stem-changing verbs are irregular because when we conjugate them, the last vowel in the STEM does change a bit... The endings are the same as usual, but the STEM changes. There are 4 groups according to the vowels involved in the change. **This change only affects the 1st, 2nd and 3rd person singular, and the 3rd person plural only.** It doesn't affect the **NOSOTROS-AS** nor the **VOSOTROS-AS** conjugation. That's why they are also called "**BOOT VERBS**"...

WHAT?!?!?! Yes, my dear and patient friends... BOOT VERBS. It took me like 10 years teaching Spanish to understand why they're called *boot verbs*. Have a look at the conjugation of one of these, **QUERER**, (to want). In blue tones, you have the persons of the conjugation that change (**yo, tú, él, ellos**) and in orange, the ones that don't change (**nosotros, vosotros**):

querer (+ie)	
quiero	queremos
quieres	queréis
quiere	quieren

Can you guess why they are called BOOT VERBS? (visual clue below)



querer (+ie)	
quiero	queremos
quieres	queréis
quiere	quieren

Image by Clickr-Free-Vector-Images (Pixabay)

Yes, my friends, they are called BOOT VERBS because when you see the conjugation written down in the way above, it could be said that the blue bits (irregular parts) resemble the shape of a boot. Nonsense (in my modest opinion). Why aren't they called SOCK VERBS? Or L-SHAPED VERBS? Or ANGLE BRACKET VERBS? Or PIPE VERBS? That would be cool...

ANYHOW, linguists are oftentimes funny creatures. Now, I hope that out of this long and partially indulgent explanation; you will remember that **the last vowel of the STEM in STEM CHANGING VERBS does change when we conjugate, except for the NOSOTROS and VOSOTROS form.**

Let's see one of these fellows in action,

Stem changing verbs: Querer (e – ie) (Verbos con cambio de radical:
Querer (e – ie)

Ejemplo:

a. ¿Quieres un café?

Do you want a coffee?

b. Sí, ¿quieres ir a la cafetería en mi calle?

Yes, do you want to go to the cafeteria on my street?

a. Vale

Sure

QUERER (to want) follows a type of STEM-CHANGE meaning that the E in the STEM (QUE-)

changes to IE when we conjugate. As with all STEM CHANGING verbs, the change doesn't apply to the NOSOTROS and VOSOTROS conjugation.

This verb belongs in the (e-ie) STEM CHANGING verbs group. We'll see other members of this group in the future.

As you can see in the conjugation above, the endings are totally normal.

In the box above, we read

Do you want a coffee? (you can want things)

Yes, do you want to go to the cafeteria on my street? (you can also want to do something)

Sure

Now we have another example of (e-ie) STEM CHANGING verb, this time an -IR verb,

PREFERIR (to prefer)

preferir (+ie)	
prefiero	preferimos
prefieres	preferís
preferire	preferen

Ejemplo:

a. ¿Prefieres lavar o secar los platos?

Do you prefer washing or drying the dishes?

b. Prefiero secar (a lavar) los platos, gracias

I prefer drying the dishes, thank you.

Same rules as QUERER apply to PREFERIR.

In the box we read:

Do you prefer washing or drying the dishes? (**notice after PREFER** we use the infinitive, not the gerund as in English)

I prefer drying the dishes, thank you.

¡OJO! Notice that in Spanish in order to say that we *prefer something TO something else*, we use **PREFERIR ... A ...**

Irregular verbs: –go’ first person (Verbos irregulares con –go en la primera persona

A separate type of irregular verbs in the present introduce **–GO** as the ending for the first person (YO) conjugation. The rest of the conjugation is totally normal. This group includes such common verbs as **HACER** (to make or to do), **SALIR** (to go out, to leave) and **PONER** (to put):

Hacer (+g)	
hago	hacemos
haces	hacéis
hace	hacen

Salir (+g)	
salgo	salimos
sales	salís
sale	salen

Poner (+g)	
pongo	ponemos
pones	ponéis
pone	ponen

Ejemplos:

Yo hago mi cama todos los días. ¿Tú haces tu cama?

I make my bed every day. Do you make your bed?

¿A qué hora sale Juan de trabajar? Yo salgo a las 4 pm

*What time does Juan get out of work? I get out at 4 pm.*Mis padres ponen música fuerte siempre. Yo me pongo mis auriculares
*headphones**My parents put on loud music I always. I put on my*

Irregular verbs: –go first person + stem change (Verbos irregulares con -go en la primera persona + cambio de radical)

To add even more fun (hehehe), we also have very important verbs that mix both irregularities. It's a bit like getting COVID and the FLU for a verb... These verbs introduce the -GO irregularity in the first YO person, and then conjugate like a stem-changing verb.

Let's see two salient examples, **TENER** (to have, which you already know) and **VENIR** (to come back or to return). Try to read carefully and understand the conjugation. I have no doubts you can work it out!

tener (g+ie)	
tengo	tenemos
tiene	tenéis
tiene	tienen

Ejemplo

- a. ¿Tienes muchas tareas esta semana? *Do you have lots of homework this week?*
 b. Sí, tengo muchísimas, y no tengo tiempo *Yes, I have A LOT! And I don't have time...*

venir (g+ie)

vengo

venimos

vienes

venís

viene

vienen

Ejemplo:

- a. ¿Vienes mucho al gimnasio? *Do you come often to the gym?*
 b. Vengo tres veces a la semana *I come three times a week*

Amigos y amigas... if you're finding this part of your Spanish learning a bit demanding and even tedious... well, I can tell you that you're not alone. Practice, though, is becoming more fun as you can start expressing more things...

From our professional and academic experience, we can tell you that irregular conjugations are one of the most overwhelming parts of your Spanish learning journey. However, it's essential you learn them if you want to have a good command of the language. Try to learn them quickly and properly, and once it's done, it's done forever!

SEMANA 9 - STEM CHANGING VERBS

Learning Objectives

This week we are going to:

- revise the vocab related to emotions and add some common expressions with the verb TENER
- continue learning our irregular verbs, with a special focus on STEM changing verbs
- see a few important verbs in action

Expressing emotions and states with TENER (Expresar emociones y estados con TENER)

Remember the vocab below? We saw these adjectives as useful vocab to describe emotions and temporary states of being. We use all of them with the verb ESTAR:

aburrido/a	genial	fantástico/a	excelente
contento/a	feliz	alegre	emocionado/a
sorprendido/a	orgullosa/a	relajado/a	sano/a
lleno/a	cansado/a	preocupado/a	nervioso/a
triste	enojado/a	furioso/a	asustado/a
estresado/a	molesto/a	enfermo/a	ocupado/a

Whereas we often express emotions with **ESTAR** plus an adjective, we can often use **TENER**

plus a noun to express transitory states and feelings. These **TENER expressions** are great for your vocab as they are used commonly:

Ejemplos:

sensaciones: estar o tener

¿Cómo estás?

How are you?

Estoy cansado/a

I'm tired

Tengo sueño

I'm sleepy (literally "I have sleep")

Estoy stresado/a

I'm stressed

Tengo prisa

I'm in a hurry

Estoy asustada/o

I'm scared of (literally "I have fear of")

Estoy llena/o

I'm full

Tengo hambre y sed

I'm hungry and thirsty (literally, "I have hunger and thirst")

Estoy muerta/o de hambre, sueño, sed, miedo.....

I am terribly hungry, sleepy, thirsty, scared... (this expression, "estoy muerto / muerta literally I'm dying

de..." means of ...)

... more expressions with **TENER**, this time related to temperature:

Ejemplo:

a. ¿Cómo estás?, ¿tienes frío?

How are you? Are you cold? (literally "do you have cold"?)

b. tengo un poco de fcalor

I am very hot. (literally "I have a lot / a little heat")

a. Yo no, yo tengo mucho frío

I am (very, a bit) cold. (literally "I have a lot / a little cold")

c. Yo estoy muerta de calor

I'm extremely hot

¡OJO! Notice that, in order to express that **you're hot**, in Spanish, you say "**Tengo calor**" (which means "I have heat"). If you translate literally "I'm hot" from English into Spanish, you'll get "Estoy caliente". That's a very common mistake. Whereas "Estoy caliente" is grammatically correct, you would not be saying that *you are hot*, but you would be saying that *you are horny*. So, if you want to use it at all, keep your "Estoy caliente" for the right context.

... let's add a few more useful **TENER** expressions:

Ejemplos:

Tener cuidado>

Yo siempre tengo cuidado cuando nado en el mar

To be careful >

I'm always careful when I swim in the ocean

Tener suerte>

Tú siempre tienes suerte cuando juegas a las cartas

To be lucky >

You're always lucky when you play cards

Tener razón>

El jefe siempre tiene razón

To be right >

The boss is always right

Tener ganas de...>

Tenemos ganas de tomar un helado

To feel like >

We feel like having an ice cream

Ok, and now time for a bit more STEM changes...

Stem changing verbs group 1: e-ie (Verbos con cambio de radical, grupo 1: e-ie)

Last week we saw how this group works: the last vowel of the stem in the verb changes from

"e" to "ie" when we conjugate the verb except for the NOSOTROS and the VOSOTRAS form. The example we used was QUERER (to want):

querer (+ie)	
qu ie ro	queremos
qu ie res	queréis
qu ie re	qu ie ren

Apart from **QUERER** and **PREFERIR**, seen last week, we have other verbs that belong in this group. Verbs such as pensar (to think), cerrar (to close), empezar (a) (to start), perder (to lose), entender (to understand), tender (to hang), sentir (to feel)... they are all conjugated in the same way:

pensar (en) (+ie)	
pi en so	pensamos
pi en sas	pensáis
pi en sa	pi en so

cerrar (+ie)	
ci er ro	cerramos
ci er ras	cerráis
ci er ra	ci er ran

empezar a(+ie)	
emp ie zo	empezamos
emp ie zas	empezáis
emp ie za	emp ie zan

perder(+ie)	
pi er do	perdemos
pi er des	perdéis
pi er de	pi er den

entender(+ie)	
enti e ndo	entendemos
enti e ndes	entendéis
enti e nde	enti e nden

tender(+ie)	
ti e ndo	tendemos
ti e ndes	tendéis
ti e nde	ti e nden

sentir (+ie)	
siento	sentimos
sientes	sentís
siente	sienten

Ejemplo

Las cafeterías en Australia cierran sobre las 3 o 4 de la tarde

*Coffee shops in Australia close
around 3 or 4 in the afternoon*

¿Entiendes los verbos irregulares en presente?

*Do you understand irregular verbs in
the present?*

Chris empieza a estudiar para su examen mañana

*Chris starts studying for his exam
tomorrow*

Ellos tienden su ropa porque no tienen secadora

*They hang their clothes because
they don't have a dryer*

Can you see the irregularities at work?

Stem changing verbs group 2: e-i (Verbos con cambio de radical, grupo 2: e-i)

There is a second group of STEM-changing verbs follows exactly the same rules, but the last vowel in the STEM changes from "e" to "i" instead of "ie". Look at the conjugation of REPETIR ("to repeat" or "to do something again"):

repetir (e -i)	
repito	repetimos
repites	repetís
repite	repiten

Ejemplo:

a. ¿Tú repites las palabras cuando memorizas?

Do you repeat words when you memorize them?

b. Sí, repito las palabras del vocabulario y las conjugaciones

Yes, I repeat vocab words and conjugations

As per usual the NOSOTRAS/OS and VOSOTRAS/OS form is not affected.

Other verbs belong to this group: pedir (to ask for, to demand, to order), servir (to serve), medir (to measure), seguir (to continue), conseguir (to get, to achieve)...

Check out the conjugations below and a couple of examples.

pedir (e -i)	
pido	pedimos
pides	pedís
pide	piden

servir (e -i)	
sirvo	servimos
sirves	servís
sirve	sirven

medir (e -i)	
mido	medimos
mides	medís
mide	miden

seguir (e -i)	
sigo	seguimos
sigues	seguís
sigue	siguen

conseguir (e -i)	
consigo	conseguimos
consigues	conseguís
consigue	consiguen

Ejemplos:

Los clientes piden la comida y los meseros sirven la comida

*Customers order food and waiters
serve food*

¿Cuánto mides? Mido 1.70m.

*How tall are you? (literally, "how much
do you measure?") I'm 170cm.*

Esta semana seguimos aprendiendo los verbos irregulares

*This week we continue learning irregu-
lar verbs*

¿Consigues buenas ofertas?

Do you get good offers?

Stem changing verbs group 3: o-ue (Verbos con cambio de radical, grupo 3: o-ue)

In this group, the STEM change is from "o" to "ue".

Have a look at the conjugation of **PODER**, which is our equivalent to CAN (as in *to be able to do something*):

poder (o -ue)	
puedo	podemos
puedes	podéis
puede	pueden

Ejemplo:

a. ¿Puedes venir a mi casa esta tarde?

Can you come to my place tonight?

b. Sí, claro, ¿puede venir mi amiga Laura también?

Yes, of course. Can my friend Laura come along?

a. ¡Por supuesto! Laura es genial

Of course! Laura is awesome!

Other verbs in this group are: encontrar (to find), almorzar (to have lunch), mostrar (to show), volver (to return or come back), dormir (to sleep), ...

encontrar (o -ue)	
enc ue tro	encontramos
enc ue tras	encontráis
enc ue tra	enc ue tran

almorzar (o -ue)	
alm ue rzo	almorzamos
alm ue rzas	almorzáis
alm ue rza	alm ue rzan

mostrar (o -ue)	
m ue stro	mostramos
m ue stras	mostráis
m ue stra	m ue stran

volver (o -ue)	
vuelvo	volvemos
vuelves	volvéis
vuelve	vuelven

dormir (o -ue)	
duermo	dormimos
duermes	dormís
duerme	duermen

Ejemplos

Mi hermana duerme hasta las 10 de la mañana

My sister sleeps till 10 in the morning

Ella nunca encuentra sus cosas porque siempre tiene prisa

*She never finds her things because
she's always in a hurry*

Después almuerza a las 2 de la tarde

Then she has lunch at 2 pm

Normalmente vuelve a casa por la noche, cuando mis papás
yo dormimos

*Usually, she comes back home at night,
when my parents and I sleep*

¡OJO! The verb **SOLER** belongs in this group. It means something like *to do something usually...* it's an oddball, so we'll talk about it in depth next week.

Verb Recap

And to finish up this week, we'll do a bit of a verb recap in practice.

I'll just show you the dialogues, and you can try to translate them. Try to understand the meaning of the verbs and, most importantly (well, equally importantly), how they work...

Tener que + infinitive (to have to...), deber + infinitive (must...), necesitar + infinitive (to need to...)

Ejemplos

Debo ir a trabajar por la mañana

Necesito trabajar porque necesito dinero

Tengo que ir a trabajar por la mañana

Tengo que trabajar porque necesito dinero.

Querer + infinitive (to want to...), desear + infinitive (to desire to...), preferir + infinitive (to prefer to...)

Ejemplos

a. ¿Quiero un helado! ¿quiero comer helado!

b. Deseo un helado de fresa

a. ¿Qué prefieres, comer un helado de chocolate o uno de fresa?

b. Prefiero uno de fresa (o prefiero la fresa al chocolate)

Empezar a + infinitive (to start doing sth), terminar de + infinitive (to finish doing sth), parar de + infinitive (to stop doing something)

Ejemplos

Cuando empiezo a bailar no puedo parar de mover los pies...

a. ¿A qué hora terminas de entrenar?

b. Termino a las 7:00 ¿nos vemos después?

Well, amigas, amigos, señores y señoras, you have just one more week of content for this level!

Well done! Almost there!

SEMANA 10 - VERB CONJUGATION

Learning Objectives

This week we are going to:

- finish the STEM changing verb conjugation
- we are going to see other verbs with an irregular 1st person singular conjugation

Stem changing verbs: the four groups (Verbos con cambio de radical: los cuatro grupos)

Here you have a summary of the 4 different groups of STEM CHANGING verbs we've seen. Note that **JUGAR** is the only verb in its own little group!

Key Takeaways: verbos con cambios de radical (verbos bota)

e-ie: atender (to pay attention), cerrar (to close), empezar (a) (to start – doing sth.), entender (to understand), fregar (to wash, to mop), pensar (en) (to think – of...), perder (to lose), preferir (to prefer), querer (to want), nevar (to snow), tener (+g) (to have, introduces a -g in the first person), mentir (to lie).

e.i: medir (to measure), pedir (to ask for, to order), servir (to serve), repetir (to repeat), seguir (to continue), conseguir (to achieve, to get), elegir (to choose), sonreír (to smile).

o-ue: poder (CAN, to be able to), costar (to cost), contar (to tell, to count), volver (a) (to return -to), encontrar (to find), mostrar (so show), almorzar (to have lunch), dormir (to sleep), llover (to rain), recordar (to remember), soñar (to dream), oler (to smell... this one is peculiar. We will discuss it later).

u-ue: jugar (to play... is the only verb in this group)

All of these four groups' verbs change the STEM's last vowel when conjugated except for the NOSOTROS-AS and VOSOTROS-AS conjugations (I know, I've said this like 10 times already, but my dear and patient friends... you would be surprised...)

NOW, this is only a sample. There are more verbs, mainly in groups 1 and 2. Unfortunately, there's no way to tell from an INFINITIVE if a verb is irregular or not. If you go to the dictionary, however, you will find that a stem-changing verb will appear as, for example, "JUGAR (u-ue): definition blah blah blah..."

Now we'll see these verbs in action. I'll translate the examples in each box. I'll also explain some of them further when needed.

Ejemplos de verbos con cambios de radical: e – ie

atender & entender>

Yo siempre atiendo en clase, pero no siempre entiendo la gramática	<i>I always pay attention in class, but I don't always understand the grammar</i>
--	---

querer & nevar>

Mi hermana quiere ver nieve este fin de semana. Nos encanta cuando nieva	<i>My sister wants to see the snow this weekend. We love it when it snows</i>
--	---

empezar (a)>

a. ¿Cuándo empiezan las clases, professor?	<i>When do classes start, professor?</i>
b. Empezamos el lunes a las 10:00	<i>We start Monday at 10:00</i>

pensar (en)>

Pienso en vosotros a menudo, y vosotros, ¿pensáis en mí?	<i>I think of you often. And you, do you think of me?</i>
--	---

mentir>

a. Pedro no miente nunca	<i>Pedro never lies</i>
--------------------------	-------------------------

b. No se llama Pedro, se llama Luis
Luis

His name is not Pedro, his name is

Ejemplos de verbos con cambios de radical: e – i

medir>

a. ¿cuánto mides?
measure?)

How tall are you? ("How much do you

b. Yo mido 178 cm

I'm 178 cm.

sonreír> l

La profesora no sonríe nunca, pero los estudiantes
sonreímos siempre

*The teacher never smiles, but us, students always
smile*

repetir>

Yo repito siempre las conjugaciones en la ducha

I always repeat conjugations under the shower

pedir>

a. ¿qué pedimos para comer?

What do we order for food?

b. Tranquilo, yo pido algo ligero

Relax, I'll order something light

elegir>

a. ¿a quién eliges?

Who do you choose?

b. ¡Te elijo a ti!

I choose you!

iOJO! Did you notice that **ELEGIR** adopts a "J" in the first person? No weird rules here. It's just that spelling always follows the pronunciation. And the "G" in ELEGIR pronunciation is the harsh throaty "J" sound. Therefore, if you write "*eligo" the pronunciation of the GO would be the soft G pronunciation (as in "gato"). In order to reflect on the spelling the harsh "J" sound, we need to change spelling from "G" to "J".

In this group, we have a verb that deserves a bit of an explanation in terms of usage and contents: **SEGUIR** (to follow or to continue):

- When followed by **"a" plus a noun**, SEGUIR means "to follow", as in:
- Yo siempre sigo a un líder porque no tengo personalidad (I always follow a leader because I have no personality)
- Mi amiga sigue a celebridades en las redes sociales (My friend follows celebrities in the social media)
- When followed by a **gerund** (the equivalent to the English -ING, that in Spanish is created with the ending -ANDO for -AR verbs and -IENDO for the rest), SEGUIR means to keep or continue doing something:
- Nosotros seguimos trabajando en verano (We keep working in summer)

Let's see other examples:

verbos con cambios de radical: e – i: seguir

sigo

sigues

sigue

seguimos

seguís

siguen

El perro sigue a su dueña

The dog follows her owner

BUT

seguir + gerundio (acción en progress continuada)

Yo sigo aprendiendo español

I keep / continue learning Spanish (or, more freely, "I'm still learning Spanish")

¿sigues jugando al tenis?

Do you still play tennis? (literally, "Do you continue / keep playing tennis?")

Uff... el profesor sigue hablando

Uff... the teacher keeps talking...

Ejemplos de verbos con cambios de radical: o – ue

dormir>

- | | |
|-------------------------------------|--------------------------------------|
| a. ¿cuánto duermes al día? | <i>How much do you sleep a day?</i> |
| b. Yo duermo 12 horas, como mi gato | <i>I sleep 12 hours, like my cat</i> |

soñar>

Yo no sueño con los angelitos. Sueño contigo	<i>I don't dream of angels. I dream of you.</i>
--	---

recordar>

Mi hermana no recuerda nunca comprar el pan	<i>My sister never remembers to buy bread</i>
---	---

costar>

- | | |
|--|--|
| a. ¿cuánto cuesta una casa en Melbourne? | <i>How much is a house in Melbourne?</i> |
| b. Cuesta demasiado | <i>It costs too much</i> |

poder>

Yo no puedo hacer esto. ¿Puedes ayudarme?	<i>I can't do this. Can you help me?</i>
---	--

¡OJO! Note that **OLER** (to smell) kind of belongs in this group, but it's a bit strange... It introduces an "H" at the beginning when the STEM changes!!!

Ejemplos verbo oler (o- ue)

huelo

huelas

huele

olemos

oléis

huelen

☐ Hueles muy bien! ¿qué perfumes llevas?

You smell very good! What perfume are you wearing?

Cuando jugamos al fútbol olemos fatal

When we play football, we smell terrible

Two further verbs in this group, **SOLER** and **VOLVER** are quite important, so please allow us to explain them a bit further in the next couple of boxes:

Ejemplos de verbo soler (o-ue)

suelo

sueles

suele

solemos

soléis

suelen

soler + infinitivo- siempre como verbo en perífrasis, indica acción habitual:

- Yo suelo almorzar sobre la una

I usually have lunch around

(normalmente almuerzo a la una)

(Normally, I have lunch around 1)

- Sueles ir a clase todas las semanas?

Do you usually go to class every week?

-normalmente vas a clase todas las semanas)

(Do you normally go to class every week?)

- Mi padre suele cocinar los lunes

My dad often cooks on Mondays

(normalmente mi padre cocina los lunes)

(My dad normally cooks on Mondays)

Aside from being a STEM-changing verb, **SOLER** is a peculiar one for other reasons. It is actually the only verb in Spanish that is never used on its own, and it always needs to be followed by an INFINITIVE...

In this construction (**SOLER conjugated + INFINITIVE**), SOLER doesn't mean much; it just

indicates that the action in the infinitive that follows it is done often, usually or habitually by the subject.

In the box above, we have three examples of a sentence with SOLER and then, in between brackets, a different sentence meaning actually the same without SOLER.

VOLVER is more straightforward, but it has two common usages that need a bit of an explanation:

- **VOLVER a + place** means to return or go back to a place
- **VOLVER a + INFINITIVE** means to do something again or to start doing something again that you used to do but had stopped for a while.

Ejemplos de verbo volver (o-ue)

vuelvo

vuelves

vuelve

volvemos

volvéis

vuelven

- **volver + a un lugar** – significa regresar o retornar a un lugar

(VOLVER A + PLACE)

Ana siempre vuelve a casa después de la universidad

Ana always goes back home after uni.

BUT

- **volver + a infinitivo** -perífrasis que significa la nueva repetición de una acción

(VOLVER A + INFINITIVE)

Siempre vuelvo a comer pizza y helado
again después de hacer dieta

*I always start eating pizza and ice cream
after a diet.*

a. ¿cuándo vuelves a trabajar?

When do you start working again?

b. Vuelvo a trabajar en enero

I start working again in January.

Ejemplos de verbo jugar (o -ue)

Yo no juego al fútbol, juego al tenis, ¿tú a qué juegas?	<i>I don't play football; I play tennis. What do you play?</i>
Yo juego al billar o a las cartas, no me gusta hacer deporte	<i>I play pool and cards... I don't like exercising</i>
Nosotros jugamos al baloncesto con nuestros amigos	<i>We play basketball with our friends</i>
☐No me gusta cuando juegan conmigo!	<i>I don't like when people play with me!</i>

JUGAR (to play) is the only verb in its group. We've discussed it enough already.

Revise the usages and peculiarities of **JUGAR**! We saw them in Semana 8.

Well, these are the 4 STEM CHANGING groups and the more relevant verbs in each group.

Now, let's revise irregular verbs in the 1st person and, possibly, add a couple!

Irregular verbs in the 1st person (Verbos irregulares en primera persona)

We have already introduced most of these: verbs that have a regular conjugation except for the YO person. They usually introduce **-GO** as the ending. Some of them are even more creative, the little scoundrels, and introduce **-IGO** (like **TRAER** "to bring"). Some others introduce **-ZCO**...

Let's have a look at conjugations and examples with **HACER** (to do or make), **TRAER** (to bring or to carry) and **PONER** (to put):

Ejemplos de irregulares 1a persona

Hacer

hago

haces

hace

hacemos

hacéis

hacen

Traer

traigo

traes

trae

traemos

traéis

traen

Poner

pongo

pones

pone

ponemos

ponéis

ponen

Soy como la Cenicienta... siempre hago la cama, **hago** la comida, pongo la mesa, **pongo** la lavadora, **traigo** las compras del supermercado...

I'm like Cinderella... I always make the bed, make food, I set the table, I put on the washing machine, I bring the shopping from the supermarket...

Mis hermanos no **hacen** nada, no hacen sus camas, no **ponen** la mesa, no barren, no limpian, nada de nada... sólo **traen** amigos a casa y **ponen** la radio o la TV y ensucian todo...

My siblings do nothing; they don't make their beds, they don't sweep the floors, they don't clean anything at all... they only bring friends home and put the radio or the TV on... and they get everything dirty

Now, the following verbs, **OÍR** (to hear, to listen) and **VER** (to see), are also irregular. Note the changes from "I" to "Y" in OÍR:

Ejemplos de irregulares 1a persona

Oír

oigo

oyes

oye

oímos

oís

oyen

Ver

veo

ves

ve

vemos

veis

ven

- a. Yo no **oigo** muy bien, ¿y tú, **oyes** bien? *I can't hear very well. Can you hear well?*
- b. Sí, yo **oigo** genial, pero **veo** un poco mal *Yes, I can hear very well, but I can't see very well...*

FINALLY!!! (YAYYYY) we have verbs that introduce **-ZCO ONLY** in the 1st person singular conjugation (the rest is regular). We have two varieties:

In the **-UZCO** group we have traducir (to translate), conducir (to drive), producir (to produce), introducir (to introduce), reducir (to reduce)

Ejemplos de verbos irregulares 1a persona: -ucir -uzco

traducir, conducir, producir, introducir, reducir...

Soy un gran ser humano. Y muy modesto: **Traduzco** 7 idiomas, **conduzco** un Ferrari eléctrico, **produzco** películas, **introduzco** a la gente en mi círculo y **reduzco** las emisiones al medio ambiente. ¿Tú traduces algo, conduces un coche decente, reduces emisiones...?

I'm a great human being. And really modest. I translate from 7 languages, I drive an electric Ferrari, I produce films, I introduce people to my circle, and I drive an electric Ferrari, produce films, introduce people to my circle, and reduce emissions to the environment. Do you translate anything, do you drive a decent car, do you reduce emissions...?

- In the **-ZCO** group, we have parecer (to seem or look like), crecer (to grow), conocer (to know), reconocer (to recognise)

Ejemplos de verbos irregulares 1a persona: -cer -zco

parecer, crecer, conocer, reconocer...

Cada día **crezco** un centímetro más. **Parezco** un pino. No **conozco** a nadie tan alto. **Reconozco** que es un problema. ¿Tú no creces todos los días? Pareces normal de estatura.

Every day, I grow another centimetre. I look like a pine tree. I don't know anybody taller than me. I recognise (acknowledge) it is a problem. Do you grow every day? You seem normal height-wise.

AND THAT'S ALL MIS AMIGOS Y AMIGAS!!!

ALL CONTENTS ARE DONE FOR THIS PART!

Remember to revise your vocab and grammar... and **practice, practice and... practice.**

And please, **practice** as much as you can. Listen to music, watch TV shows in Spanish, the

news, or whatever. Find a Spanish-speaking friend. Or better, a few. Find a Spanish-speaking sweetheart if you are inclined that way! Read things online, short stories, billboards... whatever, but read if given a chance!

Anyhow. You've made it here. Much stuff in 10 weeks!

I hope you have enjoyed the ride, and I hope you'll keep studying Spanish. It takes time (a lot). And effort (a bit). But it pays off.

PART II

SPANISH AND YOU: SPANISH FOR EVERYDAY LIFE

Welcome to SPANISH Beginners A2; in this unit, we will be discussing family and personal characteristics, neighbourhood and house, food and restaurants, clothing and fashion while learning to differentiate verbs such as (ser, estar and tender, saber and conocer, aburrir, interesar, encantar, etc.), using different tenses (present, present progressive, simple past) and prepositions (encima, debajo, al lado, por, para, etc.). By the end of the trimester, you will be able to communicate about these topics in the present and past tense. Let's get started and have some fun!

SEMANA 1 - ¿NOS CONOCEMOS?

¡Hola, Estudiantes! I trust you're all doing well and are excited about this course and the upcoming content we'll be exploring. This semana, we will be reviewing content from Part 1 of the course, which will serve as a helpful refresher for those who need it and a solid foundation for those who are just joining us. I hope you'll find this review both informative and engaging. So let's get started and dive into our first lesson!

Learning Objectives

If it's been a long time since you last spoke Spanish, at the end of this week, you will revise through questions, how to:

- Introduce yourself and other people
- Make conversation by asking simple questions
- Talk about your likes and dislikes and the likes and dislikes of others
- Describe yourself and others
- Explain how you feel

Also, you are going to revise what you already know about the present tense and be able to answer questions that:

- Conjugate the regular and irregular verbs in the present tense to express actions
- Talk about your routines with the present
- Share your future plans with the verb *ir* in the present tense (*voy a bailar*)
- Express what you want to do (*querer + infinitivo= ¡quiero dormir!*)

Greetings and conversation starters

¿Recuerdas los saludos? *Do you remember how to greet people?*

What about how to start a conversation?

Let's refresh our memories with the questions and answers below

¿Cómo te llamas?	me llamo....
¿Cuántos años tienes?	tengo....
¿De dónde eres?	soy....
¿Dónde vives? ¿Vives solo/a o con amigos?	vivo en... vivo con...
¿Trabajas? ¿En qué?	sí/no...soy... trabajo en/de....
¿Qué estás estudiando?	estoy estudiando...

As you may have noticed, these interrogatives or question words are incredibly useful tools for initiating and guiding conversations while gathering more information. Whether you're meeting someone new, or simply trying to learn more about someone.

What about the basics? How *are you?* and the more complex *what are you like?*

We ask those in the following way:

- | | |
|----------------|---------------------------|
| • ¿Cómo estás? | <i>How are you?</i> |
| • ¿Cómo eres? | <i>What are you like?</i> |

This all brings us to the importance of remembering the verbs **ser** and **estar**. We'll spend more time on **ser** and **estar** next week, but for now...

let's cheat a bit by using the information below to remind us:

- **Ser:** we use **ser** to express origin, to give definitions, and together with permanent or unchanging adjectives (describing words) to describe something about a person or thing that isn't likely to

change (eg: they are tall).

- **Estar:** we use estar to express location, to talk about whether we are well or in a poor way, and together with adjectives to express a non-permanent state or mood (eg: I'm stressed).

Ejemplos

SER

Origen:

- Soy de Australia
- Sois Australianos

Adjetivos “permanentes”:

- Somos inteligentes
- Ellos son morenos

Definiciones:

- Es un libro

ESTAR

- Bien/mal

Localización:

- Estamos en clase
- Madrid está en España

Estados no permanentes:

- Estoy estresado
- Estáis cansadas

Gustar and our likes/dislikes:

Let's look into the topic of verbs, specifically the verb "gustar," which is commonly used to express our preferences and dislikes. Can you recall this verb and its usage?

Indeed, "gustar" is a unique verb in Spanish that does not follow the typical conjugation pattern with subject pronouns such as "yo," "tú," "él," etc. Instead, we use the conjugations "gusta" or "gustan" and must ensure the correct pronouns and sentence structure are used. This can make the verb a bit tricky to use at first, but with practice, it becomes easier to master. So, when using "gustar," remember to pay attention to the sentence order and pronouns to ensure that your meaning is clear and accurate.

Take a moment to refer to the table below as a helpful reminder of the structure of this verb. Remember that depending on who our *subject* (the person whom we're conjugating the verb for) is, we conjugate the verbs. In the examples below, we are using the singular third-person conjugation "gusta" because we are referring to the verb in its infinitive form. To know for who the action is being liked, we use the pronouns.

Ejemplos

A mí	me	gusta cortar el césped
A ti	te	
A Elena, a mi gata, al profesor	le	gusta comer pasta
A nosotros/nosotras	nos	
A vosotros/ vosotras	os	gusta salir de fiesta
A Carlos e Israel, a mis gatos, a los profesores	les	

Looking familiar?

Make sure that:

- First column: you are using the right subject pronoun and phrase (which relates to who you're talking about),
- Middle column: you match that to the correct pronoun from the first column
- Last column: you tack on the **gusta** conjugation of gustar, followed by the verb in infinitive that you like doing

las conjugaciones en presente de verbos en -ar, -er & -ir

Let's take a moment to review and refresh our memory on verb conjugations, including those for -ar, -er, and -ir verbs, as well as stem-changing and irregular verbs. Remember, some verbs can be a bit tricky and may require additional attention and practice, so don't be discouraged if you don't get them all right away.

Now, let's put our knowledge to the test with the following questions. Can you successfully conjugate the verbs and answer them all?

Preguntas Beginners A1

1. ¿Cómo te llamas?
2. ¿Cuál es tu apellido?
3. ¿Cómo se escribe tu apellido?
4. ¿De dónde eres?
5. ¿Cuántos años tienes?
6. ¿Dónde vives?
7. ¿Trabajas? ¿En qué trabajas? ¿Dónde trabajas?
8. ¿Qué te gusta hacer después de estudiar?
9. ¿Qué te gusta hacer después de trabajar?
10. ¿Qué te gusta hacer los fines de semana?
11. ¿Qué día es hoy?
12. ¿Cuántas clases tienes?
13. ¿Qué días tienes clase?
14. ¿Tienes clases por la mañana o por la tarde?
15. ¿Qué clases tienes este trimestre?
16. ¿A qué hora es tu clase de...?
17. ¿Cuántas personas viven en tu casa?
18. ¿Cuáles son tus actividades favoritas?
19. ¿Qué idiomas hablas?

20. ¿Hablas con tu familia todos los días?
21. ¿A qué hora desayunas?
22. ¿Desayunas todos los días?
23. ¿A qué hora cenas?
24. ¿Con quién cenas normalmente los sábados por la noche?
25. ¿Qué días de la semana trabajas?
26. ¿A qué hora terminas de trabajar?
27. ¿Cuándo desayunas por la mañana?
28. ¿A qué hora sueles cenar?
29. ¿Qué deseas hacer después de trabajar?
30. ¿Qué te gusta hacer en tu tiempo libre?
31. ¿Cuándo te gusta hacer deporte?
32. ¿Prefieres entrenar solo/a o con un/a amigo/a?
33. ¿Qué vas a hacer después? ¿Con quién?
34. ¿Cómo estás cuando llueve? ¿Por qué? ¿Qué haces?
35. ¿Cómo estás cuando hace calor? ¿Por qué? ¿Qué haces?
36. ¿Cómo estás cuando hay tormenta? ¿Por qué? ¿Qué haces?
37. ¿Cómo estás cuando hace mucho frío? ¿Por qué? ¿Qué haces?
38. ¿Cómo estás cuando hace mucho viento? ¿Por qué? ¿Qué haces?
39. ¿Qué te gusta hacer en verano?
40. ¿Qué te gusta hacer cuando hay aislamiento (lockdown)?
41. ¿Qué os/les gusta hacer a tus amigos y a ti los sábados?
42. ¿Qué te gusta hacer cuando vas a la playa?
43. ¿Qué te gusta hacer cuando vas a un pub?
44. ¿Qué te gusta hacer después de un examen?
45. ¿Qué le gusta hacer a tu familia los domingos?
46. ¿Qué tarea/s odias hacer? ¿Qué tarea/tareas te gusta hacer?
47. ¿Qué tareas tienes que hacer esta semana?
48. ¿Qué actividades quieres hacer esta semana?
49. ¿Qué necesitar hacer después de esta clase?
50. ¿Qué prefieres hacer andar en bicicleta, caminar, correr o nadar?
51. ¿Dónde quieres ir de vacaciones la próxima vez?
52. ¿Dónde prefieres estudiar: en tu cama, en tu escritorio, en la cocina, en la biblioteca...?
53. ¿Dónde prefieres entrenar, en un gimnasio, al aire libre, en tu casa?
54. ¿A qué hora empiezas a estudiar o a trabajar por la mañana?
55. ¿Cuántas horas deseas dormir?
56. Normalmente, ¿pierdes tus cosas?

57. ¿Qué te gusta hacer por las mañanas?
58. ¿Qué prefieres hacer por las tardes: ver la televisión, entrenar o estudiar?
59. ¿Qué quieres hacer el sábado? ¿Y si llueve?
60. ¿Pones la televisión cuando llegas a tu casa? ¿Qué miras películas, series o documentales?
61. ¿Qué días de la semana sales a comer fuera? ¿Normalmente sales a desayunar o a cenar?
62. ¿Haces fiestas en tu casa? ¿Por qué sí, por qué no? ¿Vas a fiestas a casa de tus amigos?
63. ¿Haces ejercicio? ¿Dónde haces ejercicio normalmente?
64. ¿Eres cotilla? ¿Oyes las conversaciones de otras personas? ¿Cuándo?
65. ¿Recuerdas tus sueños por la mañana? ¿Cuentas tus sueños a otras personas?

Now let's talk about plans using the verbs **ir** or **querer + infinitivo**

Preguntas para hablar de planes futuros

1. ¿Dónde quieres ir en verano?
2. ¿En qué vas a trabajar en el futuro?
3. ¿Vas a viajar a Latinoamérica?
4. ¿Qué quieres hacer el fin de semana?
5. ¿Vas a salir esta noche?
6. ¿...? (puedes inventar preguntas)

I trust that you were able to successfully recall the content we reviewed and answer the questions above. As you progress in this course, it's important to remember that building a strong foundation is key to your success. To help with this, I've included a super summary of the Part 1 material below, which you can use as a quick reference guide as needed. However, I strongly recommend revising any material you think you need to revise thoroughly before continuing to the next chapter to ensure you have a solid understanding of the concepts covered. Remember, practice and persistence are essential to mastering a new language, and I have every confidence that with dedication and effort, you'll continue to make great strides in your language-learning journey!

Vocabulary & Grammar Part 1

Vocabulary

- **Greetings:** Buenos días, tardes, noches. Hola, ¿qué tal? Hola, ¿cómo estás? (Muy) bien, gracias, ¿y tú / usted? (Muy) bien. Y tú, ¿qué tal? (Muy) bien. Regular. Mal. Y tú / usted ¿cómo está(s)? Bien, regular, mal. Así, así. Adiós, hasta luego, hasta mañana, hasta pronto, nos vemos, (muchas) gracias, de nada.
- **Question words:** cómo, (de) dónde, cuánto/a/s, qué, quién/es, cuándo, cuál/es, por qué.
- **Class related vocabulary:** estudiante, profesor, libro, tema, diccionario, bolígrafo, lápiz, mesa, silla, pizarrón, computadora, escritorio, celular/teléfono/móvil, puerta, pared, ventana, borrador, marcador, mochila, apuntes, laboratorio, examen, compañero de clase.
- **Classes and subjects:** la clase, el grado, administración empresarial, ciencias políticas, contabilidad, derecho, economía, español, estadística, física, informática, ingeniería, inglés, matemáticas, periodismo, química y otros cognados (anatomía, arquitectura, arte, astronomía, biología, filosofía, historia, literatura, medicina, música, sociología).
- **Nationalities:** nacionalidades hispanohablantes y otras... (see class 2).
- **Numbers:** números (0 – 199).
- **Personality related adjectives:** inteligente, rebelde, inocente, sentimental, paciente, elegante, pesimista, responsable, arrogante, egoísta, liberal, interesante, idealista, independiente, importante, diferente, extravagante, tolerante, trabajador/a, aburrido/a, perezoso/a, divertido/a, fácil, difícil, simpático/a, antipático/a, desordenado/a, nervioso/a, serio/a, listo/a, tranquilo/a, grosero/a, alegre, simpático/a, antipático/a, divertido/a, cómico/a, perezoso/a, trabajador/a, cariñoso/a, dulce, tímido/a.
- **Physical adjectives:** alto/a, bajo/a, bonito/a, guapo/a, atractivo/a, gordo/a, delgado/a, feo/a, rubio/a, moreno/a, pelirrojo/a, grande, pequeño/a.
- **Others:** limpio, sucio, lleno/a.
- **Professions:** estudiante, artista, (p)sicólogo/a, dentista, médico/a, policía, abogado/a, profesor/a, mesero/a or camarero/a, cajero/a, electricista, mecánico/a, vendedor/a, peluquero/a, científico/a, deportista (futbolista, tenista, golfista, etc.).
- **Work places:** la comisaría, el hospital, la oficina, el juzgado, la escuela, la universidad, el restaurante, el bar, el supermercado, la tienda, la obra, la casa, el taller, el quiosco, la peluquería, el laboratorio, el campo.
- **Moods:** aburrido/a, alegre, asustado/a, cansado/a, contento/a, emocionado/a, enfermo/a, enojado/a, furioso/a, irritado/a, limpio/a, loco/a, nervioso/a, ocupado/a, preocupado/a, sorprendido/a, sucio/a, triste, estresado/a, molesto/a, resaca/a, orgulloso/a, relajado/a.

- **Places:** el restaurante, el parque, el gimnasio, la piscina, el supermercado, la calle, la cafetería, la casa, la librería, el gimnasio, el salón de clase, el club, el pub, el bar.
- **Nature and animals:** montaña, flor, árbol, mariposa, perro, hormiga, sol, mosca, pájaro, pulpo, gato, sardinas.
- **Drinks:** la limonada, el agua, el café, el jugo, la leche, el té.
- **Food or food related:** naranja, manzana, chocolate, pastel, hielo.
- **Sports and hobbies:** andar en bicicleta, bailar, buscar, caminar, charlar (con), comprar, escuchar (música), hablar (por teléfono), jugar a(l), tocar (la guitarra), lavar (las manos), levantar (pesas), usar internet, tomar (un café), trabajar, estudiar, desayunar, cenar, descansar, pagar, llamar a/por, llegar a/de, llevar, pasar un rato, entrar, entrenar, sacar, beber, vivir, tejer, aprender, comprender, correr, leer, escribir, asistir a, nadar, surfear, mirar la televisión/el atardecer/un partido/una película.
- **Colours:** el color, anaranjado/a, amarillo/a, blanco/a, gris, negro/a, rosado/a/rosa, rojo/a, morado/a, azul, verde, color café/marrón.
- **Time-related:** hoy, mañana, pasado mañana, lunes, martes, miércoles, jueves, viernes, sábado, domingo, fin de semana, la semana que viene, todos los días, entre semana, por la mañana, tarde, noche, antes (de), después (de)*, mediodía, medianoche, qué hora es, es/son las, a qué hora, a las, de la tarde, noche, siempre, casi siempre, normalmente, generalmente, a menudo, a veces, casi nunca, nunca, cada día, todos los días, una vez a la semana, dos veces al mes, el mes, enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre, estaciones, verano, otoño, invierno, primavera.
- **Weather:** el tiempo, hace fresco, hace (mucho) frío, hace (mucho) viento, hace (mucho) calor, hace (mucho) sol, hace buen día, nieva, está nevando, llueve, está lloviendo, está soleado, está nublado.
- **House chores:** hacer la cama, sacudir los muebles, doblar, planchar, secar (la ropa), barrer el piso, pasar la aspiradora, lavar los platos/la ropa, cocinar, sacar la basura, arreglar el cuarto, cortar el césped, poner y quitar la mesa, trapear, limpiar.
- **Appliances:** aparatos domésticos, electrodomésticos, el lavaplatos, la lavadora, la hornilla, el horno, el microondas, el cortacésped.
- **Prepositions:** cerca de, lejos de, al lado, en, a, por.
- **Family:** familia, padre, madre, hermano, hermana.
- **AR verbs:** hablar, amar, cenar, contestar, desayunar, descansar, llamar a, llegar, llevar, pagar, pasar tiempo, pasar un rato, practicar, regresar, sacar buenas notas, terminar, caminar, charlar con, estudiar, escuchar música, mirar la televisión, jugar al fútbol, tocar el piano (un instrumento), trabajar, tomar apuntes, bailar, comprar, tomar clases, levantar pesas, comprar, estudiar, andar en bicicleta, navegar en/ usar Internet, hablar por teléfono, abrazar, olvidar, terminar (de), necesitar.
- **ER verbs:** aprender (a), beber, comer, comprender, correr, vender, leer, creer, hacer.
- **IR verbs:** abrir, asistir a, escribir, describir, recibir, vivir, escribir,

- **Stem-changing verbs:**

- (e-ie) pensar, perder, preferir, querer, cerrar, empezar, entender, tender, mentir;
- (o-ue) dormir, encontrar, mostrar, poder, soler, volver;
- (u-ue) jugar (ue), almorzar;
- oler (h)
- (e-i) pedir, servir, conseguir, seguir, medir, repetir;
- (first person) tener, venir, traer, oír, salir, poner;

• **Expressions with “tener”:** tener años, tener calor, tener éxito, tener sueño, tener razón, tener suerte, tener cuidado, tener frío, tener ganas de, tener miedo de, tener prisa, tener sed, tener hambre. / estar muerto de...

Grammar

- Grammatical gender
- Number (singular and plural)
- Conjugaciones regulares: -ar, -er, -ir
- Conjugaciones irregulares: ser, estar, ir
- Conjugaciones stem-changing and 1st person verbs
- Uses: ser & estar
- Present progressive (estar and gerund)
- Seguir + gerund
- Gustar
- Future with ir a + infinitive
- Periphrasis with “desear”, “necesitar”, “terminar de”, “querer”, “poder”
- Muy, mucho/a/s

SEMANA 2 - LA FAMILIA

Learning Objectives

This week we are going to:

- Identify the members of a family
- Describe the members of your family
- Understand someone who speaks about their family
- Remember the numbers
- Talk about where events take place using the right verb
- Find out what is the difference between “estar lista” and “ser lista”, among other examples
- Describe in what position somebody is...
- Use tener to talk about someone's looks
- Identify the bald guy in the crowd!
- Share information you *know* using the right verb
- Talk about things and people with whom you are familiar

¡Hola chicos! I hope you are all travelling well on the second week of your Spanish learning journey!

This week we're learning about **La Familia**, your close family and your rellies (relatives). We will explore the various relationships and connections that exist within your closest circle of relatives. Whether you're discussing your parents, siblings, or extended family members, having a solid understanding of the vocabulary and grammar related to the family will be incredibly helpful as you continue to expand your language skills. So let's dive in and explore this fascinating topic together!

Vocabulario: la familia

Parientes	relatives
Hermano/hermana	brother/sister (sibling)
Hijo/hija	son/daughter
Padre/madre	father/mother
Abuelo/abuela	grandfather/grandmother
Bisabuelo/a	great grandparent
Nieto/nieta	grandson/granddaughter
Bisnieto/a	great-grandchild
Hijo/a único/a	only child
Primo/prima	cousin
Tíos/tías	uncles/aunts
Sobrino/a	nephew
Medio hermano/a	half-brother/ sister
Hermanastro/a	stepbrother/ sister
Madrastra	stepmother
Padrastro	stepfather

Now, the family that we have chosen is also important. That is why we are also covering “estados civiles” or “marital status”.

Soltero/soltera	single
Casado/casada	married
separado/a	separated
Divorciado/a	divorced
Viudo/a	widowed (widow/widower)
De facto	de facto

Now let's look at a conversation between cousins and extra vocabulary

Ejemplo

Vocabulario útil: amable: nice, tita = tía: aunt, de camino: on the way, por supuesto: of course, sola: alone, manejar = conducir: to drive, trato hecho: deal.

a. Hola primo, qué feliz estoy de verte.

b. ¿Qué pasa, Carlos! ¿Cómo estás?

a. Estoy un poco cansado por el viaje, pero muy feliz por poder ver a la familia.

¿Y tú, cómo vas?

b. Estoy súper feliz porque estás aquí en mi casa.

a. Gracias, David, eres muy amable y tu casa es pequeña pero genial, estoy muy cómodo.

b. ¿Vas a ver a la tita Ana hoy?

a. Sí, quiero ir a su casa y de camino quiero pasar por la casa de la abuela, ¿cómo está?

b. ¿La abuela! Pues no está muy bien, sabes, está vieja y no recuerda muchas cosas.

- a. ¿Crees que va a recordar quién soy?
- b. Bueno, solo hay una forma de saberlo. Y vas a conocer a la persona que vive con ella, es genial.
- a. Ah, ¿vive con otra persona?
- b. Pero, por supuesto. La abuela no puede vivir sola y Ángela es una enfermera maravillosa y muy divertida. La abuela está cómoda con ella.
- a. ¿Quieres ir en mi carro?
- b. Pues, primo, es que no sé conducir.
- a. ¡No sabes conducir! Pero, ¿cómo vas al trabajo o a la universidad o...?
- b. ¡Vivo en Granada! No necesito un coche, puedo usar el transporte público o ir caminando... Pero, ahora no estoy en Granada... ¿hay un autobús cerca de tu casa?
- a. No... y la casa de la tía está un poco lejos.
- b. Y...¿tú estás ocupado hoy?
- a. No, estoy libre, ¡puedo ir contigo a visitar a la familia!
- b. ¡Perfecto! ¿A qué hora quieres salir?
- a. Pues, ¿en una hora?
- b. Trato hecho.

Vocabulario: los números a partir del cien

If you already know and remember numbers from 0-100 in Spanish, that's fantastic! If you don't know them yet, don't worry – remember to practice them regularly so you can master them in no time. Keep up the good work!

As we move forward, we'll expand our knowledge by exploring numbers in the hundreds and beyond. While learning these larger numbers may seem daunting, it's important to remember that they will be incredibly useful in real-life situations, especially when it comes to shopping and currency exchange in Latin American countries. So don't be discouraged; keep practising, and imagine yourself confidently using these numbers in friendly, warm environments. Remember, every effort you make towards improving your language skills will bring you one step closer to your goals.

0 Cero

100 Cien

101 Ciento uno

102 Ciento dos

103 Ciento tres

...

150 Ciento cincuenta

199 Ciento noventa y nueve

...

200 doscientos

201 doscientos uno

202 doscientos dos

203 doscientos tres

...

250 doscientos cincuenta

299 doscientos noventa y nueve

As you can see, when we're just using pure numbers, we add the actual finer number we want to express **dos, tres, etc., to ciento** (which is like saying *one hundred and*)...

The rest of the hundreds look like this:

200 doscientos

300 trescientos

400 cuatrocientos

500 quinientos

600 seiscientos

700 setecientos

800 ochocientos

900 novecientos

¡OJO! there is a spelling change in quinientos, setecientos and novecientos

Pretty straightforward?

Yes, but there are some exceptions and a couple more things to note.

Sometimes we want to use numbers to give a description. When we do this, **numbers over 199 must agree in gender with what they describe.**

Ejemplo

There are two hundred and twenty people in this lecture theatre.

Because you're giving a description, you need your number here to agree in **number and gender** with what you're describing. Let's look now at some examples in Spanish.

Ejemplos

Hay doscientas veinte personas en esta clase.

Hay doscientos veinte gatos en esta clase.

In order to properly describe objects (nouns) in this agreement, it's important to remember their gender. If you're unsure of the rules, don't worry – you can always revise them as part of your studies, especially after this week's content.

Moving on to numbers in thousands – they are actually quite straightforward! Once you have mastered numbers from 0-100 in Spanish, counting in thousands simply involves adding the word "mil" after the number. For example, 2,000 is "dos mil," 5,000 is "cinco mil," and so on. Keep practising and you'll become a pro in no time.

1,000 = mil **iOJO!**: not "un mil" like we want to say in English

1,001 mil uno

1,500 mil quinientos

1,507 mil quinientos siete

2,001 dos mil uno

20,000 veinte mil

33,000 treinta y tres mil

100,000 cien mil

103,000 ciento tres mil

iOJO! Thousands will come in handy when you want to say the year in dates; we, unfortunately, say the big number and do not break it into for example 20-22. In Spanish is dos mil veintidós.

And the millions, you ask?

1,000,000 un millón

3,000,000 tres millones

6,302,000 seis millones trescientos y dos mil

8,951,622 ocho millones novecientos cincuenta y un mil seiscientos veinte y dos

¡OJO! Note with the millones; if you are talking about one million of something (dogs, for example), you would add **de**:

un millón **de** perros

As I mentioned earlier, it's important not to neglect learning numbers in Spanish, as they can be extremely useful when you're travelling!

Ser, estar o tener

You may already be familiar with these verbs, but this week, we will be focusing on them in greater detail to ensure that we are using them correctly.

Ser and **estar** are the Spanish verbs for "to be". There are two of them, and we use **ser** for some things and **estar** for others. In general, though, **ser** is a bit more permanent than **estar**.

Usos y ejemplos

SER

Origen:

- Son de Wellington, la capital
- Sois neozelandesas"

Definiciones/ identificaciones:

- Es un cantaor

Adjetivos "permanentes":

- Es bueno/malo

Material:

- Es de madera

Posesión:

- Es de Diego

ESTAR

Localización:

- El bar está en Takapuna

Posición:

- Está de pies
- Está sentado/a
- Está tumbado/a

Estados no permanentes:

- Está enfadado / contento/a
- Bien / mal

Presente continuo:

- Están tocando música

Key Takeaways

Ser:

In a general sense, **ser** is used to talk about the *identity* of someone or something and anything related to that *identity*.

- We use **ser** to express origin: **soy** de Australia = *I am from Australia*
- We can also use **ser** to express nationality too: **soy** australiano = *I am Australian*. You will learn about the nationalities in the future. Note that this is similar but a little different to expressing place of origin. Don't confuse them!
- We use **ser** with adjectives to describe people and things, but we use this formula to describe things that are inherent to a person or a thing, like personality or appearance. These descriptions are about permanent things. Ejemplo: Mi hermano es alto y es muy divertido (*funny*)
- We use **ser** to describe the materials something is made from: Los zapatos **son** de cuero = *The shoes are made of leather*
- We use **ser** to express possession/ownership: el libro **es** de Diego = *The book is Diego's*

¡OJO! In Spanish, the preposition “de” is used to express that something belongs to someone. It is a very different construction to the English equivalent using an apostrophe: ‘s. Remember in Spanish we don’t use apostrophes at all.

Key Takeaways

Estar:

- We use **estar** with adjectives to describe the emotional, mental, or physical state or condition that people and things find themselves in. These descriptions are usually about things that are in passing. Ejemplo: Mi amigo está borracho (*drunk*)

One more thing about the verbs **ser** and **estar**:

- **Estar** is more or less used when giving descriptions to talk about states or moods *at the moment*.
- **Ser** is a little bit more permanent.

Basically, we have learnt that we use **ser** to talk about our identity, the things we own, dates, time, and to define things. We also have learnt that we use **estar** to talk about moods, feelings, location, and actions in progress.

So.. What now?

In addition to its use in describing temporary conditions, **estar** can also be used to describe some things.

However, with some adjectives, the change in meaning can be huge depending on whether you use **ser** or **estar**. Take a look at the examples below to get an idea of how this works.

Can you guess what are the meanings of the adjectives if we use either **ser** (permanent characteristic) or **estar** (temporary condition)?

Ejemplos:

Aburrido:

- Estoy aburrido en la clase porque el profesor es siempre aburrido

Listo:

- Maria es lista (inteligente) y siempre está lista (preparada) para responder

Rico:

- Como somos ricos (tenemos mucho dinero) siempre comemos comida que está muy rica (sabrosa)

Verde:

- La banana es verde (color) porque está verde (no está madura)

We know that we use “ser” to describe people and things. However, sometimes the meaning of an adjective changes if we use “ser” or “estar”, such as “Estoy aburrido” (mood) or “Soy aburrido” (identity) in a slightly different way.

Ejemplos y traducciones

La banana está verde	<i>The banana is unripe</i>
La banana es verde	<i>The banana is green</i>
Yo no estoy lista	<i>I am not ready</i>
Yo soy muy lista	<i>I am very Smart</i>
Mis tíos son ricos	<i>My uncles are rich</i>
La manzana está rica	<i>The apple is tasty</i>

We know you love exceptions, I mean, there are always exceptions to the rules in any language, so we need to learn how to love them. And here’s one for you to keep in mind: we use ser when talking about the location of an **event (wedding, concert, class, conference, match, game etc.)**

For example, if you want to say that a rugby match is taking place in a particular location, you would say “El partido de rugby es en el estadio X” (The rugby game is in the stadium X) rather than “~~El partido de rugby está en el estadio~~”.

Más ejemplos

La boda de mis primos es en una Iglesia del centro de Perth

El concierto es en el Jardín Botánico de Sídney

El cumpleaños de mi tía es en un restaurante muy famoso en Auckland

So remember, when talking about the location of an event, use **ser** instead of **estar**.

Now let's go back to the verb **Estar**. We know we use **estar** for **location**, but did you know we also need it to talk about the **position** of our body? take a look at the examples below.

Ejemplos

Estoy sentado/a

I am seated

Estoy de pie

I am standing

Estoy tumbado/a

I am lying down

By now, you should have a good understanding of the uses of **ser** and **estar**, which are both used to describe personality, physical descriptions, and moods. However, there is another verb that is often used to describe certain traits, and that verb is **tener**.

Let's have a look at some uses and examples below.

TENER

Ejemplos

- Tener el pelo/ cabello (hair) + color o adjetivo:

As you know, **tener** is the verb that we use to talk about our age (*tengo 20 años*), our characteristics (*tengo*

pelo negro) or possession (*tengo 2 perros*).

largo

long

corto

short

recogido

hair tied back

ondulado

wavy

liso

straight

izado

curly

¡OJO! To say bald, we use the verb ESTAR- *calvo*

- Tener los ojos (eyes) + color
- Tener ...

barba

beard

bigote

moustache

tatuajes

tattoos

gafas

glasses

gorra

cap

pecas

freckles

pendientes

earrings

- Physical sensations or needs that a person is experiencing.

Tengo hambre

I am hungry

Tengo sed

I am thirsty

Tengo sueño

I am sleepy

- Tener can also be used to describe certain personality traits or characteristics.

Tengo miedo de las alturas

I am afraid of heights

Tengo paciencia con los niños

I am patient with children

Tengo buena memoria

I have a good memory

Saber y conocer

Now that we are learning more about the uses of verbs, let's look into two verbs that express in English "to know". You already know the verb *saber*, but do you know when to use *saber* and when to use *conocer* instead? They are really similar, but **saber** expresses facts, information and knowing how to, while **conocer** expresses the idea to be familiar with. See for more details.

Ejemplos

Saber**Datos e información:**

- ¿Sabes a qué hora sale el avión?
- No sabemos la edad de María
- ¿Sabéis cuándo los ingleses llegaron a Nueva Zelanda?

Poder hacer algo:

- Yo no sé usar Mac
- Vosotros sabéis hablar español

Conocer

Estar familiarizado con:

Lugar:

- Conozco Melbourne muy bien

Persona: (Con "A"):

- No, no conozco a esa chica

Obra, arte, teoría, ideas:

- No conocemos la música cubana
- No conozco la filosofía oriental

¡OJO! Note: when you use **conocer** to express the idea that you know (or are familiar) with a *person*, then you need to use the "**a personal**" or, in English, the "personal a".

Also, don't forget that these two verbs have **irregular conjugations in the first person only**.

See below:

Conocer	Saber
Yo conozco *	Yo sé *
Tú conoces	Tú sabes
Él, ella, usted conoce	Él, ella, usted sabe
Nosotros/as conocemos	Nosotros/as sabemos
Vosotros/as conocéis	Vosotros/as sabéis
Ellos/as, ustedes conocen	Ellos/as, ustedes saben

So, to summarize, saber is used to express knowledge of information or how to do something, while conocer is used to express familiarity with a person, place, or thing. Keep this in mind as you continue to build your vocabulary and expand your understanding of verbs in Spanish!

That is all for this second week, and.....do not forget your numbers!

SEMANA 3 - LA FAMILIA II Y LAS MASCOTAS

Learning Objectives

This week we are going to learn the following:

- family vocabulary (part 2)
- the difference between the prepositions por and para
- demonstrative adjectives and pronouns

Vocabulario: más familia

This week we're going more in-depth with **la familia** and more *rellos*/ *whānau* (relatives). We will delve deeper into the topic of family, explore the dynamics and connections, and enhance our understanding of the importance of relatives and how they shape our lives.

Los suegros	parents-in-law (in-laws)
El suegro	father-in-law
La suegra	mother-in-law
La nuera	daughter-in-law
El yerno	son-in-law
Los cuñados	siblings in-law
El cuñado	brother-in-law
La cuñada	sister-in-law
El ahijado	godson
La ahijada	goddaughter
La madrina	godmother
El padrino	godfather
Hermanastro	stepbrother
Hermanastra	step sister
Medio hermano/a	half-brother/sister
Madrastra	stepmother
Padrastra	stepfather
Los hijos/ padres adoptivos	adopted children
Mascota	pet

We're also adding some **eventos familiares**:

La ceremonia civil	civil ceremony
El bautizo	baptism
La boda / el matrimonio	wedding
El cumpleaños	birthday
El divorcio	divorce
El funeral	funeral

Vocabulario: Las mascotas (pets)

In addition to humans, pets are also an integral part of our family. May I ask if you have any pets? It would be great to learn about them and their names. Let's also take this opportunity to expand our knowledge about the different types of pets and their names.

El perico	parrot
La tortuga	turtle
La serpiente	snake
El gato	cat
El perro	dog
El sapo	frog
El conejo	rabbit
El caballo	horse

In Latin America and Spain, la familia holds a central place in people's lives, just like in the traditional Māori culture. I am curious to know how important family is in your culture. Is it also considered the cornerstone of society and the most significant aspect of people's lives?

Now, as an example let's look at the following conversation between an aunt and her niece

Ejemplo

a. Hola Paloma.

b. Hola, sobrina, ¿cómo estás?

a. Estoy un poco preocupada por mi madre.

b. ¿Por qué? ¿Qué le pasa a mi hermanita?

a. Pues, no lo sé, pero está muy nerviosa!

b. Bueno, es tu boda pronto, ¿no? ¿Quizás está nerviosa por eso?

a. Puede ser. La verdad es que discutimos todo el tiempo por los invitados.

b. ¿Por qué?

a. Porque mi madre quiere invitar a toda la familia y yo quiero una boda pequeña.

b. ¿A quién quiere invitar tu madre y tú no?

a. Pues a mi supuesta cuñada, es decir, a la novia de mi hermano Jesús.

b. ¿No quieres invitar a tu cuñada María? ¿Qué problema tienes con ella? ¡Es un encanto!

a. No la conoces bien. No sé qué es, pero no me gusta su actitud. No confío en ella.

b. Pero, si tu hermano la quiere, no es tu decisión, debes invitarla.

a. Eso dice mi madre.

b. Tu madre es una mujer inteligente, debes escucharla porque en esta ocasión, tiene razón. Oye, ¿y solo está nerviosa por los invitados?

a. No, en realidad también está nerviosa y un poco triste por culpa de mi futura suegra.

b. ¿En serio? ¿Qué le pasa con tu suegra?

a. Tú sabes, mi madre está un poco celosa porque mi suegra es muy rica y está ayudando mucho con nuestra boda.

b. Pero, ¿eso es bueno!

a. Sí, es bueno para mi y para Javier, pero mi madre quiere ayudar más y no puede. Por eso, está un poco triste y nerviosa.

b. Las cosas nunca son fáciles con la familia política. Pero, ¿sabes qué? Mañana voy a llamar a tu madre, porque creo que necesita hablar con su hermanita, voy a invitarla a comer y va a sentirse mejor.

a. Muchas gracias, Paloma. ¡Eres mi tía favorita!

b. Gracias, cariño, ¡eres tan bonita! Pero no puedo hacer menos por mi ahijada. ¡Cuídate mucho y saluda a Javier de mi parte

Por y para

Now a topic that you were waiting for... This week we're learning about **por** and **para**. You probably have attempted to use these prepositions before and have been corrected, and you do not understand why.

There are a few ideas to cover... because the prepositions **por** and **para** cover ideas like *by, for, through, per*, etc.

Let's start with the uses of **para** with the following examples:

Ejemplos

Objective (+ infinitive):

Vamos a clase **para** aprender

We go to class to learn/we go to class in order to learn

Note: In English, we often express a similar idea by saying "in order to"

Recipient (+ person, animal or thing):

Este libro es **para** Javiera

this book is for Javiera

Direction or destination (heading toward):

Vamos **para** Auckland

We're heading to Auckland

Due date:

El reporte es **para** el jueves

The report is due on Thursday

Let's compare that with the uses of **por**:

Ejemplos

Vague or indeterminate location in time or space:

Nos vemos **por** la tarde

See you in the afternoon (sometimes)

Caminamos **por** el centro

We're walking through/in the centre (somewhere)

Cause:

Muchas gracias **por** los regalos

Thanks for the gifts

Distribution (=per):

Un plato **por** persona

A plate per person

Periods of the day:

Por la mañana, **por** la tarde, **por** la noche

In the morning, in the afternoon, in the evening

Through:

Entro a la clase **por** la puerta y camino **por** el pasillo

I enter the classroom through the door and through the hallway

Means of communication:

Envío la carta **por** correo y las fotos **por** email, te llamo **por** teléfono

I send the letter by mail and the photos by email; I call you over the phone.

Expressions that use por

There are also numerous expressions that use por. These words go together; without the preposition **por** they can mean something different.

Check them out below:

Por ahora	For now
Por cierto	Certainly
Por completo	Completely
Por lo visto	Apparently
Por lo tanto	Consequently
Por suerte	Fortunately
Por si acaso	In case
Por escrito	In writing
Por poco	Almost, nearly
Por supuesto	Of course
¡Por Dios!	For Heaven's sake!
Por ejemplo	For example
Por eso	For that reason, that's why
Por favor	Please
Por fin	Finally / at last
Por último	Finally / lastly
Por lo general	Generally / in general
Por lo menos	At least
Por las dudas / por si las moscas	Just in case
	Por desgracia: unfortunately

Demonstrative adjectives and pronouns:

This week we have learnt new vocabulary and prepositions. Let's now look at other words. The pronouns and the demonstrative adjectives. First, if you are asking yourself, what are these words? Well...

When we say demonstratives, we're just talking about adjectives that basically describe a distance between the speaker and something or someone that they are referring to in a conversation. We use these in English too. "This" and "that", as in "this duck" and "that elephant", are all examples of different demonstratives in English.

The thing is that English really only has two demonstratives, *this* and *that*, while Spanish has 3, which equals *this*, *that* **and** *something like that way over there*.

Este / Esta	<i>this</i>
Ese / Esa	<i>that</i>
Aquel/ Aquella	<i>that way over there</i>

As you can see, they have to agree with the gender of the object you are pointing at. They also must agree in number, so here are the plurals:

Estos / Estas	<i>these</i>
Esos / Esas	<i>those</i>
Aquellos/ Aquellas	<i>those way over there</i>

What about pronouns?? Well, it's useful to remember the distinction between an adjective and a pronoun. An adjective adds extra information by describing something or someone. A pronoun helps us make a shorter sentence by replacing a name. So, we can use the demonstratives as adjectives "that car", *and* as pronouns "that one".

Ejemplos

Ese perro rojo es el mío (that red dog is mine)

Ese es mío (that's my one)

As you can see, the pronoun assumes that your listener already knows what you are talking about (context).

So, that is all for this week, see you next!

SEMANA 4 - MI RUTINA

Learning Objectives

This week we are going to learn the following:

- Home vocabulary
- Ordinal numbers
- Direct object and its pronouns
- Reflexive verbs

Vocabulario: el hogar (home)

This week we're going more in-depth with **el hogar (home)**, and we encourage you to add more vocabulary to your list:

La casa	House
Casa adosada	Terrace house
El chalé (o chalet):	Townhouse
El tejado	Roof tiles
Las ventanas	Windows
Las habitaciones	Rooms
La cochera	Carport
El jardín	Garden
El césped	The grass/lawn
El patio	The yard
La azotea	Rooftop
El ático:	The penthouse
El apartamento	The apartment
El estudio	The studio
El primer piso	First floor/first story
El segundo piso	Second floor/second story
El balcón	The balcony
La planta baja	Ground floor
La entrada	Entrance
La calle (c/)	Street
La avenida (avda.):	Avenue

Of course, you'll also need to talk about your **surroundings** and **neighbourhood/suburb (barrio)**:

En las afueras	Outskirts; suburbs
En el campo	The country (countryside)
En el centro	Downtown
En un barrio/ vecindario	In a quiet district/neighbourhood
Una piscina	A pool
Un patio	A courtyard
Un jardín	A backyard/garden
Habitaciones	Rooms
Pocos/muchos vecinos	A few/many neighbours
Pocas/muchas escaleras	A few/a lot of stairs
Mucha luz	A lot of light

Finally, you will also need some **adjectives and another vocabulary** that will help you **describe** these:

Amueblado/a	furnished
Sin amueblar	unfurnished
Luminoso/a	bright
Silencioso/ tranquilo	quiet
Ruidoso/a	noisy
Antiguo/a	old
Rugosa/o	rough/ wrinkled
Grueso	thick
Céntrico/a	central
Oscuro/a	dark
Nuevo/a	new
Caro/a	expensive
Barato/a	cheap

Let's look at a conversation between friends

Ejemplo

- a. ¡Hola Marcos! ¡Qué casualidad! ¡Cuánto tiempo!
- b. ¡Hola Luis! Sí, ¡qué bueno verte! ¿Qué haces por mi barrio?
- a. ¡Vivo aquí!
- b. ¿En serio? ¿Dónde vives?
- a. ¡Vivo en esta calle! ¿Y tú?

- b. ¡Entonces somos vecinos! Yo vivo en la calle perpendicular a tu calle.
- a. ¡Genial! ¿Cuál es tu casa?
- b. Es esa casa con el tejado (*roof*) rojo.
- a. ¡Ah! Parece muy grande. ¿Cuántos viven ahí?
- b. Pues ahora solo somos dos, pero buscamos un tercer compañero. ¿Estás buscando casa?
- a. ¿Cómo lo sabes? Sí, tengo problemas con mi novia y necesito buscar una habitación.
- b. ¿Cómo es tu casa?
- a. Es grande, como puedes ver, tiene dos pisos. En la planta de arriba, hay tres habitaciones, y en la planta de abajo está la cocina y el salón.
- b. ¿Es ruidosa?
- a. ¡No! Es muy tranquila porque no pasan muchos coches por esta calle.
- b. ¿Y qué me dices de la luz?
- a. Te va a encantar, la habitación libre tiene una ventana gigante, tiene muchísima luz.
- b. Suena genial.
- a. Pues, si quieres te la muestro y conoces a mis compañeros de piso. ¿Estás libre?
- b. Ahora no, tengo que volver a mi casa a sacar a mi perro, pero si quieres nos vemos más tarde.
- a. Ah, ¿tienes perro?
- b. Sí, ¿es un problema? ¿No quieren mascotas en su casa?
- a. No, es genial, tenemos un perrito también y necesita un compañero.
- b. ¿Y hay suficiente espacio para dos mascotas?
- a. ¡Por supuesto! Tenemos un jardín enorme.
- b. Ay Marcos, qué alegría, qué suerte verte.
- a. Yo sí que estoy contento de verte, vas a ser el compañero perfecto.
- b. ¿Tú crees? Bueno, primero tengo que conocer a tus otros compañeros de casa. ¿A qué hora nos vemos?
- a. ¿Quieres venir a ver el partido de fútbol esta noche?
- b. ¡Es un plan fantástico! Es a las 8, ¿no?
- a. Exactamente, pero ven a las 7, así conoces la casa primero y a mis compañeros y después vemos el partido juntos, ¿va?
- b. ¡Perfecto! Hasta luego amigo.

Los números ordinales: ordinal numbers

Languages have both cardinal (normal, one, two, three, four) and ordinal (first, second, third, fourth) numbers.

Here's how to use them in Spanish in the context of floors/stories of a building. Start at the bottom with the "ground floor", planta baja, and then go up to the "first floor" or *primer piso*:

Números ordinales:

Números ordinales: subimos en el ascensor

¿qué piso es?

¿qué número (nº) es?

Décima planta

Noveno piso

Octavo piso

Séptima planta

Sexta planta

Quinto piso

Cuarta planta

Tercer piso/ el tercero

Segunda planta

Primer piso/ el primero

Planta baja

¡OJO! Notice that these numbers need to agree in gender (see the example: piso vs planta, both mean "floor"/"story") with that which they are describing.

As always, there are a couple of further rules. Sorry!

Primer and **tercer** take a **short form** if the thing that they are describing is masculine:

Ejemplos

Mi casa está en el primer piso vs. Es mi primera fiesta.

Es el tercer trimestre vs. Es la tercera carta que he recibido esta semana.

If you see these with a **definite article** like **el** or **la**, then we are using this structure to shorten our sentence (and assuming that you know what we're talking about or that we've already mentioned the topic):

Ejemplo

Mi apartamento está en el primero

My apartment is on the first one.

Direct object pronouns: pronombres de objeto directo

The direct object pronouns sound boring, but I promise that they are very useful. They will help you make shorter, less repetitive, and robotic sentences!

To be able to get to those shorter sentences, we need to do 2 things:

- Identify the direct object in a sentence
- Replace it with the direct object pronoun

Let's start with how to identify a direct object.

In a sentence, usually, the direct object is telling us *what* someone is doing:

"Someone is doing **something**".

(subject + verb + **direct object**)

Let's use "**my dad is making a meat pie**" as an example.

In this sentence, there's a lot going on:

- your "dad" is the subject of the sentence because he is the person completing the action

- the action is the verb “making.”
- the thing that he is making, the **meat pie**, is the **direct object**

What we’re going to do with the **direct object pronouns** is allow you to keep talking about that pie without repeating the word pie. We do this in English, too; take a look at this example:

- My dad is making a meat pie. He is making **it** in the oven.

In Spanish, that would look like this.

Mi padre cocina pay de carne. **Lo** cocina en el horno.

Before we go any further, let’s look at some more examples. The Direct objects are **in bold**.

Ejemplos

Mariana baila **hip hop**

Yo compro **leche**

El gato come **ratones**

Ella no lee muchos **libros**

Yo quiero a mi **madre**

As you can see, the direct object is the thing that receives that action that the subject is undertaking in your sentence. The direct object can be a person or a thing, so watch out! When it’s a person, we need to add the personal **a** to our sentence:

Ejemplos

Yo quiero chocolate

Yo quiero a mi novio Juan

Yo quiero a mi novia Juana

Let's move on to how to use the direct object pronouns:

Pronouns are words that replace nouns (or names). They help us make shorter sentences.

Think of it like dialogue in a mafia movie:

Ejemplo

Mafioso 1: Did you bring the money?

Mafioso 2: Yes, I brought it.

Instead of repeating the word money, Mafioso 2 has used the direct object pronoun "it".

That's all we're doing here.

To do this in Spanish, we need the following direct object pronouns:

	Singular	Plural
Primera persona	me	nos
Segunda persona	te	os
Tercera persona	lo/la	los/las

Some examples of these in action:

Sujeto	Verbo	OD (¿qué? ¿a quién?)	Pronombre necesario	Frase con pronombre
Mi madre	quiere	(a mí)	ME	Mi madre me quiere
Mi suegra	no quiere	(a ti)	TE	Mi suegra no te quiere
Mi abuelo	quiere	cerveza vino	¡OJO! LA LO	Mi abuelo la/lo quiere
Mi vecino	quiere	(a mi familia)	NOS	Mi vecino nos quiere
Mi vecina	no quiere	(a vosotros)	OS	Mi vecina no os quiere
Mis primos	quieren	pizzas mojitos	¡OJO! LAS LOS	Mis primos las/los quieren

Finally, paying attention to **where to place** the DOP is important. If using a DOP with a conjugated verb, it must go immediately before the conjugated verb:

Ejemplo

a. ¿Plantas tomates en tu jardín?

b. Sí, **los** planto

If using a DOP with an infinitive or with periphrasis (2 verbs working together), it can go immediately before the conjugated verb **or** tack on to the end of the verbs:

Ejemplo

- a. ¿Estás cortando el césped?
 b. Sí, **lo** estoy cortando
 b. Sí, estoy cortánd**olo** (If you do this, you need to add an accent where the original place of emphasis would have been)

¡OJO! A common mistake is when we attempt to replace a noun in the sentence with a DOP. Remember, nouns can also be subjects or even indirect objects (we will look into this later...) Just remember that the subject is the person or thing doing the action, and it has its own pronouns that replace them -the personal subject pronouns (yo, tú, ella, nosotras etc...).

Reflexive verbs

There are a series of actions that we need to do every day: wake up, get up, take a shower, brush our teeth, eat breakfast, go to work or study, etc. In order to talk about many of these actions, we need to use reflexive verbs.

By the end of this week, you should have a solid grasp of the reflexive verbs!

No, these aren't verbs in shiny outfits, but rather, verbs that we use to talk about "self-care" activities, usually things related to our daily routine and that we do to get ready for the day (early in the morning) or to get ready for bed (late at night).

These verbs have a reflexive pronoun attached to them:

Levantarse

Lavar**se**

To use these verbs, we usually need to match the reflexive pronoun to the subject of our sentence and move the reflexive pronoun in front of the conjugated verb:

Me levanto a las seis de la mañana

Te lavas los dientes

The verb is conjugated as normal, **but don't forget to match that reflexive pronoun and move it in front of your conjugated verb.**

Here are the pronouns you need to use:

First-person: **me**

Second person: **te**

Third person: **se**

First-person plural: **nos**

Second person plural: **se (ustedes) / os (vosotros)**

Third person: **see**

Ejemplos

*Yo **me levanto** a las seis, pero tú **te levantas** a las diez.*

*Ellos **se levantan** al mediodía porque trabajan en un bar.*

*¿Nos **acostamos** muy tarde anoche?*

*Se **vistieron** muy rápido.*

*¿Os **duchasteis** esta mañana?*

*Se **olvidaron** de la cita.*

As you can see, the pronoun belongs to the person that does the action, as adding the pronoun is like saying in English (myself, yourself, himself, herself, our selves etc...)

Los pronombres reflexivos son iguales a los de OD excepto por la tercera persona. Ya los conoces por el verbo "llamarse" (me llamo, te llamas...)

(Yo) me	miro	en el espejo
(Tú) te	miras	en el espejo
(Él, ella, usted) se	mira	en el espejo
(Nosotros) nos	miramos	en el espejo
(Vosotros) os	miráis	en el espejo
(Ellos, ellas, ustedes) se	miran	en el espejo

Here are some common reflexive verbs that you will need to use:

Despertarse	To wake up
Levantarse	To get up
Lavarse los dientes	To brush your teeth
Lavarse la cara:	To wash your face
Ducharse	To shower
Bañarse:	To bathe
Secarse	To dry oneself
Secarse el pelo	To dry your hair
Mirarse en el espejo	To look in the mirror
Maquillarse:	To put make up on
Afeitarse	To shave
Vestirse	To get dressed
Desvestirse/desnudarse	To undress
Ponerse	To put on
Acostarse:	To lie down
Dormirse	To go to sleep

Now, I know there is a lot of vocabulary to learn this week; whatever has been working for you, keep doing it!

SEMANA 5 - EL HOGAR

Learning Objectives

This week we are going to learn:

- Home vocabulary: rooms and furniture
- Prepositions of place
- Comparative and superlative

Vocabulario: el hogar (home)

This week we're going more in-depth with **el hogar**; we're talking about the different rooms or spaces in a house.

Despacho	Office
Dormitorio	Bedroom
Cuarto de baño	Bathroom/toilet
Pasillo	Hallway
Salón	Living Room
living Room	Dining Room
Cocina	Kitchen

We're also going to learn the furnishings of a home, according to the relevant room.

El salón:

El sofá	The couch
La lámpara	The lamp
La alfombra	The rug
El sillón	Armchair
La estantería	The bookshelf
La mesita	The coffee table
El cuadro	The picture
La chimenea	The fireplace
La escalera	The staircase

La cocina:

El frigorífico o el refrigerador	The fridge
El fregadero	The sink
La sartén	The pan
La cafetera	Coffee machine
La hornilla	The stovetop
El horno	The oven
La despensa	The pantry
La alacena	The cupboard

El baño:

El espejo	The mirror
El inodoro	The toilet
El lavabo	The sink
La bañera	The tub
La ducha	The shower
La toalla:	The towel
La alfombra	The rug

El dormitorio:

La cama	The bed
La almohada	The pillow
El armario	The closet
La mesita de noche	Bedside table
La cómoda	The dresser
El tocador	The dresser

Adjetivos para comparar decoración y arte:

Abstracto/a	Abstract
Absurdo/a	Absurd
Alegre	Happy
Bello/a	Beautiful
Brillante	Brilliant, shining, glowing
Caprichoso/a	Capricious, whimsical
Claro/a, clear	Light-colored
Concreto/a	Concrete
Conservador/a	Conservative
Curioso/a	Curious, odd, weird
Extraño/a	Strange, foreign
Espantoso/a	Frightening
Colorido	Colorful
Minimalista	Minimalist
Obscuro/a	Dark
Realista:	Realistic
Sorpredente	Surprising
Único/a	Unique, sole, only

Let's have a look at some examples using some of the vocabulary from above.

Ejemplo

- a. Luisa está durmiendo en su cama, ¿dónde crees que está?
- b. En su dormitorio porque normalmente la cama está en el dormitorio.
- a. Mamá está esperando en el coche porque es muy impaciente, ¿dónde crees que está?
- b. En la cochera, porque es el lugar donde está aparcado el coche.
- a. La abuela, que es muy fiestera, está preparándose un Bloody Mary, ¿dónde crees que está?
- b. En la cocina porque es el lugar donde preparamos la comida y las bebidas.
- a. Olga está buscando mi libro en la estantería, ¿dónde puede estar?"
- b. En el salón, aunque puede estar en el despacho también.
- a. Israel está limpiando el inodoro, ¿dónde crees que está?
- b. En el baño.

Preposiciones de lugar

We use **prepositions of place** to express where things are located relative to other things or people. This will make more sense if we look at some:

Al lado de	Next to
Delante de/en frente de	In front of/opposite
Detrás de	Behind
Dentro de	Inside
Fuera de	Outside
Encima de	On top of
Debajo de	Under
Arriba	Upstairs; up
Abajo	Downstairs; down
Alrededor	Around
Entre	Between

Don't forget to use the definite articles (el, la, los, las) with the nouns:

Ejemplo

El gato está dentro de **la** caja

The cat is inside the box

As with many things in Spanish, learning these takes practice. Remember to use these prepositions with the verb *estar*.

Comparativos

Comparative sentences are used to compare two or more things, people, or concepts. These sentences normally use comparative adjectives or adverbs to indicate the degree of difference between the items being compared.

In Spanish, there are **two** overall types of comparisons we can make:

- comparisons of equality (we are *just as* tall as each other)
- comparisons of inequality (I am *taller* than you)

Within these two types of comparisons, we can compare the following things:

- actions -doing words/verbs (I study more than you do)
- qualities – descriptive words/adjectives (I am just as tall as you are)
- things/nouns – (I have more sheep than you)

There are specific rules and formulas or constructions to use for each of these comparisons. To understand the sentence structure of these sentences, we will use some formulas, like math, but not quite.

Let's start with the **comparisons of equality** and compare some **qualities** using either **adjectives** or **adverbs**.

Here we need to compare using the formula:

tan + adjective/adverb + como this expresses the idea _____

is *just as + adjective + as*

Fórmula fija: nombre/s + es/son + tan + adjetivo + como + nombre

Ejemplos

El gato es **tan azul como** la gata

The male cat is just as blue as the female cat

La gata es **tan hermosa como** el gato

The female cat is just as beautiful as the male cat

La gata es **tan grande como** el gato

The female cat is just as big as the male cat

Let's continue with our **comparisons of equality** but move on to how to compare **quantities with nouns**.

Here we need to compare using the formula:

tanto/tanta/tantos/tantas + nombre + como

This expresses the idea *just as many/much + quantity + as*

¡OJO! the expression tanto/os/a/as/ here must agree in gender and number with what is being compared!

Ejemplos

El gato come **tanto atún como** la gata
female cat

The male cat eats *just as much* tuna as the

El gato come **tanta pizza como** la gata
female cat

The male cat eats *just as much* pizza as the

La gata tiene **tantos ratones como** el gato
cat

The female cat has *just as many* rats as the male

La gata tiene **tantas hamburguesas como** el gato
male cat

The female cat has *just as many* burgers as the

To conclude the **comparisons of equality**, let's move on to how to compare **actions with verbs**.

Here we need to compare using the formula:

Verbo + tanto como

this expresses the idea *"x does this action just as much as y"*

Ejemplos

El gato **come tanto como** la gata

The male cat eats as much as the female cat

El gato **camina tanto como** la gata

The male cat walks as much as the female cat

La gata **se lava el pelo tanto** como el gato

The male washes his hair as much as the female cat

La gata **duerme tanto como** el gato

The female cat sleeps as much as the male cat

Let's move on to the **comparisons of inequality**. These follow a similar set of options. The math doesn't stop there, but you are getting familiar with the formulas now, right?

Let's start with **comparisons of inequality** using **adjectives** to compare **qualities**.

Here we need to compare using the formula:

Más/menos + que + adjective

This expresses the idea that "x has more/less of this adjective/trait than y"

Ejemplos

El gato es **más gordo que** la gata

The male cat is fatter than the female cat

La gata es **menos gorda que** el gato

The female cat is less fat than the male cat

La gata es **más grande que** el gato

The female cat is taller than the male cat

El gato es **menos elegante que** la gata

The male cat is less elegant than the female cat

Note: there are a few ideas that should be expressed differently. They don't sound right if you use the above structure: these are **older than**, **younger than**, **better than** and **worse than**.

- más grande/viejo que: "mayor que"
- menos grande/viejo que: "menor que"
- más bueno que: "mejor que"
- menos bueno que: "peor que"

Ejemplo

La gata es mayor que el gato

sounds much better than

la gata es más vieja que el gato

Let's continue with **comparisons of inequality** using **nouns** to compare **quantities**.

Here we need to compare using the formula:

Más/menos + noun + que +

This expresses the idea that "x has more/less of this noun than y"

Ejemplos

El gato come **más atún que** la gata*The male cat eats more tuna than the female cat*La gata tiene **menos comida que** el gato*The female cat has less food than the male cat*El gato tiene **más hambre que** la gata*The male cat has more hunger than the female cat*La gata tiene **menos hambre que** el gato*The female cat is less hungry than the male cat*

Let's finish off our **comparisons of inequality** using **verbs** to compare **activities**.

Here we need to compare using the formula:

Verb + más/menos + que

This expresses the idea that "x does more/less of this verb/activity than y"

Ejemplos

El gato **come más que** la gata

The male cat eats more than the female cat

La gata **come menos que** el gato

The female cat eats less than the male cat

El gato **duerme más que** la gata

The male cat sleeps more than the female cat

La gata **ronronea menos que** el gato

The female cat purrs less than the male cat

Finally, just a word on **superlatives**.

The **superlatives** are very similar to our comparisons above, but they are used to express an extreme idea about qualities or traits. They take the comparison to the highest degree. You use this to express things like: *Jimi Hendrix is **the best guitarist in the world**.*

Fórmula: el/la/los/las (nombre) + más/menos + adjetivo + de + artículo + lugar

Ejemplos

Flora es **la gata más grande del** mundo

Flora is the largest cat in the world!

Purro es **el gato más negro de** la casa

Purro is the blackest cat in the house

Flora es **la gata más presumida del** barrio

Flora is the smuggest cat in the neighbourhood

Purro es **el gato más pequeño del** vecindario

Purro is the smallest cat in the neighbourhood

Was this week a little easier than last week's? If you think you need to review some adjectives to be able to describe them, this is time to check your vocabulary lists.

SEMANA 6 - LA COMIDA Y EL PASADO

Learning Objectives

This week we are going to learn:

- Vocabulary: food (shopping list: ingredients)
- The past tense (regular verbs)
- The exclamations

Vocabulario: la comida, las tiendas de comida, la lista de compras y los ingredientes

Are you hungry? Maybe you should eat before because we are going to talk about food! Learn and practice the vocab. because from now on, if you eat something, you should think, what is this called in Spanish?

Las tiendas o secciones del supermercado:

La frutería:	Fruit store
La verdulería	Green grocer
La pescadería	Seafood/fish store
La panadería	Bakery
La carnicería	Butcher

Una *lista de compras* para la frutería (a shopping list for fruit store):

La banana / el plátano	Banana
La naranja	Orange
El limón	Lemon
El coco	Coconut
El melón	Melon
La sandía	Watermelon
La piña	Pineapple
La toronja / el pomelo	Grapefruit
La manzana	Apple
Las uvas	Grapes
El kiwi	Kiwi
El mango	Mango
La papaya	Pawpaw
La pera	Pear
El melocotón	Peach
El aguacate / la palta	Avocado
La fresa	Strawberry
El tomate	Tomato

Una lista de compras para la verdulería (a shopping list for the greengrocer):

El maíz	Corn
La cebolla	Onion
La lechuga	Lettuce
El calabacín:	Zucchini
Los frijoles	Beans
Las habichuelas verdes	Green beans
Los pimientos	Capsicum
El ajo	Garlic
La patata / la papa	Potato
Los champiñones (las setas)	Mushrooms
La zanahoria	Carrots
La calabaza	Pumpkin
Los guisantes	Peas

Una *lista de compras* para una barbacoa (a shopping list for a bbq- a visit to the fishmonger and the butcher):

Carne	Meat
Pollo	Chicken
Carne de cerdo	Pork
Carne de res	Beef
Salchichas	Sausage
Jamon	Ham
Tocino	Bacon
Bistecs	Beef steaks
Chuletas	Chops
Pavo	Turkey
Huevos	Eggs
Carne picada	Ground beef
Langostas	Prawns
Atún	Tuna

Cereales (grains):

Arroz	Rice
Pan	Bread
Galletas	Biscuits
Harina	Flour
Pasta	Pasta

Lácteos (dairy):

Leche	Milk
Mantequilla	Butter
Queso	Cheese
Yogur	Yogurt

Postres (desserts):

Dulces	Sweets
Flan	Flan
Helado	Ice cream
Pastel	Pastry

Condimentos (condiments):

Sal	Salt
Pimienta	Pepper
Azúcar	Sugar
Aceite de oliva	Olive oil

The simple past tense: el pretérito indefinido (regular verbs)

Finally, a different tense, the tense that allows us to talk about previous things that happen in the past!

In the past weeks, we have been talking about things that we normally do with the present tense, things that we are doing with the present progressive and what we are going to do using *ir + a + infinitive verb*. We will talk now about what we did. Languages usually have several ways to refer to things that have happened in the past.

For instance, you can talk about what you did yesterday, at 7:23PM, and that would require a very direct past tense (**pretérito**)

Ejemplo

I called my grandmother.

However, you can also talk about things that you used to do all the time in the past (using the **pasado imperfecto**)

Ejemplo

I would always take the shortcut to school.

In this unit, we're only going to focus on the **simple past: el pretérito (in English, the preterit)**.

This past tense lets us talk about things that happened at specific points in time in the past, as well as actions that are finished.

Ejemplo

I watched a movie. I read a book. I spoke with my friends. I watched ABC news Australia. I saw a UFO.

We'll talk about its use more in the coming weeks, for now, let's simply get used to seeing

it and conjugating it. Though it will be hard work to master, you'll love it because now you can finally have more complete and natural conversations.

You already know how to use the present tense to express ideas

Ejemplo

Yo como tostada con vegemite todos los viernes
Friday

I eat vegemite on toast every

Now you'll also be able to talk about things that happened in the past:

Ejemplos

Yo comí una tostada con vegemite el viernes
Friday

I ate vegemite on toast last

So, let's start by looking at the **regular verbs**.

Remember, they're our best friends because they follow all the rules!

We'll start by taking our **-AR, -ER** and **-IR** ending verbs

Ejemplos

Bailar, comer, vivir.

We will get rid of the -AR, -ER and -IR endings and be left with just the *stem* of the verb:

*Bail-**Com-**Viv-*

We will replace these with the correct preterite (pretérito) endings for the subject (the person who is doing the action):

*Yo bailé**Tú comiste**Ella vivió*

For a complete set of endings and subjects, we will need to learn the table below:

Pronombres personales	-AR Ej: Hablar	-ER Ej: Comer	-IR Ej: Vivir
Yo	Hablé	Comí	Viví
tú	Habl aste	Com iste	Viv iste
Él/ella, usted	Habló	Comió	Vivió
Nosotros/as	Habl amos	Com imos	Viv imos
Vosotros/as	Habl asteis	Com isteis	Viv isteis
Ellos/ellas, ustedes	Habl aron	Com ieron	Viv ieron

You will have noticed that the -ER and -IR endings remain the same. Bonus!

Now, you can practise these regular conjugations with the following verbs: amar, escuchar, mirar, viajar, pintar, cantar, descansar, pescar, limpiar, beber, vender, correr, barrer, subir, despertarse, levantarse, ducharse, acostarse, tumbarse.

With this past tense, we are going to need specific time expressions used with el pretérito indefinido

Ayer	Yesterday
Anoche	Last night
Antes de ayer/ anteayer	Day before yesterday
El otro día	The other day
El lunes pasado , el jueves pasado , el viernes pasado (specific days)	Last Monday, last Thursday, last Friday...
La semana pasada, el año pasado...	Last week, last year
en 2011 (dos mil once)	In 2011
El 3 de junio (specific date)	On June 3
Hace dos días	Two days ago

Ejemplos

Hoy es lunes, ayer fue domingo

Hoy es lunes, antes de ayer/ anteayer fue sábado

Esta semana es agosto, la semana pasada fue julio

Este mes es agosto, el mes pasado fue julio

Este año es 2020, el año fue 2019

Este siglo es el siglo XXI, el siglo pasado fue el siglo XX

Hace un mes fue julio

¡OJO!

Note that for last week, month, year, century, we always use

” el/la x pasado/”

And we use “hace” at the beginning of the sentence to say “ago”.

Regular verbs are the easy ones, so let's not underestimate them and take the time you need to master these new tense!

Exclamations!!! ¡Exclamaciones!

In English, when we want to emphasise that we don't like anything at all, that we really like something or that we are surprised by something, we can say, “that is so...”, for example, “that is so interesting” or just “so interesting”. In Spanish, we use the expression “¡qué...!”; for example, ¡qué interesante!

To express an exclamation, you simply need to use the following construction:

“Qué” + adjetivo/adverbio/nombre... and some exclamation marks (at the beginning *and* the end).

Remember that adjectives need to agree in gender and number with what they describe:

¡Qué buena (es esta música)!	<i>This music is awesome!</i>
¡Qué buenos (son estos músicos)!	<i>These musicians are great!</i>
¡Qué bien tocan!	<i>They play really well!</i>
¡Qué mal cantan!	<i>They sing horribly!</i>

And some food-related expressions/exclamations:

¡Qué rico! / ¡Qué rico está!	<i>How tasty!</i>
¡Qué sabroso! / ¡Qué sabroso está!	<i>How flavourful!</i>
¡Qué rica es la comida de aquí!	<i>The food here is delicious!</i>
¡Qué buena está esta salsa! ¡Qué mala está esta comida!	<i>This sauce is excellent!</i> <i>This food is terrible!</i>
¡Qué bien sabe!	<i>These tastes great!</i>
¡Qué asco!	<i>Disgusting!</i>

Exclamations will come in handy when we are listening to a conversation and want to give a quick affirmation that we are listening or when we want to react to something like food.

Well... that is all for this week, see you next!

SEMANA 7 - EN EL RESTAURANTE

Learning Objectives

This week we are going to learn:

- More verbs like gustar
- Food vocabulary (in the kitchen, in the restaurant...)
- Past Indefinite: main irregular verbs
- Past Indefinite: use and common temporal expressions

Back to GUSTAR and some other verbs that work like GUSTAR:

Remember the verb GUSTAR?... that funky verb that we don't really have to conjugate, and we only need to remember 3 things:

- The verb gustar agrees with the number of the thing that is liked
- Use the pronouns according to the persona that likes the thing(s), actions or people
- Use personal "a" to specify who likes the action, things(s) or people.

Refresh your memory by looking at the examples below.

Ejemplos

A mí	no	me	gusta	jugar fútbol australiano
A ti		te		tu clase
A Carlos, a mi perro, al amigo de mi novio		le		el rugby
A nosotros/nosotras		nos		el chocolate
A vosotros/ vosotras		os		Melbourne
A Juan, a mis mascotas, a los profesores		les		Roberto

Above, we can see the 6 different subjects (first person, second person, third person, and their plurals), the pronoun we use with gustar that matches (me, te, le, nos, os, les), and an example of an activity (using a verb in the infinitive.), things, a city and a person that we like,

Let's look at some examples of the verb gustar with things or *nouns*.

For example, let's use the noun *perro* (dog):

Ejemplos

Me **gusta** mi perro

I like my dog

Me **gustan** los perros

I like dogs (in general)

¡OJO!

Singular= **gusta**

Plural= **gustan**

Remember, the verb **gustar** is agreeing with the noun or thing being liked, *not* the subjects.

The singulars work like this (using **gusta**):

Ejemplos

A mí	me	gusta	mi novio
A ti	te		tu planta
A Carlos, a mi perro, al amigo de mi novio	le		el fútbol australiano
A nosotros/nosotras	nos		el café
A vosotros/ vosotras	os		Auckland
A Juan, a mis mascotas, a los profesores	les		Carlos

The plurals work like this (using **gustan**):

Ejemplos

A mí	me	gustan	las pavlovas
A ti	te		tus clases
A Carlos, a mi perro, al amigo de mi novio	le		los canguros
A nosotros/nosotras	nos		nuestros profesores
A vosotros/ vosotras	os		vuestras mascotas
A Juan, a mis mascotas, a los profesores	les		las piñas coladas

Finally, lots of students always want to know: how do I tell someone I like them? We use *gustar* for this too:

Ejemplos

- (A mí) me gustas (tú)
- ¿(Ati) te gusto (yo)?

The first example expresses the idea:

I like you

The second example expresses the idea:

You like me

Finally, there are tons of **other verbs** that we can use in the same way as *gustar*! Check them out:

Aburrir	To bore
Encantar	To really like, to love
Interesar	To interest
Importar	To matter/to care about
Molestar	To annoy
Preocupar	To worry

Ejemplos

A mí me aburren las películas románticas	<i>Romantic movies bore me</i>
A ti te interesa el fútbol australiano	<i>Aussie rules interests you</i>
A ellos les encantan las frutas tropicales	<i>They love tropical fruits</i>
A nosotros nos molestan las areas homework	<i>We're not annoyed/bothered by</i>
¿A vosotros os preocupa el coronavirus?	<i>Are you all worried about coronavirus?</i>
A ellos les encanta la comida orgánica	<i>They love organic food</i>

Vocabulario: en la cocina, en el restaurante

Cubiertos: cutlery

El cuchillo	Knife
La cuchara	Spoon
La cucharilla	Teaspoon
El tenedor	Fork
El cucharón	Ladle
El vaso	Glass
La copa	Wine-glass
La taza	Cup
El cuenco	Bowl
El plato	Dish
La sopera	Tureen
La jarra	Jug
La sartén	Frying pan
La olla	Saucepan

En el restuarante:

El mesero/la mesera (el camarero/la camarera):	Waiter/waitress
El cocinero/la cocinera	The cook
La ensalada	Salad
La sopa	Soup
El pollo asado	Roast chicken
El puré de papas/patatas	Mashed potatoes
El huevo frito	Fried egg
Las papas/patatas fritas	Potato chips
La botella de vino (blanco o tinto)	The bottle of wine
El jugo/zumo de naranja	Orange juice
La cerveza	Beer
El champán	Champagne
El mantel	The tablecloth
Las servilletas	Servillettes/napkins

Verbos:

Cubrir	To cover
Hervir (ie)	To boil
Freír (i)	To fry
Merendar (ie)	To snack
Almorzar (ue):	To have lunch
Cenar	To have dinner
Probar (ue):	To taste, try
Pedir	To order
Pagar:	To pay
Quejarse	To complain

Nouns/sustantivos:

La cuenta	The bill
La propina:	The tip
Tarjeta de crédito	Card
Efectivo	Cash
El dinero:	Money

Adjetivos:

Acogedor	Cosy
Romántico:	Romantic
Ruidoso	Noisy
Popular	Popular

El pretérito indefinido (los verbos irregulares): the simple past tense (irregular verbs)

Though the regular verbs in the simple past tense are fairly straightforward, there are a lot of irregular verbs! But do not panic; if you nailed the present tense irregular verbs keep doing what you are doing; if you are struggling with memorising your verbs and endings or anything related, please share it with your tutors and peers; they might have some strategies you can look into it.

Let's start with **ir** and **ser, hacer, dar, ver, estar** and **tener**.

These are conjugated as per the chart below. Note that **ir** and **ser** share a set of conjugations!

	Ir y Ser	Hacer	Dar	Ver	Estar	Tener
Yo	Fui	Hice	Di	Vi	Estuve	Tuve
Tú	Fuiste	Hiciste	Diste	Viste	Estuviste	Tuviste
Él, ella /usted	Fue	Hizo	Dio	Vio	Estuvo	Tuvo
Nosotros/as	Fuimos	Hicimos	Dimos	Vimos	Estuvimos	Tuvimos
Vosotros/as	Fuisteis	Hicisteis	Disteis	Visteis	Estuvisteis	Tuvisteis
Ellos, ellas/ustedes	Fueron	Hicieron	Dieron	Vieron	Estuvieron	Tuvieron

The above chart shows some of the most common irregular verbs. Here are a couple more **traer** and **decir**:

	Traer	Decir
Yo	Traje	Dije
Tú	Trajiste	Dijiste
Él, ella /usted	Trajo	Dijo
Nosotros/as	Trajimos	Dijimos
Vosotros/as	Trajisteis	Dijisteis
Ellos, ellas/ustedes	Trajeron	Dijeron

Finally, there are other irregular verbs like **pedir** and **servir**. These have a spelling change in the stem of the verb, as well as a change to the preterit verb ending. We will cover many more stem-changing verbs next week. **Note that these have an accent in the third person singular and the stem change is exclusively shown in the third person conjugations (e to i):**

	Pedir	Servir
Yo	Pedí	Serví
Tú	Pediste	Serviste
Él, ella /usted	Pidió	Sirvió
Nosotros/as	Pedimos	Servimos
Vosotros/as	Pedisteis	Servisteis
Ellos, ellas/ustedes	Pidieron	Sirvieron

El pretérito indefinido (the simple past tense): usos y expresiones comunes (uses and common expressions)

Last week we mentioned **several ways to talk about the past in Spanish**, and the preterit is really specific.

We normally use it with expressions that involve the following three ideas:

- A specific (finished) action at a specific time in the past.
- A specific number of actions in the past
- A specific period of time in the past

The table below adds some examples and expressions that will help us use the preterit correctly.

Situación:	Expresiones temporales:
A specific (finished) action at a specific time in the past.	Ayer/anoche/anteayer llamé a mi madre <i>Yesterday/last night/the day before yesterday, I called my mother</i> El mes/año/verano pasado/la semana pasada fui a España <i>Last month/last year/last week, I went to Spain</i> El lunes/martes/fin de semana comimos en un restaurante en el centro de Brisbane <i>On Monday/Tuesday/the weekend, we ate at a restaurant in Brisbane CBD</i> A las 4:00 terminaron la clase <i>They finished class at 4:00</i>
A specific number of actions in the past	Fuimos a tu casa dos/tres/cuatro veces (una vez) <i>We went to your house two/three/four times (once)</i> Comieron seis hamburguesas <i>They ate six hamburgers</i>
A specific period of time in the past	Trabajaron por / durante ocho horas <i>They worked for/during eight hours</i> Estuvimos de fiesta dos semanas <i>We partied for two weeks</i>

As you can see, temporal markers like specific times and dates in the past, and help us to introduce the preterit.

Lastly, let's add some conversational questions using present and past with this week's vocabulary.

Ejemplo de preguntas

¿Sabes expresar, qué cosas te gustan y las que te molestan, las que te interesan y las que te aburren? ¿puedes empezar a pensar en las respuestas a estas preguntas? *Are you able to express the things you like and dislike, the ones that interest you and the ones that bore you? can you start thinking about the answers to these questions?*

- ¿Qué alimento(s) (no) te aburre(n)? ¿Qué bebida(s) (no) te interesa(n)? ¿Qué postre(s) (no) te encanta(n)?

- ¿Qué persona(s) (no) te molesta(n) en un restaurante?
- ¿Te interesa saber de dónde viene la comida que compras en el supermercado? ¿Te molesta ir al supermercado? ¿Te preocupan los efectos de los pesticidas y los antibióticos en la comida?
- ¿Qué utensilios tienes en casa? ¿Cocinas con frecuencia? ¿Qué sabes cocinar? ¿Qué cocinaste la semana pasada?
- ¿Usas mantel en casa? Si lo usas, ¿para qué comidas o en qué ocasiones lo usas? ¿Cuándo lo usaste por última vez?
- ¿A qué hora desayunas? ¿Qué prefieres comer para el desayuno? ¿Tomaste café ayer por la mañana?
- ¿A qué hora almuerzas normalmente? ¿Qué prefieres comer para el almuerzo? ¿Dónde almorzaste ayer?
- ¿A qué hora cenas? ¿Cenas en casa o sales a cenar? ¿Qué cenaste el fin de semana pasado?
- ¿Cuáles son tus restaurantes favoritos? ¿Cuántas veces a la semana comes en un restaurante? ¿Cuándo fuiste por última vez a tu restaurante favorito?

SEMANA 8 - LA ROPA

Learning Objectives

This week we are going to learn:

- Conjugation in indefinite
- Clothing and accessories
- The indefinite: spelling changes and other irregular verbs

Vocabulario: la ropa y los complementos (clothes and accessories)

We have learnt how to describe people, now let's look at how to describe the clothes and accessories we are wearing. Describing clothes and accessories can be a fun way to express your style and personality. Even if you are not into fashion we wear clothes every day, so it is part of our daily life.

First, let's look at pieces of clothing (prendas de ropa), if something that you normally wear is missing remember to add it to your vocab list.

Ropa (clothes):

El vestido	dress
La falda / la minifalda	Skirt/miniskirt
La blusa	Blouse
La camisa	(Collared) shirt
La chaqueta	Jacket
La camiseta	T-shirt
El jersey / el suéter	Sweater
El traje	Suit
Los pantalones	Pants
El pantalón corto:	Shorts
Los vaqueros / jeans	Jeans
El abrigo	Coat
Los zapatos	Shoes
Los zapatos de tacón (alto/bajo):	(High/low) heeled shoes
Las botas	Boots
Las zapatillas de deporte / los zapatos de tenis	Sneakers
Las sandalias	Sandals
El traje de baño	Swimsuit
El pijama	Pijamas
La ropa interior	Underwear
Los calcetines	Socks

La corbata	Tie
El bolso	Bag/handbag
El cinturón	Belt
La gorra	Cap
El sombrero:	Hat
Los guantes	Gloves

Materials are important when we describe clothes. What are your clothes made of? Are they cotton, wool, silk, or something else?

Materiales y telas (materials and cloth):

Note: *de* is used to express the idea *made of*

De cuero	Leather
De lana	Wool
De algodón	Cotton
De seda	Silk

What colours are your clothes and accessories? For example, you could say "I'm wearing a blue shirt with black pants and brown shoes". Are you wearing any patterns, such as stripes, polka dots, or plaid? For example, you could say "I'm wearing a plaid skirt with a white blouse."

Diseños/otros colores (designs and other colours):

Fucsia	Fucsia
Beis	Beige
Colores pastel	Pastel colours
Claro/a	Light or transparent
Oscuro/a	Dark
De/a cuadros	Plaid
De/a rayas	Striped
De lunares	Polka dot
De manga corta/larga	Short sleeved/long sleeved

What other words help us describe our clothes? the brand-name? Maybe, how do the clothes fit? Are they casual, formal, or something in between? For example, you could say "I'm wearing a casual outfit with sneakers and a denim jacket."

Other terms:

De marca	Brand-name
De diseñador	Designer
Ropa a medida	Custom made clothes
Modista	A designer
Rebajas	Sales (or in singular discount)
De descuento	Budget
Estilo	Style
Última moda	Latest fashion
Cómoda/o	Comfortable
Moderna	Modern
Prendas	Items of clothing
Tallas	Sizes
(extra)chica/pequeña	(Extra)small
Mediana	Medium
(extra)grande	(Extra)large

Let's dive into the vocabulary and some additional vocabulary words and phrases related to describing clothes and accessories that could be useful in a conversation.

Ejemplo

Useful vocab: cita (date), ¿Y si...? (what if...?), Seguro que (for sure...).

-María: Sara ¿tengo una cita con Raúl en dos horas!

-Sara: ¡No! ¿En serio? ¿Lo llamaste otra vez!

-María: Sí, es la tercera vez que nos vemos.

-Sara: Bueno y ¿dónde van a ir?

-María: Pues, no sé.

-Sara: ¿Dónde fueron la última vez?

-María: Fuimos a ver un partido de tenis, luego cenamos y luego fuimos a bailar.

-Sara: ¿Y no quieres repetir actividades?

-María: Quiero ir a bailar otra vez, pero antes quiero hacer algo diferente.

-Sara: ¿Y si van al parque? Hace mucho sol hoy pero no hace mucho calor.

-María: Es una buena idea, ¿podemos hacer un picnic!

-Sara: Ay sí, me encantan los picnics.

-María: ¿Le tienen que gustar a él no a ti!

-Sara: Es verdad. Seguro que le gustan. ¿A quién no le gustan los picnics?

-María: Pues no sé, a la gente que no le gusta estar al aire libre.

-Sara: ¿Qué gente más aburrida!

-María: Puedo llevar un vino blanco, queso, aceitunas...

-Sara: También puede comprar él el vino y tú haces una tortilla de papas.

-María: Qué buena idea. ¿Y qué me pongo?

-Sara: ¿Qué te pusiste la otra vez?

-María: Para la última cita me puse ropa muy elegante.

-Sara: ¿Elegante o sexy?

-María: ¿Qué mala eres! Elegante y sexy. Me puse un vestido de rayas claro con unos zapatos de tacón, pero no muy altos, y una chaqueta naranja.

-Sara: ¿El vestido de rayas es el vestido largo que te pusiste para el cumpleaños de Ana?

-María: Sí, ¿ese!

-Sara: ¿Qué bonito es! ¿Y qué te vas a poner esta vez?

-María: Creo que, para estar más cómoda en el picnic, me voy a poner unos pantalones.

-Sara: ¿Cuáles?

-María: Creo que los pantalones oscuros porque el césped es verde, y creo que voy a ponerme la blusa nueva.

-Sara: ¡Qué guapa vas a estar!

-María: Sí, y unas zapatillas de deporte para poder ir a caminar después.

-Sara: ¡Perfecto!

-María: Bueno, tengo que ducharme y vestirme que va a estar aquí muy pronto.

-Sara: Vale, vale, me voy a mi habitación para no distraerte. ¡Suerte!

Now, can you describe what you are wearing today in Spanish?

El pretérito indefinido: verbs with spelling changes

Let's continue with the past tense and talk about spelling changes. Do you remember that in Spanish we like when things sound good or follow the same sound pattern? So we can accomplish that by respecting the sound of the word, and its pronunciation by changing the spelling of verbs that end in **-car**, **-gar** and **-zar** in the first person (yo) preterit conjugations.

Think about it:

- a "c" in Spanish can be a hard c, like in *Cuba*, or a soft c "s" sound, like *cebolla*
- a "g" in Spanish can be a hard g, like in *Gas*, or a soft g sound, like *genética*
- a z often needs to be softened up to sound softer, you will have seen this happen in other conjugations too

So, What to do? We introduce a spelling change to avoid problems with these two sounds when conjugating in the preterit.

Ejemplo

"jugar": yo jugé* al billar anoche.

Try to pronounce the example above. Sounds like / huhe/ sounds so different, right? So, we need to introduce a spelling change.

Why is that? Because the sound of the *g* has become soft, the verb is unrecognizable. To avoid that, we perform a small spelling change that helps us keep the same sound.

“jugar” > “**jugué**”

Here are some common verbs that you will run into, that will **force you to perform the spelling change for the first person**:

Ejemplos

-gar > **-gué**:

jugar, llegar, pagar...

- Yo **jugué**, pero tú jugaste
- Yo **llegué**, pero tú llegaste
- Yo **pagué**, pero ella pagó la semana pasada

-car > **-qué**:

buscar, secar, tocar...

- Yo **busqué**, pero ella buscó
- Yo **sequé**, pero ella secó
- Yo **toqué**, pero ud tocó

-zar > **-cé**:

almorzar, comenzar, empezar...

- Yo **almorcé**, pero ustedes almorzaron
- Yo **comencé**, pero ellas comenzaron
- Yo **empecé**, pero nosotros empezamos

Let's continue with more irregular verbs. As you know, the Spanish loves to break its own rules. Have a look at the following list of irregular verbs with spelling changes because there are still more!

These are some other common irregular verbs

Estar > Estuv

Tener > Tuv

Andar > Anduv

Haber > Hub

Poner > Pus

Poder > Pud

Saber > Sup

Caber > Cup

Querer > Quis

Venir > Vin-

Ejemplo

Estuve

Estuviste

Estuvo

Estuvimos

Estuvisteis

Estuvieron

Above you have endings that we will use for the list of verbs. Note that for the list of verbs above we will use the same endings as the example below.

More irregular verbs

Note: the ending for ellos, ellas and ustedes

Decir > Dij

Traer > Traj

Conducir > Conduj

Traducir > Traduj

Contraer > Contraj

Ejemplo

Dije

Dijiste

Dijo

Dijimos

Dijisteis

Dijeron

Note that the verbs above take a **spelling change in the stem of the verb** *and* **their own set of special preterit endings** (usually dropping the accents because the verb is now different enough due to the irregular stem- change that it won't be confused with another tense).

Estar	To be
Tener	To have
Andar	To walk
Haber	To have / there is/are
Poner	To put
Poder	To be able to
Saber	To know
Caber	To fit
Querer	To want/to love
Venir	To come
ir	To go
Decir	To say
Traer	To bring
Conducir	To drive
Traducir	To translate
Contraer	To contract

Ejemplos

Ayer **me puse** mi camisa nueva y **anduve** como un pavo real por toda la ciudad

Ellas no **quisieron** ir de rebajas. **Dijeron** que era vulgar

Nunca **supe** si el pantalón de Balenciaga que **compre** en eBay era de marca o falso
Condujiste a la tienda de ropa y no **trajiste** nada

Let's add to your list of questions some related to the vocabulary of this week.

Ejemplos

Disfrazarse- to wear a costume

- ¿te gusta disfrazarte? ¿de qué prefieres disfrazarte?
- ¿cuándo te pusiste un disfraz la última vez? ¿por qué? ¿de qué te disfrazaste?
- ¿te lo pasaste bien?

SEMANA 9- EL CUERPO HUMANO

Learning Objectives

This week we are going to learn about:

- parts of the body
- the preterite (indefinido): stem-change (cambios de radical)

Vocabulario: el cuerpo

El cuerpo (the body):

Los hombros	Shoulders
Las manos	Hands
Los brazos	Arms
Las piernas	Legs
El estómago/ la barriga	Stomach/ belly
El pecho/ los pechos	Cheast / breasts
Los pies (los dedos, las uñas)	Feet (toes, nails)
Las rodillas	knees
Las caderas	Hips
Los omóplatos	Shoulder blades
Los codos	Elbows
Las espalda	Back
La cintura	Waist
El trasero (el culo, la cola)	Backside
La nuca	Nape / scurff
La piel	Skin

La cabeza (head):

El pelo	Hair
Rizado	Curly
Liso	Straight
Rubio	Blonde
Castaño/ café	Brown
Claro	Light
Oscuro/ oscuro	Dark
Negro	Black
Los labios	Lips
Los dientes	Teeth
Las orejas	Ears
La nariz	Nose
El cuello	Neck
La garganta	Throat
La frente	Forehead
La boca	Mouth
Los ojos	Eyes
Las cejas	Eyebrows
El bigote	Moustache

Remember **gustar** and the other verbs that have the same structure?

Here's a verb that is very similar **doler**, that you may need together with the body vocabulary

if you ever need medical attention in Spanish. Doler expresses the idea of “I’m in pain” or “my ____ hurts”:

Doler, un verbo como gustar

A mí	me		la cabeza
A ti	te	duele	la garganta
A Elena, a mi gata, al profesor	le		el estómago
A nosotras, a mí y a ti	nos		las rodillas
A vosotros, a ti y a ellos	os	duelen	los hombros
A Elena e Israel, a mis gatos, a los profesores	les		las piernas

Síntomas (symptoms):

Estar enfermo/a, malo/a	To be ill or sick
Sentirse / encontrarse (ue) mal / bien/ regular	To feel bad/good/fine
tener malestar	To feel unwell (usually somewhere specific)
Tener fiebre	To have fever
Estornudar	To sneeze
Tener tos – toser	To cough
Doler(ue) ejemplo: me duele la cabeza	To have a pain...
Tener diarrea	To have diarrhea
Tener náuseas, vomitar	To be nauseous or vomit

Enfermedades (illnesses):

La gripe	The flu
El resfriado	The cold
La alergia	Allergy
El virus	Virus
La infección	Infection

Remedios y acciones (remedies and actions):

Ponerse el termómetro	To use a thermometer
Tomar medicinas (paracetamol, aspirina)	To take medicines
Pedir cita una cita en el médico	To ask for an appointment with the doctor
Ir al médico/a y/o al especialista:	To go to the doctor or specialist
Pedir una receta	Ask for a prescription
Descansar	To rest
Tomar sopa	Drink soup

El pretérito indefinido: verbs with stem-changes

Do you remember learning about stem changes when you learnt how to use the present tense?

Well, the good news is

- in the preterit, stem changes only happen with -IR ending verbs
- it happens only with verbs that also stem-change in the present (-IR only, though!)
- stem-changes only affect the third person, singular or plural: (él/ella/usted y ellos/ellas/ustedes)
- there are only two types of the stem change to worry about:
 - **e > i**
 - **o > u**

Let's see how this all plays out with the examples below:

e > i : ejemplos preferir	o > u : ejemplos dormir
preferí	dormí
preferiste	dormiste
prefirió ¡OJO!	durmió ¡OJO!
preferimos	dormimos
preferisteis	dormisteis
Prefirieron ¡OJO!	durmieron ¡OJO!

Finally, here are some common verbs that take the above stem-changes:

- **E > i:** preferir, divertirse, pedir, conseguir, seguir, sentir(se), vestir(se)
- Ejemplos: ella prefirió; usted se divirtió; ellas pidieron, ustedes consiguieron, ellos siguieron, él se sintió mal, se vistió rápidamente,
- **O > u:** dormir, morir
- Ejemplos: ella durmió; ellos murieron

Learning Objectives

This week we are going to learn

- Hacer tiempo... Perú
- Pronombres posesivos
- Aclaración: indicar posesión

Using hacer tiempo: talking about a long time ago

We use the expression **hacer tiempo** to talk about how long ago in the past something happened.

Don't worry; it has nothing to do with the verb hacer!

In fact, we can use it in two ways:

1. Hacer + expresión de tiempo + que + frase con verbo en presente

Hacer + an expression of time (or length of time) + que + phrase with a verb in the present tense.

Ejemplos

Hace dos años que estudio español

I've been studying Spanish for 2 years

Hace mucho tiempo que ella vive en Christchurch

She's live in Christchurch for a long time

Hace cinco meses que no voy al cine

I haven't been to the cinema in 5 months

This construction implies that the past event is still *ongoing* in the present.

2. Hace + expresión de tiempo + que + frase con verbo en pretérito indefinido

Hace + an expresión of time (or length of time) + que + phrase with a verb in the preterite (simple past) tense.

Ejemplos

Hace tres días que fui a Geelong (= “fui a Geelong hace tres días”)

I went to Geelong 3 days ago

Hace cuatro años que viajamos a Perú (= “viajamos a Perú hace cuatro años”)

It's been four years since we travelled to Peru

Hace dos semanas que comieron en un restaurante (= “comieron en un restaurante hace dos semanas”)

It's been two weeks since they ate at a restaurant

The last structure is used to tell when an action or event took place and is not related to the present.

Other expressions and useful vocabulary

Expresiones de tiempo (expressions related to time):

Minutos	Minutes
Horas	Hours
Días	Days
Semanas	Weeks
Meses	Months
Años	Years
Décadas	Decades
Siglos	Centuries
Mucho tiempo	A long time
Poco tiempo	A short time
Una eternidad	An eternity

Ejemplos de preguntas con hacer

¿Cuántos años hace que vives en tu ciudad?
your city?

How long since you've been living in

¿Cuánto tiempo hace que estudias español?
Spanish?

How long since you've been studying

¿Cuánto tiempo hace que no vas al cine?
cinema?

How long since you haven't been to the

¿Cuánto tiempo hace que trabajas?

How long since you've been working?

¿Cuántos minutos hace que estás en este seminario?

How long have you been in this seminar?

Expressing possession: possessive adjectives and possessive pronouns

We're going to look at several ways to talk about possession (in a nutshell, ownership!). We'll look at possessive adjectives, which help express possession by describing something, and possessive pronouns, which help make shorter sentences. We'll also look at the sentence structure we need to use in Spanish (it is really different to English).

Note: Remember, an adjective describes and complements something; a pronoun replaces it.

You already know the **possessive adjectives**:

1 st person singular	mi	mis
2 nd person singular	tu	tus
3 rd person singular	su	sus
1st person plural	nuestro/a	nuestros/as
2nd person plural	vuestro/a	vuestros/as
3rd person plural	su	sus

The key thing to note is that, like all adjectives, these possessive adjectives go with the thing that they describe, and they also agree with it in gender and number.

Ejemplos

Mi amiga se llama Manuela. Mis perros se llaman Can y Willow
friend's name is Manuela. My dogs are called Can and Willow

Mi

¿Cuánto cuesta tu chaqueta? ¿y tus pantalones?
much was your jacket? And your pants?

How

No me gustan sus gafas. No me gusta su bigote
like his/her sunglasses. I don't like his/her moustache.

I don't

Vamos a limpiar nuestra casa / nuestro apartamento / nuestras habitaciones / nuestros libros *We're going to clean our house/our apartment/our rooms/our books*

Debéis cuidar vuestra salud / vuestro cuerpo / vuestros cuerpos / vuestras familias *You should look after your health/your body/your bodies/your families*

No me gustan sus casas. No me gusta su casa *I don't like their houses. I don't like his/her house.*

The possessive pronouns are very *similar*, but because a pronoun **replaces the noun** (instead of complementing it as the adjective does), they are a bit different: they have the same gender and number as the thing possessed, but they replace it; they don't go with it.

1 st person singular	el mío/la mía	los míos/las mías
2 nd person singular	el tuyo/la tuya	los tuyos/las tuyas
3 rd person singular:	el suyo/la suya	los suyos/las suyas
1st person plural:	el nuestro/la nuestra	los nuestros/las nuestras
2nd person plural	el vuestro/el vuestro	los vuestros/las vuestras
3rd person plural	el suyo/la suya	los suyos/las suyas

Ejemplos

El piso de mi amigo es pequeño. **El mío** es más grande *My friend's apartment is small. Mine (or my one) is bigger*

¿Cuál de estas camisas es **la tuya**? *Which of these shirts is your one?*

Mi coche no funciona. ¿Puedo usar **el vuestro**?
doesn't work. Can I use your one?

My car

Mis tortillas no son muy buenas. **Las suyas** (de mi amigo) están mucho más ricas
aren't very good. His are much tastier.

My tortillas

No me gustan vuestros amigos. **Los nuestros** son mucho más interesantes
friends. Our friends are much more interesting.

I don't like your

Creo que tienes mi teléfono. Ese es **el mío**. Este es **el tuyo**
my phone. This is mine. That one is yours

I think you have

A further note on expressing possession in Spanish: apostrophes are prohibited!

In Spanish, **we can't use an apostrophe to express possession**. If you do it, your teacher will cry, dogs will whine, cats will run away from home, plants will wilt, flowers will burn, and most importantly, *everyone will be confused*.

We do talk about possession all the time in Spanish; however, we use the following formula:

Definite article (el/la) + object/person that is possessed + de + object/person it belongs to

Ejemplo

La + guitarra + de Jimi

Jimi's guitar

Más ejemplos

La casa de Ramón	<i>Ramón's house</i>
El amigo de Israel	<i>Israel's friend</i>
El perro de Elena	<i>Elena's dog</i>
Las ventanas de mi casa	<i>The windows of my house</i>
Los ingredientes de la tortilla	<i>The tortilla's ingredients</i>

Well, students, that was all for the beginners' level; now you are prepared to further your Spanish knowledge and start intermediate! Can you believe it? Remember to keep practising your vocabulary and the new tenses learnt during these 10 weeks.

See you at the intermediate level!

VERSIONING HISTORY

This page provides a record of changes made to this textbook. Each set of edits is acknowledged with a 0.01 increase in the version number. The exported files for this text reflect the most recent version.

If you find an error, please contact opened@deakin.edu.au

Version	Date	Change	Details
1.01	March 2023	Published Part 1	Semanas 1 – 10
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