CAPÍTULO 1

PUNCTUATION MARKS AND ACCENTS

¡Ven conmigo! Level 1, p. 25
Adelante, p. 30

In English Question marks (?) and exclamation points (!) are placed at the end of sentences that are questions or exclamations.

What is your name? Nice to meet you!

A Write the appropriate punctuation mark at the end of each sentence: (?) for questions and (!) for exclamations.

1. Where are you from?
2. Thank you __
3. What do you like to do __
4. Hi, Mr. Núñez __
5. How are you __
6. What is your name __
7. See you tomorrow __
8. Delighted to meet you __

In Spanish Question marks (?) and exclamation points (!) are used at the end of sentences in Spanish, too. However, you must also put an upside-down question mark (¿) or exclamation point (!) at the beginning of the sentence.

¿Cómo te llamas? ¡Mucho gusto!

B Below you will find the sentences from Activity A written in Spanish. Write question marks (¿...,?) and exclamation points (...,!) where necessary according to the Spanish punctuation.

1. ¿De dónde eres?
2. ___Gracias___
3. ___Qué te gusta hacer___
4. ___Hola, Sr. Núñez___
5. ___Cómo estás___
6. ___Cómo te llamas___
7. ___Hasta mañana___
8. ___Encantado de conocerte___
Spanish has other special marks, too. The mark found over the o in cómo is known as an accent and the mark over the n in mañana is a tilde.

An accent mark (á, é, í, ó, ú) often tells the reader which syllable to emphasize when pronouncing the word. Sometimes accent marks can even change the meaning of the word, so be sure to note the accent when learning new vocabulary.

The tilde (‘) is also used as a guide to pronunciation. The ñ is pronounced like the sound ny as in the word canyon.

C. Look again at Activity B. Count how many accent marks and how many tildes you can find in sentences 1-8.

Accent marks ______ Tildes ______

D. Use the phrases in the box below to create a dialogue between you and a new friend. Don’t forget question marks (¿...?) and exclamation points (!...!).

<table>
<thead>
<tr>
<th>Tengo que irme</th>
<th>Cómo te llamas</th>
<th>Hola</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me llamo...</td>
<td>Encantado/Encantada</td>
<td>Y tú</td>
</tr>
<tr>
<td>Yo soy...</td>
<td>Adiós</td>
<td>Hasta mañana</td>
</tr>
</tbody>
</table>

E. Why might it be useful to have an upside-down question mark or exclamation point at the beginning of a sentence in Spanish?
**In English**  Every sentence has a subject. You can tell who or what the subject is by asking yourself who is doing something or what is being described. The subject may be a noun or a pronoun. In the following sentences, the subject is highlighted:

- **Francisco** is fifteen.  
  **You** are from Ecuador.  
  (*Francisco* is a noun.)  
  (*You* is a pronoun.)

When the subject of a sentence is a noun, it can be replaced by a **subject pronoun**. Two subject pronouns in English are I and you. Use the pronoun I to refer to yourself and you when referring to someone with whom you are talking.

- I like ice cream.  
  You prefer cookies.

**A** Circle the subject pronouns. Then check the appropriate column to tell which person the pronoun refers to.

<table>
<thead>
<tr>
<th>AMY</th>
<th>LUIS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AMY</strong></td>
<td>Hi. I am Luis.</td>
</tr>
<tr>
<td><strong>AMY</strong></td>
<td>Where are you from?</td>
</tr>
<tr>
<td><strong>AMY</strong></td>
<td>I am from the United States.</td>
</tr>
<tr>
<td><strong>AMY</strong></td>
<td>Are you from Madrid?</td>
</tr>
<tr>
<td><strong>LUIS</strong></td>
<td>No, I am from Barcelona.</td>
</tr>
<tr>
<td><strong>LUIS</strong></td>
<td>I am studying at the Universidad Autónoma.</td>
</tr>
<tr>
<td><strong>AMY</strong></td>
<td>Would you like to be pen pals?</td>
</tr>
<tr>
<td><strong>AMY</strong></td>
<td>I think that's a great idea.</td>
</tr>
<tr>
<td><strong>AMY</strong></td>
<td>I could practice my Spanish!</td>
</tr>
</tbody>
</table>

**In Spanish**  When the subject of a sentence is a proper noun or a noun, it can also be replaced by a **subject pronoun**. Two subject pronouns in Spanish are yo and tú. Yo, like I in English, is used to refer to yourself and tú, like you, is used when talking to someone else. Remember that the pronoun tú always has an accent.

- Yo me llamo Carla, ¿y tú?  
  Tú estás bien y yo también.

Note that, unlike I in English, yo is not capitalized, except at the beginning of a sentence. Another difference is that, while in English the pronoun is always used, in Spanish the pronoun is often omitted.

- How are you?  
  ¿Cómo estás?
- I am American.  
  Soy americana.
B Circle the subject pronouns. Then check the appropriate column to tell which person the pronouns refer to.

<table>
<thead>
<tr>
<th>JUAN</th>
<th>PILAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hola. <strong>Yo</strong> me llamo Juan.</td>
<td><strong>Sí</strong></td>
</tr>
<tr>
<td>¿Y <strong>tú</strong>?</td>
<td></td>
</tr>
<tr>
<td>Yo soy <strong>Pilar.</strong> ¿Qué tal?</td>
<td></td>
</tr>
<tr>
<td>Regular. <strong>¿Y tú?</strong></td>
<td></td>
</tr>
<tr>
<td>Yo estoy muy bien.</td>
<td></td>
</tr>
<tr>
<td>Estupendo. Bueno, yo tengo que irme.</td>
<td></td>
</tr>
<tr>
<td>Sí, yo también. <strong>¡Hasta luego!</strong></td>
<td></td>
</tr>
</tbody>
</table>

C Complete the following sentences with the correct subject pronoun.

1. **Yo** soy Luis Miguel.
2. ¿Y ____? ¿Cómo te llamas?
3. ____ me llamo Selena.
4. ¿Cómo estás ____?
5. ____ estoy bien, gracias.
6. Selena, ____ tienes clase?
7. Sí ____ tengo clase ahora.
8. ____ tengo clase también. ¡Adiós!

D Compare these sentences in Spanish and in English. Why do you think in Spanish one does not always have to use a subject pronoun? What would sentences be like in English if you removed the subject pronoun?

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soy alta.</td>
<td>I am tall.</td>
</tr>
<tr>
<td>Eres guapa.</td>
<td>You are good-looking.</td>
</tr>
<tr>
<td>Tengo clase.</td>
<td>I have class.</td>
</tr>
</tbody>
</table>
**In English**  The verb to be is used to describe where someone is from.

I am from Caracas, Venezuela.
Where are you from?
Maria is from Guatemala.

Notice that in every example the verb to be is followed by the preposition from.

A  Circle the form of the verb to be in the following sentences. Then underline the preposition common to all of the sentences.

1. Juan is from Puerto Rico.
2. I am from Valencia, Spain.
3. You are from La Paz, Bolivia.
4. Anne Marie is from Boston, Massachusetts.
5. Laura is from Managua, Nicaragua.
6. You are from Los Angeles, California.
7. He is from Amarillo, Texas.
8. I am from Santiago, Chile.

**In Spanish**  The verb ser (to be) is also used to describe where someone is from. As in English, the preposition de (from) also must be used.

Soy de Caracas, Venezuela.
¿De dónde eres?
Ramona es de Guatemala.

Soy, eres, and es are forms of the verb ser.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>yo soy</td>
</tr>
<tr>
<td>you are</td>
<td>tú eres</td>
</tr>
<tr>
<td>he, she is</td>
<td>él, ella es</td>
</tr>
</tbody>
</table>

B  Circle the form of ser in the following sentences. Then underline the preposition common to all of the sentences.

1. Ella es de Montevideo, Uruguay.
2. Yo soy de Phoenix, Arizona.
3. Él es de San José, Costa Rica.
4. Ricardo es de Monterrey, México.
5. Tú eres de Denver, Colorado.
6. Marta es de Santafé de Bogotá, Colombia.
7. Isabel es de Quito, Ecuador.
8. Casey es de West Palm Beach, Florida.

C Circle the correct form of ser in the following sentences.
1. Isabel Allende (soy/eres/es) de Chile.
2. Yo (soy/eres/es) de España.
4. Pedro Martínez (soy/eres/es) de la República Dominicana.
5. Tú (soy/eres/es) de Estados Unidos.
7. Laura Esquivel (soy/eres/es) de México.

D Complete the following dialogue with soy, eres, or es.

FRIDA David, ¿de dónde ______? ¿De Honduras?
DAVID ¡Yo no ______ de Honduras! ______ de Nicaragua.
FRIDA Mi amiga Blanca ______ de Nicaragua también. Ella ______ de Managua. ______
tú de Managua?
DAVID No. Yo ______ de Granada. ¿Y tú, Frida? ¿De dónde ______?
FRIDA Yo ______ de Veracruz, México.

E What are the similarities in English and Spanish when describing where you are from?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

In English Some questions are formed by putting a question word such as how, where, or what at the beginning of a sentence, and a question mark at the end.

How old are you?
Where are you from?
What is your name?

A Circle the correct question word to complete the following sentences.
1. (Where/What) do you live?
2. (Where/How) are you feeling today?
3. (How/What) is your favorite color?
4. (How/What) language do you speak?
5. (Where/How) do you spell your name?
6. (Where/What) were you born?
7. (How/What) is your nationality?
8. (Where/How) is the nearest post office?

In Spanish Question words are also used to form questions. Some question words in Spanish are cómo, cuántos, and dónde. Note that all Spanish question words have accents.

¿Cómo estás?
¿Cómo te llamas?
¿Cuántos años tienes?
¿De dónde eres?

How are you?
What is your name?
How old are you?
Where are you from?

Remember that when talking about where someone is from, you must use the preposition de (from). When you are asking where someone is from, de is placed before the question word.

B Circle the correct question word to complete the following sentences.
1. ¿(Cuántos/Cómo) años tienes?
2. ¿(Cuántos/De dónde) eres?
3. ¿(Cuántos/Cómo) te llamas?
4. ¿(Cuántos/De dónde) es Octavio Paz?
5. ¿(Cómo/De dónde) estás?
6. ¿(De dónde/Cuántos) años tiene Pedro?
7. ¿(Cuántos/De dónde) es la señora Martínez?
8. ¿(Cómo/Cuántos) está Miguel?

C Write an appropriate question for each answer.

1. ¿De dónde eres?
   Soy de San Juan, Puerto Rico.

2. ____________________________
   Me llamo Carlos Andrade.

3. ____________________________
   Muy bien, gracias.

4. ____________________________
   Ella es de Nueva York.

5. ____________________________
   Tengo quince años.

D Why do you think question words in Spanish have accents? Do you suppose the same words exist without accents?

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

Copyright © by Holt, Rinehart and Winston. All rights reserved.
In English Words used to name people, places, and things are called nouns. Often a noun is introduced by the definite article the.

Cristina listens to the radio. (radio is a noun)
The boy plays football. (boy is a noun)
The Mexican restaurant is great. (restaurant is a noun)

The is used with all nouns: nouns that refer to the masculine gender (like boy), the feminine gender (like actress), and those that have no gender (like radio, restaurant, and most nouns in English).

A Circle the definite articles in the following sentences, and underline the noun each article goes with.

1. The musician plays jazz.
2. My brother took the football.
3. She ate all the pizza.
4. The homework was easy.
5. We won the volleyball game.
6. My mom dropped the salad.
7. The CD is scratched.
8. The soccer ball is missing.

In Spanish All nouns have a gender, that is, they are either masculine or feminine. The word fruta (fruit), for instance, is feminine; the word chocolate is masculine.

As in English, Spanish nouns can be introduced by definite articles. Two definite articles are el and la.

El is used with masculine nouns: el béisbol, el tenis.
La is used with feminine nouns: la música, la clase.

A good way to remember the gender of a noun is to learn the noun with its definite article: el fútbol (masculine), la natación (feminine).

B Circle the definite articles in the following sentences, and underline the noun each article goes with. Then check the appropriate column to tell whether the noun is masculine (M) or feminine (F).

1. Me gusta el fútbol norteamericano.
2. ¿Te gusta la música pop?

Spanish 1 ¡Ven conmigo!, Chapter 1
Grammar Tutor 9
3. No me gusta la natación.
4. A mí me gusta el baloncesto.
5. Te gusta mucho la comida italiana.
6. No, no me gusta la pizza.
7. Te gusta la clase de español.
8. ¿Te gusta el jazz?

C Complete the following sentences with the correct definite article.
1. ¿Te gusta _____ fútbol?
2. Me gusta _____ pizza.
3. Te gusta mucho _____ música clásica.
4. _____ fruta me gusta mucho.
5. A ti te gusta _____ tenis.
6. No, no me gusta mucho _____ tenis.
7. Me gusta _____ español.
8. Te gusta _____ baloncesto.

D Write five sentences telling what you or your friend likes, using me gusta or te gusta. Circle the definite article, then underline the noun and tell whether it is masculine or feminine.
1. Me gusta _____ pizza. Pizza is feminine.
2. 
3. 
4. 
5. 

E Look at the following list of vocabulary words. Is there any similarity among the masculine nouns or among the feminine nouns? If so, how might this help you in the future when learning new nouns and their definite articles?

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>el chico</td>
<td>la chica</td>
</tr>
<tr>
<td>el piano</td>
<td>la música</td>
</tr>
<tr>
<td>el amigo</td>
<td>la amiga</td>
</tr>
<tr>
<td>el queso</td>
<td>la mermelada</td>
</tr>
<tr>
<td>el año</td>
<td>la semana</td>
</tr>
</tbody>
</table>
CAPÍTULO 2
PLURAL NOUNS

**In English** When a noun refers to more than one thing, the plural is used. There are basic rules for making nouns plural.

1. The plural of most nouns is formed by adding an -s to the end of the word.
   
   - notebook ➔ notebooks
   - folder ➔ folders

2. When a noun ends in -s, -sh, -x, or -z, add -es to the end of the word.
   
   - fox ➔ foxes
   - bus ➔ buses

3. When a noun ends in -y preceded by a consonant, change the y to i and add -es.
   
   - family ➔ families

**In the following sentences, write the plural of the underlined words.**

1. Claudia needs a **box** of pencils. **boxes**
2. Pilar has a **calculator**. 
3. Manuel goes to the **library**. 
4. I found a backpack in the **bush**. 
5. Isabel needs a new **binder**. 
6. Paco has an **English textbook**. 
7. Susana is having a pizza party. 
8. Juan wants to buy a new **supply** of pens.

**In Spanish** There are also basic rules for making nouns plural.

1. When a noun ends in a vowel (a, e, i, o, u), add -es.
   
   - diccionario ➔ diccionarios
   - pintura ➔ pinturas

2. When a noun ends in a consonant (any letter except a, e, i, o, u) add -es.
   
   - marcador ➔ marcadores
   - papel ➔ papeles

3. When a noun ends in -z, change the z to c and add -es.
   
   - lápiz ➔ lapices
   - cruz ➔ cruce

Spanish 1 ¡Ven conmigo!, Chapter 2
Grammar Tutor 11

Copyright © by Holt, Rinehart and Winston. All rights reserved.
In the following sentences, write the plural of the underlined words.

1. Ella tiene un marcador.  
2. Maribel quiere una pintura.  
3. José necesita un lápiz.  
4. Tú quieres un cuaderno nuevo.  
5. Carolina tiene un pincel.  
6. Sara necesita luz en su cuarto.  
7. Quiero más papel.  
8. Tengo una clase.

Your friends tell you what they need for their classes. Respond by telling them that you need two of each of these items.

1. Gustavo necesita un cuaderno.  
2. Carmen necesita una mochila.  
3. Luis Miguel necesita un lápiz.  
4. Tania necesita una calculadora.  
5. Margarita necesita una hoja de papel.  
6. Elí necesita una luz.  
7. Maripaz necesita un pincel.  
8. Antonia necesita un bolígrafo.

Write the plural of the following words, first in English, and then in Spanish.

<table>
<thead>
<tr>
<th>ENGLISH PLURAL</th>
<th>SPANISH PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>club</td>
<td></td>
</tr>
<tr>
<td>radio</td>
<td></td>
</tr>
<tr>
<td>conductor</td>
<td></td>
</tr>
<tr>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>fax</td>
<td></td>
</tr>
</tbody>
</table>

What kinds of words are made plural the same way in both English and Spanish?
In English indefinite articles are used to introduce unspecified nouns. The indefinite articles in English are a and an.

I need a backpack for school. Maria brings an eraser to class.

When talking about unspecified plural nouns, some and a few are used.

I found some books. I still have a few exams left.

A Circle each indefinite article in the following sentences and underline the noun it introduces.

1. Ricardo has a colored pencil.
2. Ana Maria needs a new backpack.
3. Lisa wants a black marker.
4. Andy has an eraser on his desk.
5. Isabel wants a fancy notebook.
6. Sheila needs a folder for each class.
7. Rachel has an exam tomorrow.
8. Miguel wants a set of paintbrushes.

In Spanish indefinite articles are also used to introduce unspecified nouns. There are four forms in Spanish: un, una, unos, and unas. The form used depends on the number and gender of the noun.

Un and una are used to introduce singular nouns. Un is used before masculine nouns and una before feminine nouns.

| un bolígrafo | a pen |
| una calculadora | a calculator |

The indefinite articles unos and unas are used to introduce plural nouns. Unos and unas mean some or a few. Unos is used before masculine nouns and unas before feminine nouns.

| unos bolígrafos | some/a few pens |
| unas calculadoras | some/a few calculators |

When referring to a group of people that includes both males and females, unos is used to introduce the noun.

| unos estudiantes | some/a few students |
| unos niños | some/a few children |
Circle each indefinite article in the following sentences and underline the noun that it introduces. Then check the appropriate columns to indicate whether each underlined noun is singular (S) or plural (P), masculine (M) or feminine (F).

1. Marta necesita una calculadora.
2. Brigid quiere unos cuadernos azules.
4. Fabiola quiere una regla.
5. Paulina necesita unos lápices de colores.
6. Ricardo tiene unas gomas de borrar.
7. Ángel no quiere una mochila verde.
8. Juan Manuel necesita un libro de gramática.

Complete the following sentences with un, una, unos, or unas.
1. Ana tiene ________ unos marcadores para la clase de arte.
2. Yo quiero ________ libro bueno.
3. Clarisa necesita ________ cuadernos de actividades.
4. Fernando tiene ________ diccionario para la clase de inglés.
5. Margarita quiere ________ carpetas para su clase.
6. Elvira necesita ________ lápices de colores.
7. Tú tienes ________ reglas para la clase de matemáticas.
8. Marcos quiere ________ lección fácil.

Read the following sentences. Why is el used in the first sentence and un in the second? How would the meaning change if the second sentence used el instead of un?

El bolígrafo es de mi amigo. (The pen belongs to my friend.)

Necesito un bolígrafo. (I need a pen.)
In English: When the subject of a sentence is a noun, it can be replaced by a pronoun. Two subject pronouns in English are **he** and **she**.

- Larry is handsome. **He** is handsome.
- Sarah has two cats. **She** has two cats.

A. Underline the subject in each sentence. Then write the corresponding subject pronoun (**he** or **she**) in the space to the right.

1. **Francisco** has to buy a math book. **He**
2. **Juana** needs two pencils for her class. 
3. **Patricio** wants to buy a new backpack.
4. **Miguel** needs a binder and two folders.
5. **Donald** has three Spanish dictionaries.
6. **María** wants a new computer.
7. **Ana María** has to borrow a book from the library.
8. **Brian** needs to buy school supplies.

In Spanish: Nouns can also be replaced by pronouns. Two subject pronouns in Spanish are **él** (**he**) and **ella** (**she**).

- **Marta** es de México. **Ella** es de México.
- **Lorenzo** tiene un diccionario. **Él** tiene un diccionario.

B. Underline the subject in each sentence. Then write the corresponding subject pronoun (**él** or **ella**) in the space to the right.

1. **Paco** es mi amigo. **Él**
2. **Luisa** necesita estudiar.
3. **Carmen** tiene que ir a clase.
4. **Manolo** quiere comprar el libro.
5. **Sergio** es inteligente.
6. **María** es profesora de historia.
7. **Roberto** tiene seis cuadernos.
8. **Eugenia** necesita la goma de borrar.
C Answer the following questions about what your friends need for the first day of school. Use the correct subject pronouns and the clues in parentheses.

1. ¿Qué necesita Elena? (una calculadora)
   
   ella necesita una calculadora.

2. ¿Qué quiere Tomás? (un diccionario)
   
   __________________

3. ¿Qué necesita Mercedes? (un pincel)
   
   __________________

4. ¿Qué necesita Ángela? (una calculadora)
   
   __________________

5. ¿Qué quiere Enrique? (unos cuadernos)
   
   __________________

6. ¿Qué necesita Miguel? (una goma de borrar)
   
   __________________

7. ¿Qué necesita Álvaro? (un libro)
   
   __________________

8. ¿Qué quiere Juana? (una mochila)
   
   __________________

D Can you think of a reason why subject pronouns are used? How would a conversation sound if you repeated the subject noun in every sentence instead of replacing it with a pronoun?

__________________________

__________________________

__________________________
In English. Two ways of asking about quantity are **how much** and **how many**.

- **How many** cats are in the kitchen? **How much** milk is in their bowl?

When responding to questions regarding quantity, the indefinite adjectives **many** or **much** are often used.

- There are **many** cats in the kitchen. **There is not** **much** milk in the bowl.

The phrase **a lot** may be used to express a large quantity. This phrase is often followed by the preposition **of**.

- There is **a lot** of milk in the bowl.

### A

Underline the quantity words and phrases that appear in the following sentences. Then check the appropriate columns to tell whether each noun described is singular (S) or plural (P).

1. How **many** books are on the shelf?                
   S   P
2. There is a **lot** of noise in the hallway.        
   S   P
3. How much paper is left in the copy machine?       
   S   P
4. There are **many** students in this class.         
   S   P
5. There is too much material to study.               
   S   P
6. How much time will it take to complete the exam?  
   S   P
7. How many workbooks are from last year?            
   S   P
8. I learned a **lot** of new words in Spanish class.
   S   P

### In Spanish

There are four ways to ask **how much** or **how many**: **cuánto**, **cuánta**, **cuántos**, and **cuántas**. The ending of the word changes because, like many adjectives in Spanish, **cuánto** must agree in number and gender with the noun it describes.

- **¿Cuánto** papel tienes? **(papel** is masculine and singular)
- **¿Cuánta** tarea tienes? **(tarea** is feminine and singular)
- **¿Cuántos** cuadernos tienes? **(cuadernos** is masculine and plural)
- **¿Cuántas** calculadoras tienes? **(calculadoras** is feminine and plural)

The word **mucho** means **a lot**, **much**, or **many**. Like **cuánto**, **mucho** must agree in number and gender with the noun it describes.

- Tengo **mucho** trabajo. **(trabajo** is masculine and singular)
- Isabel no tiene **mucho** tarea. **(tarea** is feminine and singular)
- Ana tiene **muchos** diccionarios. **(diccionarios** is masculine and plural)
- Tienes **muchas** clases. **(clases** is feminine and plural)
B Underline the forms of **cuánto** and **mucho** that appear in the following sentences. Then check the appropriate columns to tell whether each noun described is singular (S) or plural (P), masculine (M) or feminine (F).

1. ¿Cuántas clases tienes?
2. Alejandro tiene muchos amigos.
3. No tengo mucho papel.
4. ¿Cuánta pizza hay?
5. ¿Cuánto papel hay en tu cuaderno?
6. ¿Tienes mucha tarea?
7. ¿Cuántos profesores están aquí?
8. Hay muchas revistas en la mesa.

C Complete the following sentences with the correct form of **cuánto** or **mucho**.

1. **_** cuántas camas tienes en tu cuarto?
2. Hay __________________ computadoras en mi escuela.
3. Tienes __________________ libros en tu estante.
4. **_** cartelas hay en el cuarto de tu amigo?
5. Hay __________________ plantas en el cuarto de Miguel.
6. **_** tarea tienes para la clase de historia?
7. **_** discos compactos tienes?
8. Hay __________________ espacio en tu cuarto.

D Study the following questions:

¿Tienes mucha tarea?
¿Cuánta tarea tienes?

**Mucha** and **cuánta** are both used in a question. What similarities and differences do you see between the two? Which word can only be used in questions?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
In English  Verbs express actions (like dance and read) or states of being (like become). The infinitive is the base form of the verb. It is the form found in the dictionary. In English, the infinitive is often preceded by the word to.

to be, to study, to find

A Circle the infinitive forms in the following sentences.
1. I have to buy school supplies.
2. We are trying to find colored pencils.
3. I like to study Spanish.
4. Luisa hopes to learn about new places.
5. Manolo wants to be a professor.
6. The students decide to eat lunch.
7. Elena agrees to help me with my homework.
8. Rosa and Teresa sign up to play soccer.

In Spanish  The infinitive is also the base form of the verb. In Spanish, the infinitive is one word and can be recognized by its endings: -ar, -er, or -ir.

comprar, ir, poner

B Circle the infinitive forms in the following sentences.
1. Necesito comprar una mochila.
2. ¿Quieres conocer a mi amiga?
3. ¿Dónde quieres poner los lápices?
4. Quiero comprar papel.
5. Eduardo necesita ir a la escuela.
6. ¿Quieres hacer la tarea?
7. Virginia necesita encontrar la goma de borrar.
8. Nosotros necesitamos organizar la clase.
Look at the infinitive forms you underlined in Activity B. Categorize them by writing each verb under the appropriate column.

<table>
<thead>
<tr>
<th>-AR VERBS</th>
<th>-ER VERBS</th>
<th>-IR VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>comprar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete the following sentences with the appropriate infinitives from the box. One of the infinitives is used twice.

<table>
<thead>
<tr>
<th>comprar</th>
<th>conocer</th>
<th>ir</th>
<th>encontrar</th>
<th>organizar</th>
<th>poner</th>
<th>hacer</th>
</tr>
</thead>
</table>

1. Yo quiero **conocer** a la nueva chica.
2. Ella no puede **organizar** sus libros. ¿Dónde están?
3. La chica necesita **encontrar** su cuarto.
4. Nosotros queremos **poner** a la librería.
5. Vamos a **comprar** un libro nuevo.
6. Yo necesito **ir** a la tarea.
7. Elena necesita **poner** el libro en su mochila.
8. Quiero **hacer** el dinero.

Read the sentences in Activity D again. What kind of words do infinitives follow?

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Now write five sentences in Spanish using verbs in the infinitive.

1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________
In English: Nouns may be introduced by the definite article the. Its form remains the same whether the noun it introduces is singular or plural.

- Gabriella goes to the lunch room. (lunch room is a singular noun)
- Lauren has the history books. (books is a plural noun)

In each of the following sentences, circle the definite article and underline the noun it modifies. Then check the appropriate column to indicate whether the noun is singular (S) or plural (P).

1. Constance has the first class.  
   - S ✓  
   - P

2. The students always arrive on time.  
   - S
   - P

3. The art class meets at 9 A.M.  
   - S
   - P

4. Vanesa brings the calculators to geometry class.  
   - S
   - P

5. I think the teachers at my school are nice.  
   - S
   - P

6. We have the history exam tomorrow.  
   - S
   - P

7. At 7:30 A.M. the school bus arrives.  
   - S
   - P

8. Manuel always gets the highest grades.  
   - S
   - P

In Spanish: There are four different forms for the definite article the: el, la, los, and las. The form used depends on the number and gender of the noun it introduces.

- El introduces singular, masculine nouns: Me gusta el francés.
- La introduces singular, feminine nouns: Necesito la goma de borrar.
- Los introduces plural, masculine nouns: Tengo los cuadernos.
- Las is also used when referring to a group of people that includes both males and females: Los estudiantes son de Arizona.
- Las introduces plural, feminine nouns: Te gustaron las clases.
B In each of the following sentences, circle the definite article and underline the noun it modifies. Then check the appropriate columns to indicate whether the noun is singular (S) or plural (P), masculine (M) or feminine (F).

1. Sí, tengo la clase de biología.
2. ¿Tienes los libros de ciencias?
3. Quiero conocer a los profesores.
4. Me gusta el arte.
5. Quiero ir a la pizzería.
6. ¿Estudias las ciencias?
7. Los estudiantes son excelentes.
8. Tengo que hacer las tareas.

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>P</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

C Complete the following sentences with the correct form of the definite article.

1. _La_ clase de español es estupenda.
2. No me gusta _el_ tarea de español.
3. ¿Tienes _los_ libros para la clase de geografía?
4. ¿Qué hay en _el_ armario?
5. Necesito _un_ dinero.
6. _Los_ diccionarios están en la librería.
7. El profesor tiene _las_ gomas de borrar.
8. _Unas_ calculadoras son para la clase de matemáticas.

D Can you think of an advantage of having different forms in Spanish for the definite article _the_? Think of the sentence:

Las estudiantes son de México. *(The students are from Mexico.)*

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
In English An apostrophe(s) (‘s) is added to a singular noun to show possession, that is, that something belongs to someone.

Monica’s backpack is black and yellow.
Tommy’s classes are interesting.

An apostrophe alone (‘) is added after the s of most plural nouns to show possession by more than one person.

Those boys’ backpacks are blue.
The teachers’ lounge is empty.

A Complete the following sentences with the possessive forms of the nouns in parentheses.

1. The _______ student’s _______ grades are excellent. (student)
2. _______ French lesson ends at 7 o’clock. (Paco)
3. The _______ hat is black. (bus driver)
4. My _______ homework is difficult. (classmates)
5. _______ class starts at one o’clock. (Gabriella)
6. The _______ bindings are breaking. (books)

In Spanish The word de is used to show that something belongs to one or more than one person.

El libro es de Amelia. Los carteles son de mis amigos. The book is Amelia’s. The posters are my friends’.

When de is followed by the word el, the two words are combined to form the contraction del.

El disco compacto es del profesor. Las revistas son del señor. (de + el profesor) (de + el señor)

B Complete the following sentences with the possessive forms of the nouns in parentheses.

1. Los libros son _______ de Rebecca _______. (Rebecca)
2. La guitarra es _______. (la profesora)
3. La goma de borrar es _______. (Sara)
4. El lápiz es _______. (el señor)
5. Las calculadoras son _______. (Luis)
6. El marcador es _______. (el profesor)
Use the clues provided to write complete sentences telling to whom the items belong.

1. el libro / Ángela
   El libro es de Ángela.

2. los pinceles / Alfonso

3. las revistas / el profesor Ruiz

4. la calculadora nueva / Miguel

5. el cuaderno / el estudiante nuevo

6. los papeles / los señores

Compare the following sentences. Read each one aloud, first with the contraction and then without.

The book isn’t mine.
(contraction: is-not=’sn’t)

El libro es del chico.
(contraction: de+el=’del)

Think about the difference you heard with and without the contraction. Then explain why you think contractions are used in English and in Spanish.
In English Adjectives are words used to describe nouns.

- a *good* movie (*Movie* is a noun and *good* is an adjective.)
- a *pretty* girl (*Girl* is a noun and *pretty* is an adjective.)

The spelling of an adjective does not change when describing masculine and feminine nouns, or singular and plural nouns.

- Gabriella is **tall**
- The trees are **tall**
- My husband is **tall**

(Gabriella is feminine and singular.)
(Trees has no gender and is plural.)
(Husband is masculine and singular.)

---

A Circle each adjective and underline the noun it describes. Then check the appropriate column to indicate whether the noun described is singular (S) or plural (P).

1. Larry is **handsome**
   
2. Their exams are not difficult.
   
3. The teacher is dark-haired.
   
4. The topics are interesting.
   
5. The boys are funny.
   
6. My classmate is short.
   
7. The school lunches are bad.
   
8. She is beautiful.

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

In Spanish Adjectives are also used to describe nouns. However, unlike in English, adjectives change endings to match the nouns they modify.

For adjectives that end in *-a*, change the *-a* to *-a* to describe feminine nouns. To make a feminine or masculine adjective plural, add *-as*.

- un chico **guapo**
- unos chicos **guapos**
- una chica **guapa**
- unas chicas **guapas**

For adjectives that end in *-e* or a consonant like *-q* or *-n* the ending does *not* change to match the gender (masculine or feminine) of the noun. It does change, however, to match the number (singular or plural) of the noun.

- El hombre es **fuerte**
- El examen es **dificil**
- La mujer es **fuerte**
- La tarea es **dificil**
- Los hombres son **fuertes**
- Los exámenes son **dificiles**

To describe a group of males and females, a masculine plural adjective is used.

- Los estudiantes son **simpáticos**
B Circle each adjective and underline the noun it describes. Then check the appropriate column to tell whether the noun described is singular (S) or plural (P), masculine (M) or feminine (F).

1. El libro de historia es **nuevo**.
2. Los conciertos son divertidos.
4. Susana es bonita.
5. Las ventanas son pequeñas.
6. Mis amigos son cómicos.
7. La compañera de clase es buena.
8. Las señoritas son guapas.

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>P</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C Circle the appropriate adjective to complete each sentence.

1. Ellos son **bajos**/bajo).
3. Los libros son (interesante/interesantes).
4. Paco es (rubia/rubio).
5. Mis amigas son (simpáticas/simpática).
7. Mi profesora es (buena/bueno).

D 1. Rewrite the following sentences so the subject is plural.
   a. The room is big.
      ________________________________
   b. El cuarto es grande.
      ________________________________

2. What words needed changing in the English sentence? In the Spanish sentence? What generalization can you make about articles and adjectives in Spanish?
   ________________________________
   ________________________________
   ________________________________
   ________________________________
**In English** Certain words or phrases may be added at the end of a sentence to make it a question. These words or phrases, called tag questions, include isn't it, right, and don't you.

- He is going to the concert tonight, right?
- The score is 12 to 7, isn't it?
- You have class now, don't you?

A Circle the tag questions in the following sentences.

1. Your birthday party is next week,  **isn't it?**
2. Our Spanish exam is this Friday, right?
3. You have a date for the dance, right?
4. The video game is yours, isn't it?
5. You like the novel, don't you?
6. The film festival is next month, isn't it?
7. That's the truth, right?
8. You have tickets for the game, don't you?

**In Spanish** Tag questions may also be added at the end of a sentence. The most common tag questions are ¿no? (isn't it? or right?) and ¿verdad? (right? or don't you?)

- La clase de arte es interesante, ¿no?  
- Te gustan los conciertos, ¿verdad?

The art class is interesting, isn't it?  
You like concerts, don't you?

B Circle the tag questions in the following sentences.

1. Te gusta la novela, **¿verdad?**
2. La fiesta es divertida, ¿no?
3. Los videojuegos son interesantes, ¿no?
4. Tienes la clase a la una, ¿verdad?
5. El perro es feo, ¿no?
6. Tienes la clase de historia, ¿verdad?
7. Te gustan las mochilas grandes, ¿verdad?
8. El cuaderno es nuevo, ¿no?
C Change the following sentences to questions using tag questions.

1. Maribel tiene dos entradas para el concierto.
   Maribel tiene dos entradas para el concierto, ¿verdad?

2. La clase de geometría es muy difícil.

3. Las fiestas son divertidas.

4. Te gusta la natación.

5. Son divertidos los bailes.

6. No te gusta el baloncesto.

7. Las clases de ciencias son tus favoritas.

8. Tienes la clase de historia a las ocho.

D Consider the pairs of sentences below. Do tag questions change the tone of the question? Explain why or why not.

¿Los maestros son simpáticos?
Los maestros son simpáticos, ¿verdad?

Are the teachers nice?
The teachers are nice, right?
In English, verbs are words that express actions or states of being. The endings of most verbs in English change only when the subject, or doer of the action, is he, she, it, or a proper name like Rosa. With these subjects, an -s is added at the end of the verb.

1. I sing
2. you sing
3. he, she, it sings
4. we sing
5. you sing
6. they sing

Draw one line under the subject and two lines under the verb in each sentence. Then circle the ending of each verb. Not all verbs have an ending.

1. Carlos sings well.
2. They walk home.
3. Sara listens to music.
4. I dance at parties.
5. You talk to Juan.
6. Luis plays every day.
7. We work hard.
8. Claudia rides her bicycle.

In Spanish, like English, verb endings change according to the subject. However, in Spanish there are six different verb endings. Changing the endings is called conjugating the verb.

The unchanged form of the verb, or infinitive, can end in -ar, -er, or -ir. To conjugate a regular -ar verb like cantar, remove the -ar ending (cant-) and attach these endings:

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st person singular</th>
<th>2nd person singular</th>
<th>3rd person singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>canto</td>
<td>cantas</td>
<td>cant</td>
</tr>
<tr>
<td>tú</td>
<td>canta</td>
<td>canta</td>
<td>canta</td>
</tr>
<tr>
<td>él, ella, Ud.</td>
<td>canta</td>
<td>canta</td>
<td>canta</td>
</tr>
<tr>
<td>nosotros(as)</td>
<td>cantamos</td>
<td>cantáis</td>
<td>cantamos</td>
</tr>
<tr>
<td>vosotros(as)</td>
<td>cantáis</td>
<td>cantan</td>
<td>cantan</td>
</tr>
<tr>
<td>ellos, ellas, Uds.</td>
<td>cantan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To use other -ar verbs, just remove -ar and add endings like those above. Remember that the ending changes according to the subject!
Draw one line under the subject and two lines under the verb in each sentence. Then circle the ending of each verb.

1. Carlos cant(á)bien.
2. Ellos caminan a casa.
3. Sara escucha la música.
4. Yo bailo en las fiestas.
5. Tú hablas con Juan.
7. Nosotros trabajamos mucho.
8. Claudia monta en bicicleta.

Complete the following sentences with the correct form of the verb hablar.

1. Ellos ______ hablan ______ y descansan.
2. José _______ inglés.
3. Yo _______ español.
4. Nosotros _______ por teléfono.
5. Ellos _______ en clase.
6. Tú _______ muy bien.
7. El profesor _______ mucho.
8. Sergio y Berta _______ con sus amigos.

1. Go back and look at the endings you circled in Activities A and B. Fill in the table below and then answer the questions that follow.

<table>
<thead>
<tr>
<th>ACTIVITY A</th>
<th>ACTIVITY B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb</td>
<td>Ending</td>
</tr>
<tr>
<td>to sing</td>
<td>s</td>
</tr>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
</tbody>
</table>

2. How do the endings of verbs in English differ from those in Spanish? How can you figure out the endings of unfamiliar verbs in Spanish? Use verbs from the table as examples.
In English The verb to be can be used to talk about location.

I am in the city.

The verb to be has different forms depending on the subject.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
</tr>
<tr>
<td>you</td>
<td>are</td>
</tr>
<tr>
<td>he, she, it</td>
<td>is</td>
</tr>
<tr>
<td>we</td>
<td>are</td>
</tr>
<tr>
<td>you(plural)</td>
<td>are</td>
</tr>
<tr>
<td>they</td>
<td>are</td>
</tr>
</tbody>
</table>

A Circle the verb in each sentence. Then write the subject in the blank.

1. They are at home.  
   **They**

2. The dog is outside.  

3. We are in class.  

4. I am in the bookstore.  

5. You are with your family.  

6. She is in the kitchen.  

7. Ana is at the supermarket.  

8. Geraldo is at the gym.  

In Spanish The verb estar (to be) can be used to talk about location.

Yo estoy en la ciudad.

As in English, the verb endings change depending on the subject.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>estoy</td>
</tr>
<tr>
<td>tú</td>
<td>estás</td>
</tr>
<tr>
<td>él, ella, Ud.</td>
<td>está</td>
</tr>
<tr>
<td>nosotros(as)</td>
<td>estamos</td>
</tr>
<tr>
<td>vosotros(as)</td>
<td>estás</td>
</tr>
<tr>
<td>ellos, ellas, Uds.</td>
<td>están</td>
</tr>
</tbody>
</table>

B Circle the verb in each sentence. Then write the subject in the blank.

1. **Yo** en el cine.

2. María está en casa de Pilar.  

3. Estás en la tienda de deportes.  

4. Estamos en la ciudad de México.  

5. El correo está en la calle principal.  

6. Elena y Ricardo están en la plaza.  

7. Lucía está en la piscina.
8. Mi papá está en casa.

C Answer the following questions by filling in the correct form of the verb estar.
1. ¿Dónde estás? ________ en la clase.
2. ¿Dónde está Luis? ________ en el centro.
3. ¿Dónde estamos ahora? ________ en la ciudad.
4. ¿Dónde están ellos? ________ en la librería.
5. ¿Dónde está la casa de Carmela? ________ en la calle ocho.
6. ¿Dónde está el mural? ________ en la Universidad.
7. ¿Dónde estoy ahora? ________ en el Museo de Bellas Artes.
8. ¿Dónde está mi hermano? ________ en casa.

D Look at your answers for Activity C. Write the subject (Yo, tú, él, ella, nosotros, or ellos) that corresponds to each verb you wrote.
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________

E Explain how you can know what the subject of a verb is in Spanish when it is not mentioned in the sentence. Why must you include the subject in sentences in English?

________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
In English The subject of a sentence is the person or thing that is doing something or is being described. It can be a noun or a pronoun.

Amelia eats lunch. (*Amelia* is a noun.)

Pronouns are words that stand for nouns. The subject pronouns in English are I, you, he, she, it, we, and they.

I walk to school every day.
You walk with your friends.
We walk very fast.

A Circle the subject pronoun in each sentence.

1. I walk to school.
2. You buy lunch.
3. He dances well.
4. We sing in class.
5. They need books.
6. It scurried across the floor.
7. She found a penny.
8. You are my favorite students.

In Spanish The subject of a sentence can also be a noun or a pronoun.

*Teresa* camina a la escuela. (*Teresa* is a noun.)

The subject pronouns in Spanish are yo (*I*), tú (*you informal*), él (he), ella (she), nosotros/as (we), vosotros/as (you plural), ustedes (you plural), ellos/as (they).

Yo hablo con una amiga.
Tú ves tu casa.
Nosotros jugamos al fútbol.

• The subject pronoun *tú* is generally used to speak to friends and family members, and *usted* is generally used to speak to adults and people in authority.

• In Spain, *vosotros/as* is the plural of *tú* and *nosotros/as* is the plural of *nosotros*. In the Americas, *vosotros* is the plural of *tú* and *vosotras* is the plural of *ellas*.

• The masculine forms *tú* and *usted* are used for groups of males or groups of males and females. The feminine forms *ella* and *ustedes* are used for groups of females only.
B Circle the subject pronoun in each sentence. If the subject pronoun is implied, write it on the line to the right of the sentence.

1. Soy de Texas.  
yo
2. ¿Dónde está usted?  
3. ¿Ella canta contigo?  
4. Tienes un examen hoy.  
5. Él quiere ser artista.  
6. Pintamos un mural.  
7. Hablo con mi amigo en clase.  
8. Él compra revistas en español.  

C Write complete sentences by combining a subject pronoun from the first box with a verb from the second box. Remember, you do not always have to write the subject pronoun in Spanish.

<table>
<thead>
<tr>
<th>yo</th>
<th>usted</th>
<th>ellas</th>
<th>cantar</th>
<th>comparar</th>
<th>hablar</th>
<th>estudiar</th>
<th>bailar</th>
</tr>
</thead>
<tbody>
<tr>
<td>tú</td>
<td>nosotros</td>
<td>él</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. (Yo) bailo con mis amigos.
2. 
3. 
4. 
5. 
6. 
7. 
8. 

D Think of specific situations in which it would be useful to use the subject pronoun in Spanish. Write some examples below.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
**In English**  Most verbs follow a regular pattern: an **-s** is added in the third person singular, and for all other subjects the base form of the verb is used.

I eat lunch.  Melissa eats lunch.

The verb **to go** follows a slightly different pattern. An **-es** is added in the third person singular.

\[
\begin{array}{ccc}
I & go & we go \\
you & go & you go \\
he, she, it & goes & they go \\
\end{array}
\]

**A** Complete the following sentences with an appropriate subject from the box. Use each subject once.

Verónica  Uncle Joe  We  He  They  I  You  Antonio

1. They ______ go to the park.
2. _______ goes fishing.
3. _______ go to their cousin's house.
4. _______ go to our classroom.
5. _______ goes to her room.
6. _______ go home.
7. _______ goes to the concert with friends.
8. _______ go to the basketball game.

**In Spanish** Most verbs follow a regular pattern. The ending is removed and the appropriate ending is added based on the subject. The verb **ir** (to go) is irregular because it does not follow this pattern.

\[
\begin{array}{cccc}
yo & voy & nosotros(as) & vamos \\
tú & vas & vosotros(as) & vais \\
el, ella, usted & va & ellos,ellas,ustedes & van \\
\end{array}
\]
Complete the following sentences with an appropriate subject from the box. Use each subject once.

<table>
<thead>
<tr>
<th>Claudia y Luis</th>
<th>Vosotros</th>
<th>Tú</th>
<th>Nosotros</th>
<th>Mis hermanos</th>
<th>Ella</th>
<th>Yo</th>
<th>Sr. Navarro</th>
</tr>
</thead>
</table>

1. _______ voy a clase.
2. _______ vas al gimnasio.
3. _______ va al baile.
4. _______ vamos al cine.
5. _______ vais al centro.
6. _______ van a casa.
7. _______ va a una conferencia.
8. _______ van al concierto.

To ask where someone is going, use the question word **adónde**.

¿Adónde va Carmen? (Where is Carmen going?)

C Write a question using the word **adónde** to find out where each person is going.

1. Luis  
   ¿Adónde va Luis?
2. Celia  
3. tú  
4. ellos  
5. nosotros  
6. yo  
7. ustedes  
8. mis padres  

D Explain how you know what the hidden subject pronoun is in an irregular verb like **ir**.
In English  Several different words can be used to make negative sentences, such as, no, not, never, nobody, nothing, none, no one, etc.

I never eat chocolate.
Nobody comes to my party.
Nothing exciting happens to me.
I am not going to do anything.

Two negative words cannot be combined to form a negation in English.

INCORRECT: Not nobody called today.
CORRECT: Nobody called today.

A Circle the negative words in each sentence.

1. I never watch television in the morning.
2. Yesterday nobody wanted to play tennis with me.
3. I do not want to arrive late to class.
4. I am so tired I am not going to do anything.
5. Samuel is never late.
6. Sundays are boring because there is nothing to do.
7. Nobody expected Aunt Ana to come to visit.
8. Manolito will not eat his string beans.

In Spanish  Several different words can also be used to make negative sentences: no (no), nunca (never), nadie (nobody), nada (nothing).

Nunca como chocolate.
Nadie toca un instrumento.
Nada hay en la televisión.
No voy a tomar nada.

In Spanish, unlike English, two negative words are often used together to form a negative sentence. Look at the last sentence above. In this case, no is written before the verb and the other negative word is written after the verb.

No cuido a mi hermano nunca. OR Nunca cuido a mi hermano.
No sabe cocinar nadie. OR Nadie sabe cocinar.
B Circle the negative words in each sentence.

1. David nunca va a la playa.
2. Andrés no conoce a nadie en la fiesta.
3. No quiero comer nada.
4. Marta no baila nunca en las fiestas.
5. ¿Nunca vas a la Fiesta de la Calle Ocho?
6. Nadie quiere ir conmigo a Miami.
7. No desayuno cereal nunca.
8. Alejandro no ve a nadie alto y moreno.

C Rewrite the following sentences using the word no.

1. Nunca ayudo en casa.
   [No ayudo nunca en casa.]

2. Nadie va a la biblioteca para estudiar.

3. Nunca descansamos después de clases.

4. Nada necesito para la clase de inglés.

5. Nadie quiere más pizza.

6. José nunca va al centro comercial.

7. Nadie sabe tocar el saxofón.

8. Nada quiero para el postre.

D What is the biggest difference between making a negative statement in English and in Spanish? What happens in English when two negative words are combined in a sentence?

---

38 Grammar Tutor

Spanish 1 ¡Ven conmigo!, Chapter 5

Copyright © by Holt, Rinehart and Winston. All rights reserved.
The verb to like usually comes after a word that tells who likes something. This word is the subject.

Sometimes the subject is a pronoun like we or I.

*We like* orange juice.  
*I like* horror movies.

Sometimes the subject is a noun like Enrique or girl.

*Enrique likes* chocolate ice cream.  
The *girl likes* strawberry shortcake.

Circle the word that tells who likes each activity. Then write the word in the appropriate column to indicate whether it is a noun or a pronoun.

<table>
<thead>
<tr>
<th></th>
<th>NOUN</th>
<th>PRONOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Benito likes surfing.</td>
<td>Benito</td>
</tr>
<tr>
<td>2</td>
<td>Adolfo likes fishing.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Rita likes riding her bike.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>They like eating at the Cuban restaurant.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>My friends like to ski.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You like to play the guitar.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I like to play in the park.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Margarita likes to play volleyball at the beach.</td>
<td></td>
</tr>
</tbody>
</table>

In Spanish The verb gustar (to like) also comes after a word that tells who likes something. This word is a type of pronoun because it stands for a noun. These pronouns are me, te, le, les, and nos.

*Me gusta* la música.  
*Les gusta* el juego.

The structure of a sentence using the verb gustar is different from the structure of a sentence using the verb to like. The Spanish verb gustar works like the English verb to be pleasing. Compare the following English translations of the above sentences.

The music is pleasing to me.  
(I like the music.)

The game is pleasing to them.  
(They like the game.)

To clarify who likes it, the phrase a + subject pronoun or a + noun is used.

A *Manuel* le gusta bucear.  
A *los estudiantes* les gusta hacer ejercicio.
Circle the words that tell who likes each activity. Then write each word in the appropriate column to indicate whether it is a noun or a pronoun.

1. A __Benito__ gusta hacer surfing.  
   NOUN: Benito  
   PRONOUN: le

2. A Adolfo le gusta pescar.  
   NOUN:  
   PRONOUN: le

3. A Rita le gusta montar en bicicleta.  
   NOUN:  
   PRONOUN: le

4. Les gusta comer en el restaurante cubano.  
   NOUN:  
   PRONOUN: le

5. A mis amigos les gusta esquiar.  
   NOUN:  
   PRONOUN: le

6. Te gusta tocar la guitarra.  
   NOUN:  
   PRONOUN: le

7. Me gusta jugar en el parque.  
   NOUN:  
   PRONOUN: le

8. A Margarita le gusta jugar al voleibol en la playa.  
   NOUN:  
   PRONOUN: le

You are being interviewed about yourself and your friends. Answer the following questions using the correct form of the verb *gustar*.

1. ¿Te gusta leer libros o mirar la televisión?

2. ¿A tus amigos les gusta la comida italiana o la comida mexicana?

3. ¿A tu mejor amigo (best friend) le gusta bailar o cantar?

4. ¿A tus amigos les gusta leer el periódico o las revistas?

5. ¿Te gusta el béisbol o el fútbol?

Which of the following sentences need a phrase added for clarification? Explain your answer.

- Nos gusta comer hamburguesas.
- Les gusta leer las tiras cómicas.
- Me gusta pescar y bucear.

---

Grammar Tutor

Copyright © by Holt, Rinehart and Winston. All rights reserved.
In English  Regular present tense verbs add the ending -s only in the third person singular.

I write letters.
We see the rainbow.

BUT

Sam eats dinner.
The truck delivers spring water.

A Circle the correct verb form in each sentence.
2. A scuba diver (explore/explores) the Biscayne Bay.
3. People (dance/dances) to Caribbean music at the festival.
4. Several men (play/plays) chess at a park in Little Havana.
5. Raúl (listen/listens) to music under the bright sun.
6. The girls (swim/swims) at the neighborhood pool.
7. Artists (sell/sells) paintings near Miami Beach.
8. Many people (speak/speaks) Spanish in southern Florida.

In Spanish  Verb endings always change to match the subject pronoun or the doer of the action. With regular verbs whose basic forms end in -er or -ir, you remove the -er or the -ir and attach these endings:

<table>
<thead>
<tr>
<th>CORRER</th>
<th>RECIBIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>corro</td>
</tr>
<tr>
<td>tú</td>
<td>corres</td>
</tr>
<tr>
<td>él, ella, usted</td>
<td>corre</td>
</tr>
<tr>
<td>nosotros(as)</td>
<td>corremos</td>
</tr>
<tr>
<td>vosotros(as)</td>
<td>corréis</td>
</tr>
<tr>
<td>ellos, ellas, ustedes</td>
<td>corren</td>
</tr>
</tbody>
</table>

B Circle the correct verb form in each sentence.
1. Los turistas (come/comen) pizza en el café.
2. Mi amiga (escribe/escribes) una carta de amor.
3. Yo (corres/corro) por la playa.
4. Gustavo (asiste/asista) a una escuela secundaria en Miami.
5. Gloria (ves/ve) a su madre en el jardín.
6. Tú (recibes/reciben) muchas cartas de tu familia.
7. Nosotros (beben/bebemos) refrescos.
8. Mimi (lee/lea) el periódico en el patio.

Use the verbs in the box to write about what each of these people do during their summer vacation.

| asistir a | comer | leer | beber | correr | escribir | recibir |

1. Raquel y Anita
   Raquel y Anita escriben cartas.

2. Diana

3. mis amigos

4. nosotros

5. el profesor

6. tú

7. yo

D Which endings are not identical for -er and -ir verbs?
In English, possessive adjectives include my, your, his, her, our, and their. As their title suggests, possessive adjectives show possession or ownership.

- Our family is very small.
- Your sister looks just like you both!
- Their father works at the train station.
- Our cousins live in Texas.
- Your brothers are very funny.
- Their grandparents are visiting.

Possessive adjectives in English do not change forms whether they modify plural or singular nouns.

A. Underline the possessive adjective and circle the noun it describes in each sentence. Then check the appropriate column to tell whether it is singular (S) or plural (P).

1. Elena and Isabel, your dog is very friendly!  
   S   

2. Have you ever seen my kittens?  
   P   

3. Their mother is very protective.  
   S   

4. Our neighbors want two kittens.  
   P   

5. Their parents will only let them have one.  
   S   

6. Will your parents let you take one?  
   P   

7. Rita will give you directions to our house.  
   P   

8. You are going to love your new kitten!  
   S   

In Spanish, possessive adjectives include mi(s), tu(s), su(s), nuestro/a(s), and nuestro/a(s). The same word su(s) is used to mean your (plural) and their.

- Nuestra familia es muy pequeña.  
- Su hermana se parece a ustedes.  
- Su padre trabaja en la estación de tren.  

Unlike English, possessive adjectives in Spanish must agree in number and gender with the nouns they describe.

- Su hermana/su hermano  
- Nuestra/nuestro hermano

*In Spain, the possessive adjective nuestro/a(s) is used for the plural familiar form of you. Like nuestro/a(s) it must agree in number and gender with the noun it describes.
B Underline the possessive adjective and circle the noun it describes. Then check the appropriate column to tell whether it is singular (S) or plural (P), masculine (M) or feminine (F).

1. Vamos a la boda de nuestra prima.
2. Rafael y Manuel bailan con sus amigas.
3. Nuestros hermanos son altos.
4. ¿Ustedes ven a sus abuelos?
5. Los abuelos hablan con sus nietos.
7. Los padres encuentran a sus hijos.
8. ¿Preparan ustedes su desayuno?

C Write a sentence using the possessive adjectives su(s) and nuestro/a(s) to describe each of the following people. You may use the words from the box or you may think of your own.

<table>
<thead>
<tr>
<th>bonito</th>
<th>simpático</th>
<th>alto</th>
<th>rubio</th>
<th>inteligente</th>
</tr>
</thead>
<tbody>
<tr>
<td>cómico</td>
<td>moreno</td>
<td>serio</td>
<td>guapo</td>
<td>cariñoso</td>
</tr>
</tbody>
</table>

1. la esposa de Paco
   Su esposa es muy guapa.

2. el padrastro de Roberto y Diego

3. los padres de nosotros

4. la nieta de Ramón y Celia

5. el abuelo de nosotros

D Compare these sentences:

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your mother is very nice.</td>
<td>Su madre es muy simpática.</td>
</tr>
<tr>
<td>Their father is tall.</td>
<td>Su padre es alto.</td>
</tr>
</tbody>
</table>

When might you have to clarify who the possessive adjective refers to in English? When might you have to clarify who the possessive adjective refers to in Spanish? Explain.
**In English**  The stem is the part of the verb that remains when the ending is removed. For example, the stem of the verb *prefers* is *prefer*. In English, the spelling of the stem remains the same even if the ending changes.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Stem</th>
<th>Pronoun</th>
<th>Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>want</td>
<td>we</td>
<td>want</td>
</tr>
<tr>
<td>you</td>
<td>want</td>
<td>you</td>
<td>want</td>
</tr>
<tr>
<td>he, she, it</td>
<td>wants</td>
<td>they</td>
<td>want</td>
</tr>
</tbody>
</table>

A  Circle the conjugated verb and underline the subject in each sentence. Then write the stem of the verb on the line to the right of the sentence.

1. She *prefers* tennis.
2. You want to dance with your friend.
3. We start the course in August.
4. My friend prefers to watch thrillers.
5. I want to visit my grandmother.
6. The movie starts at seven o'clock.
7. They want to have dinner at their place.
8. Luisa prefers to invite them to the restaurant.

**In Spanish**  Some verbs have a spelling change in the stem, the part of the verb without the ending. *Querer* (to want) is a **stem-changing verb**. Its ending follows the pattern of regular verbs, but the *e* in the stem (*quierer*) changes to *ie* in the stem (*querer*) in all forms except the *nosotros* and *vosotros* forms.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Stem</th>
<th>Pronoun</th>
<th>Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>quiero</td>
<td>nosotros(as)</td>
<td>queremos</td>
</tr>
<tr>
<td>tú</td>
<td>quieres</td>
<td>vosotros(as)</td>
<td>querréis</td>
</tr>
<tr>
<td>él, ella, Ud.</td>
<td>quiere</td>
<td>ellos, ellas, Uds.</td>
<td>quieren</td>
</tr>
</tbody>
</table>

Other examples of *e* ➔ *ie* stem-changing verbs are *preferir* (to prefer), *empezar* (to start), *venir* (to come), and *tener* (to have).

The verbs *venir* and *tener*, in addition to having a stem change, have an irregular ending in the *yo* form, like *hacer* and *salir*.

*Yo *vengo* de la playa.  *Yo tengo* mucho trabajo.*
Capítulo 7

B Circle the conjugated verb and underline the subject in each sentence. Then write the stem of the verb on the line to the right of the sentence.

1. Yo tengo un libro en casa.  
   ten-

2. Tú prefieres ir a la playa este verano.  

3. La película empieza a las cinco y media.  

4. Cristina no quiere invitar a Diego a su fiesta.  

5. Sus amigos prefieren ir a un concierto de guitarra.  

6. Ellos vienen a mi fiesta.  

7. Ellos quieren bailar con sus amigas.  

8. Tú tienes dos hermanos.  

C Combine the elements to write complete sentences saying what the people want or prefer to do in their free time.

1. Hoy / yo / querer / ir al cine  
   Hoy yo quiero ir al cine.  

2. Esta tarde / tú / preferir / mirar la televisión  

3. Mi madre / querer / salir al campo  

4. Mis amigos y yo / querer / ir a la playa  

5. Los domingos / mis abuelos / preferir / cenar en casa  

6. Mi familia y yo / preferir / la comida italiana  

D How are ie stem-changing verbs different from the regular-ar, -er, and -ir verbs that you have learned before? Are there any similarities?

Differences:  

Similatnes:  

46 Grammar Tutor  

Spanish 1 ¡Ven conmigo!, Chapter 7  

Copyright © by Holt, Rinehart and Winston. All rights reserved.